

Applying the EBC Framework to a Lesson

Impact level 3, British English, Unit 3 – Grammar (pages 48 and 49)

Download the [pages here](#)

EBC Framework	Key Elements	Procedure and time
ENGAGE	Curiosity, gamification	<p>Step 1 (2') – Greet everyone and ask how they are doing. While they are answering, start yawning on purpose. Check students' reaction (they may laugh, yawn, or ask questions).</p> <p>Step 2 (3') – Ask Ss: <i>What did you feel when I yawned?</i> – write new word on the board and reenact it. Take their contributions</p>
Every brain is unique	Personalization	<p>Step 3 (1') – Ask Ss: <i>Do animals also yawn or laugh? Talk about it with your peers for a minute</i> – Allow them to talk freely about animals they chose</p> <p>Step 4 (3') – Direct them to the photo of yawning lions (SB p. 48). Play with their curiosity and ask: Look at the photo. Which lion started yawning first? Try to work it out on your own and then share with a peer – let them express their own opinions about what they see</p>
Approach response	Novelty, praise, reward, choice, shared attention	<p>Step 5 (3') – Noticing grammar: Write Look at the photo and <i>Try to work it out</i> on the board and say: <i>I used both of these sentences with you. What is similar and what is different about them?</i> – praise them for their contributions and effort with <i>Great idea! Interesting observation. It looks like you're on to something. I love when you make a contribution</i> - Tell them that we do not separate look at but we can separate work out</p> <p>Step 6 (2') – Tell Ss they will work on the difference between separable and inseparable two-word verbs. Give them the option to choose which type of verb they want to work with. Get them into groups (3 or 4 Ss) according to their choice.</p> <p>Step 7 (3') – Allow Ss to check the Grammar box on page 48 and/or use their digital devices to do some research on their chosen type of verb (separable vs inseparable).</p> <p>Step 8 (2') – Tell Ss they will partner with another group at the end of the lesson to create a mind map, spidergram, poster, song or play to explain the differences between separable and inseparable verbs. Tell them they the best group will be rewarded. The reward can be a photograph or video of their presentation posted on the school's official social media profile or anything else you choose</p>
Fearfulness and Anxiety	Rapport	Throughout the entire lesson, make sure you listen attentively to students' contributions, create a safe environment for trial and error, and show interest in their

		opinions. Make eye contact and remind them that making mistakes is part of learning
The brain is plastic	Mindset, brain facts, self-efficacy, metacognition	<p>Step 9 (2') – Share with your students that we have a specialized group of neurons in the brain that activate when we observe others as if we were doing what they are doing. Quiz them on the name of those neurons. You can write three options on the board:</p> <p>1) <i>mime neurons</i> 2) <i>reflection neurons</i> 3) mirror neurons – right answer</p> <p>Step 10 (4') – Tell Ss that some studies suggest that the reason why yawning is contagious is related to the activation of these mirror neurons (you can read an abstract about it here: https://pubmed.ncbi.nlm.nih.gov/22198677/)</p> <p>Explain that this indicates it is important for us to observe others as we try to learn something new and that we benefit from working together</p>
BUILD	Practice, trial and error, guided-discovery	<p>Step 11 (3') – Do a Brain Break. For 3 minutes you can either:</p> <ol style="list-style-type: none"> 1) Allow Ss to do whatever they want (as long as they behave) 2) Play a song of their choice 3) Play a funny video 4) Do something more physical (stretching or walking around for example)
Prior knowledge	Quiz and retrieval	<p>Step 12 (5') – Give Ss 1 minute to individually retrieve anything they can about what they have been studying in that lesson. They can write it down or simply hold it in their memories. After 1 minute, get them to share in pairs. Monitor their interactions</p> <p>Step 13 (3') – Use Kahoot, a slide or the board to quiz students on the verbs in the box (SB p. 48 ex1). The quiz can be about the definition of each verb, the preposition that goes with each verb, or both.</p>
Working memory	Reduce cognitive load, scaffolding	<p>Step 14 (5') – Have Ss complete SB pg 48 ex1 and SB pg 49 ex2 individually. Give them support if necessary (scaffold when needed)</p> <p>Step 15 (3') – Tell Ss: <i>Pair up and share your answers.</i>* Get their contributions</p> <p>* Sometimes we say: <i>Now that we finished the activity, let's get together with someone to check if we have similar answers.</i> When giving instructions and explanations, avoid increasing your Teacher's Talking Time (TTT). Lengthy explanations may overload the working memory system in your students' brains. Be concise and clear.</p>

Mirror neurons	Body language	<p>Step 16 (2') – Reinforce the difference between separable and inseparable verbs. Explain the rule using your hands for instance*</p> <p>*Throughout the lesson, use body language to convey enthusiasm and to demonstrate the grammar structure. You can clench your hands together or hug yourself when you refer to inseparable verbs and put your hands apart to talk about separable verbs.</p>
CONSOLIDATE	Freer practice and production	Step 17 (3') – Do another brain break
Rehearsal	Retrieval practice	<p>Step 18 (2') – Ask Ss to individually retrieve the things they were discussing in Step 7</p> <p>Step 19 (2') – Tell Ss to pair up with someone who did research on a different type of verb and share what they managed to remember</p>
Application	Diversify output	<p>Step 20 (1') – Pre-listening: Take a screenshot or use the interactive book of to show SB pg 49 ex3. Hide the words in bold (troop, flock, herd, swarm, pack, school). Have Ss guess these words (chances are they won't have seen them before. Remind them that it is OK)</p> <p>Step 21 (2') – While Listening: Have Ss try to write down the hidden words individually and then share in pairs</p> <p>Step 22 (4') – Post-listening: Get Ss to discuss curiosities about those animals using the words in bold as well as separable and inseparable verbs</p> <p>Example: <i>Seeing a troop of gorillas can cheer anyone up or I would freak out if I saw a swarm of ants in my garden</i></p> <p>Step 23 (5') – Get Ss together in their original groups (Step 6) and have these groups join another group that did research on the other type of verb so that they can all work with both separable and inseparable verbs. They can use their books, including SB pg. 49 ex4, to write a list of these verbs and they can also access the internet to find more verbs and explanations.</p> <p>Step 24 (10') – Allow them to create whatever they choose to convey the differences (Jamboard drawing, mind map, spidergram, table, song, play, etc.) Monitor and give them support throughout the activity and remind them that the best group will have a photo or video posted on the school's social media or anything else you choose as reward</p> <p>Step 25 (5') – Have Ss circle around to check each others' creations and encourage them to give feedback. Get them to vote for the best creation and select the winner to be rewarded</p>
Sleep	Assign homework according to the spacing effect principle	Step 26 (3') – Ask Ss to save SB p. 49 ex5 and ex6 for spaced repetition. You can suggest they use colored tags, stickers or post-its to remind them they have to revisit those activities in the future. They can cover ex5 with a green sticker and ex6 with a yellow sticker. Green means that

		<p>they should revisit that activity one day after they did the lesson and yellow means one week after for example*</p> <p>Step 27 (2') – Remind Ss to leave homework for the next day as it will probably benefit them the most since they need to sleep to consolidate memory</p> <p>*Use future lessons to have Ss do some retrieval practice based on the stickers they have in their books</p>
--	--	--

OBSERVATIONS FOR REMOTE TEACHING

Some of the steps of this lesson require students to work in pairs or groups. Some tips to adapt these steps are:

- 1) Use breakout rooms or create additional links for meeting rooms for some of the activities
- 2) Make activities more whole group-centered if you do not have the resources or if it may make classroom management more complicated
- 3) Padlet, Jamboard, and Canva are great online resources to get students to work collaboratively on projects