

Weekly planner.

Five days at a glance. Print it Sunday, fill it Friday.

WEEK OF _____	CLASS / GROUP _____	LEVEL _____	FOCUS THIS WEEK _____
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Monday DAY 01	LESSON	LANGUAGE FOCUS	SPEAKING TASK	NOTE / HOMEWORK
	_____	_____	_____	_____
	_____	_____	_____	_____

Tuesday DAY 02	LESSON	LANGUAGE FOCUS	SPEAKING TASK	NOTE / HOMEWORK
	_____	_____	_____	_____
	_____	_____	_____	_____

Wednesday DAY 03	LESSON	LANGUAGE FOCUS	SPEAKING TASK	NOTE / HOMEWORK
	_____	_____	_____	_____
	_____	_____	_____	_____

Thursday DAY 04	LESSON	LANGUAGE FOCUS	SPEAKING TASK	NOTE / HOMEWORK
	_____	_____	_____	_____
	_____	_____	_____	_____

Friday DAY 05	LESSON	LANGUAGE FOCUS	SPEAKING TASK	NOTE / HOMEWORK
	_____	_____	_____	_____
	_____	_____	_____	_____

 **End of week reflection.** *Three quick prompts. Two minutes.*

WHAT WORKED BEST THIS WEEK?

WHAT DIDN'T LAND?

ONE THING TO TRY NEXT WEEK:

Single *lesson skeleton*.

The 4-stage framework as a blank canvas. Fill it in 10 minutes.

T-02

CLASS / DATE

LEVEL

DURATION

TOPIC

Lesson aim. Write one sentence. "By the end of this lesson, students will be able to ____" — make it specific.

1 Warm (5–10 min)

Get them talking. Activate topic vocabulary. They speak more than you.

2 Input (15–20 min)

New language: vocabulary, grammar, text. Notice before explain.

3 Practice (15 min)

Controlled → freer. Gap-fills, drills, guided dialogues.

4 Production (10–15 min)

Open speaking task using today's language. No safety net.

★ Materials *needed*.

Observation *rubric.*

Peer-observation or self-review. Honest, structured, no jargon.

OBSERVER _____	TEACHER _____	LESSON / DATE _____	FOCUS AREA _____
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How to use this rubric. For each item, mark **1** (needs work), **2** (developing), **3** (solid), **4** (strong), or **5** (exemplary). Add specific notes. The goal is observation, not judgement.

● Planning & preparation

Clear lesson aim, communicated at the start	1	2	3	4	5	_____
Materials ready, accessible, age-appropriate	1	2	3	4	5	_____
Lesson structured into recognisable stages	1	2	3	4	5	_____
Timing realistic for the level and group	1	2	3	4	5	_____

● Language focus

Target language was clearly introduced	1	2	3	4	5	_____
Examples were concrete and relatable	1	2	3	4	5	_____
Errors corrected at appropriate moments	1	2	3	4	5	_____
Concept-checking was done (not just "OK?")	1	2	3	4	5	_____

● Engagement & classroom presence

Students actively participated (not passive)	1	2	3	4	5	_____
Teacher talk time was balanced (under 50%)	1	2	3	4	5	_____
Quieter students were brought into the conversation	1	2	3	4	5	_____
Energy stayed up across all stages	1	2	3	4	5	_____



Student outcomes

Most students attempted to use the new language

Students seemed to leave knowing something new

There was real speaking production, not just listening

The lesson aim was demonstrably reached



Two things *that worked*, one to try next time.

End-of-term *student feedback.*

Hand this to students. Anonymous. Honest answers help the next group.

T-04

COURSE / GROUP	TERM / YEAR	YOUR LEVEL	DATE
_____	_____	_____	_____

This is anonymous. Please answer honestly — your feedback helps us improve the course for the next group. Mark the circle that best matches your view.

How was the course?

I felt comfortable speaking English in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	DISAGREE	SOMEWHAT	NEUTRAL	AGREE	STRONGLY
The topics we discussed were interesting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	DISAGREE	SOMEWHAT	NEUTRAL	AGREE	STRONGLY
I learned new vocabulary I can actually use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	DISAGREE	SOMEWHAT	NEUTRAL	AGREE	STRONGLY
The lessons had the right amount of speaking practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	DISAGREE	SOMEWHAT	NEUTRAL	AGREE	STRONGLY
I felt the teacher listened to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	DISAGREE	SOMEWHAT	NEUTRAL	AGREE	STRONGLY
I would recommend this course to a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	DISAGREE	SOMEWHAT	NEUTRAL	AGREE	STRONGLY

Best lesson *Which lesson did you enjoy the most? Why?*

Hardest moment *What was the most difficult part of the course?*

Surprise *What surprised you about your own English this term?*

One change *If you could change one thing about the course, what would it be?*



Anything else?

Anything else you'd like to say?
