



Building a Complete Communicative ESL Lesson with Flow

Explore how to build communicative lessons with Flow, combining activities into meaningful learning experiences while balancing teacher support and learner independence.

Prepared by **Happy Teachers Academy**

Wistudi



Resources

Scan to open



Name



Date

WATCH • FEATURED VIDEO

Watch this video by scanning the QR to access this worksheets resources



Wistudi

Published with Wistudi

This worksheet is part of an interactive lesson.



Scan to continue
the interactive lesson

COMMUNICATING EFFECTIVELY

Engaging vs Learning

We all know that engaging our learners is important. We have access to so many activities, games, worksheets and digital tools that can make lessons really interactive.

But having engaging activities doesn't automatically mean we've created a meaningful learning experience.



Agenda

01

When Engagement Isn't Enough

Why engaging activities alone don't create a meaningful learning experience.



02

From Idea to Experience

How a simple teaching idea can become an interactive learning experience.



03

The Framework

A simple structure for organising the example lesson and its learning journey.



04

Build It in Wistudi

See how different blocks and interactions bring the experience to life.



05

See It in Practice

Explore the finished experience and how learners move through it.



06

Reflection & Closing

Think about what you could create with Wistudi.



How to Use This Flow



EXPLORE

Explore the content and examples.



INTERACT

Try the activities and discussions.



REFLECT

Think about what you could use.

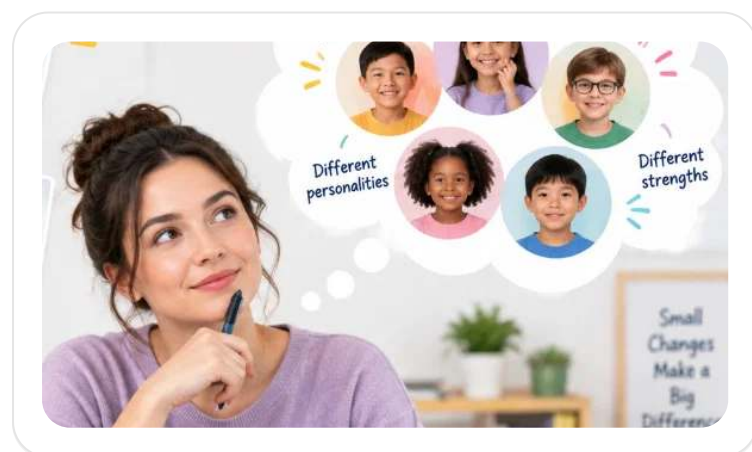


What do you find most challenging when choosing activities?

What makes choosing the right activity difficult for you? Mark one choice only.

Option	Choice	My Choice (✓)
A	 Finding the right activity There are so many options!	☐
B	 Matching activities to my goal Does this activity actually help?	☐
C	 Connecting activities How do I make them flow together?	☐
D	 Knowing where an activity fits When should I use it?	☐

Why did you choose this option? Write your reason below.



THE CHALLENGE

More activities don't always mean better learning.

We have plenty of activities to choose from – but how do we connect them into an experience that has purpose and progression?



Understanding Activities

Activities can give learners very different opportunities to use language.

But choosing an activity isn't just about finding something engaging – it's about knowing **what learners need to do at that point in the lesson.**

Let's look at some examples.

What are learners actually doing in each activity?



Students listen and repeat the target language.



Students use the target language in worksheets.



Students use their language in scenarios.



Students connect new language with visual meaning.



Students use the target language to complete a sentence.



Students describe what they see while others listen and guess.



GUIDED DISCUSSION

Guided Discussion

Take a moment to reflect on what you have learned, discuss with your peers, and share your insights.



DISCUSSION PROMPT

What activities do you recognize, and what could be the goal of each one?



GUIDANCE & EVALUATION CRITERIA

Consider:

- Example from the lesson
- Why this strategy matters
- One thing you can improve



Suggested Length: 50-100 words

MY THOUGHTS & RESPONSE

TEACHER FEEDBACK

POINTS

____ / 10

★ Reflect. Connect. Grow.

Bring It All Together

Activities help learners do something with language – but the activity itself isn't the goal.

Start with what you want learners to achieve, then think about which activities can help them get there.

The same activity can serve different purposes depending on how we use it.



What might the lesson journey look like?

If activities have different purposes, how might we connect them to create a meaningful learning journey?



Activities Need a Purpose

There are countless activities we can use in a lesson. But an activity becomes more purposeful when we know **what we want learners to achieve**.

Instead of choosing activities in isolation, we can think about what learners need to do at each point in the lesson and how they can work together.

“What do my learners need to do at this point in the lesson?”

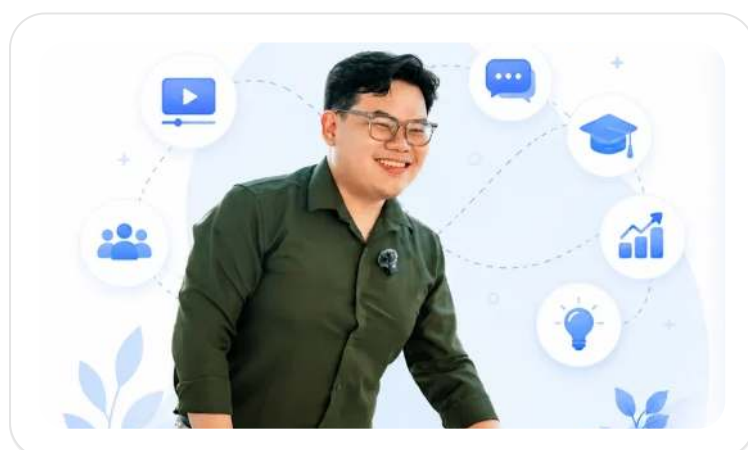
A simple framework can help us decide **when to use different activities**.

**WARM-UP**

**PRACTICE**

**PRODUCTION**

**REFLECTION**



COMING NEXT...

A Framework in Practice

Now let's see how this framework can shape a complete learning experience – and how we can bring each stage to life with different activities and interactions in Wistudi.



GUIDED DISCUSSION

Guided Discussion

Take a moment to reflect on what you have learned, discuss with your peers, and share your insights.



DISCUSSION PROMPT

What's one lesson topic you could teach all day?



GUIDANCE & EVALUATION CRITERIA

Consider:

- Example from the lesson
- Why this strategy matters
- One thing you can improve



Suggested Length: 50-100 words

MY THOUGHTS & RESPONSE

TEACHER FEEDBACK

POINTS

____ / 10

★ Reflect. Connect. Grow.

DIFFERENT ELEMENTS TO A LESSON

Planning the Starting Line

Every lesson starts with a topic – but the topic is only the starting point. We also need to think about **what we want learners to do with the language**.

Combining the lesson topic with a clear language target gives us a **lesson goal**: what we want learners to be able to do by the end.



PICTURE QUIZ

A Goal in the Right Direction

Read each option and choose the answer that best shows a clear lesson goal. Think about what students should be able to do with the language – not just what they will learn about.

QUESTION 1 OF 3

5 POINTS

Your topic is **FOOD**, which is the clearest goal?

☐ A.



Students will learn food vocabulary.

☐ B.



Students will practice talking about food.

☐ C.



Students will learn about healthy and unhealthy food.

☐ D.



Students can order a meal and make a simple request at a restaurant.

QUESTION 2 OF 3

5 POINTS

Your topic is **SPORT**, which is the clearest goal?

☐ A.



Students will learn sports vocabulary.

☐ B.



Students will practice talking about sports.

☐ C.



Students can ask and answer three questions about their favorite sport.

☐ D.



Students will play a sports vocabulary game.



Your topic is TRAVEL. Which is the clearest goal?

☐ A.



Students will learn travel vocabulary.

☐ B.



Students will talk about holidays.

☐ C.



Students can describe their last holiday and ask their partner two follow-up questions.

☐ D.



Students will practise the past simple.

TOTAL POINTS: _____ / 15

Where are we going?

Learner success!

Meaningful activities

A focused goal

A clear topic

I know where I'm going!

Goal setting gives you and your students **direction**.



From Activities to Achievement

A simple framework to plan lessons that lead to **meaningful learning**.



Warm-up



Practice



Production



Reflect



Direct

Know where you're going.



Learn

Help learners move towards it.



Achieve

See how far they've come.

The cues that guide us

The framework gives us the direction. **The cues help us decide what to do next.**

As you observe your learners, their responses and performance can tell you when to **support, practice, challenge or move forward**.



Cues in the Framework

Read each statement and sort it into the stage where it fits best.

WARM-UP	PRACTICE	PRODUCE	REFLECT
Get learners ready to learn.	Build confidence with guidance.	Start using language independently	Look back and recognize progress.
WRITE ITEM NUMBERS	WRITE ITEM NUMBERS	WRITE ITEM NUMBERS	WRITE ITEM NUMBERS
— —	— —	— —	— —

ITEMS TO SORT

1 Activate prior knowledge	2 Connect to the topic	3 Notice the language	4 Build accuracy with support
5 Use the language with reduced support	6 Student start using language independantly	7 Review the language	8 Think about what they achieved

Scaffolding to Success

Scaffolding helps learners achieve the language task by giving and reducing support at the right time.

The goal is to support learners until they can do more independently.



SCAN TO ACCESS



THIS VIDEO



Word banks

Key words to support vocabulary.

big small happy
like because and



Sentence starters

Help learners begin a sentence.

- I think...
- I like...
- I want...
- In my opinion...
- One reason is...



Sentence frames

Provide structure for more complex responses.

I _____ because _____.
It is _____ and _____.
I can _____.
I would like to _____.



Question prompts

Encourage thinking and longer responses.

- What do you think?
- Can you tell me more?
- Why do you think that?
- What happens if...?
- How do you know?



Model language

Show examples learners can use.

For example...
You could say...
It looks like...
I notice...
Another way to say...



Visual support

Use images to make meaning clear.





Where Should Support Be Reduced?

At which stage should learners begin needing less support? **Mark one choice only.**

Option	Choice	My Choice (✓)
A	Warm-up	☐
B	Practice	☐
C	Production	☐
D	Reflection	☐

Why did you choose this option? Write your reason below.



SCAN TO ACCESS



THIS VIDEO

When Helping Becomes Too Much

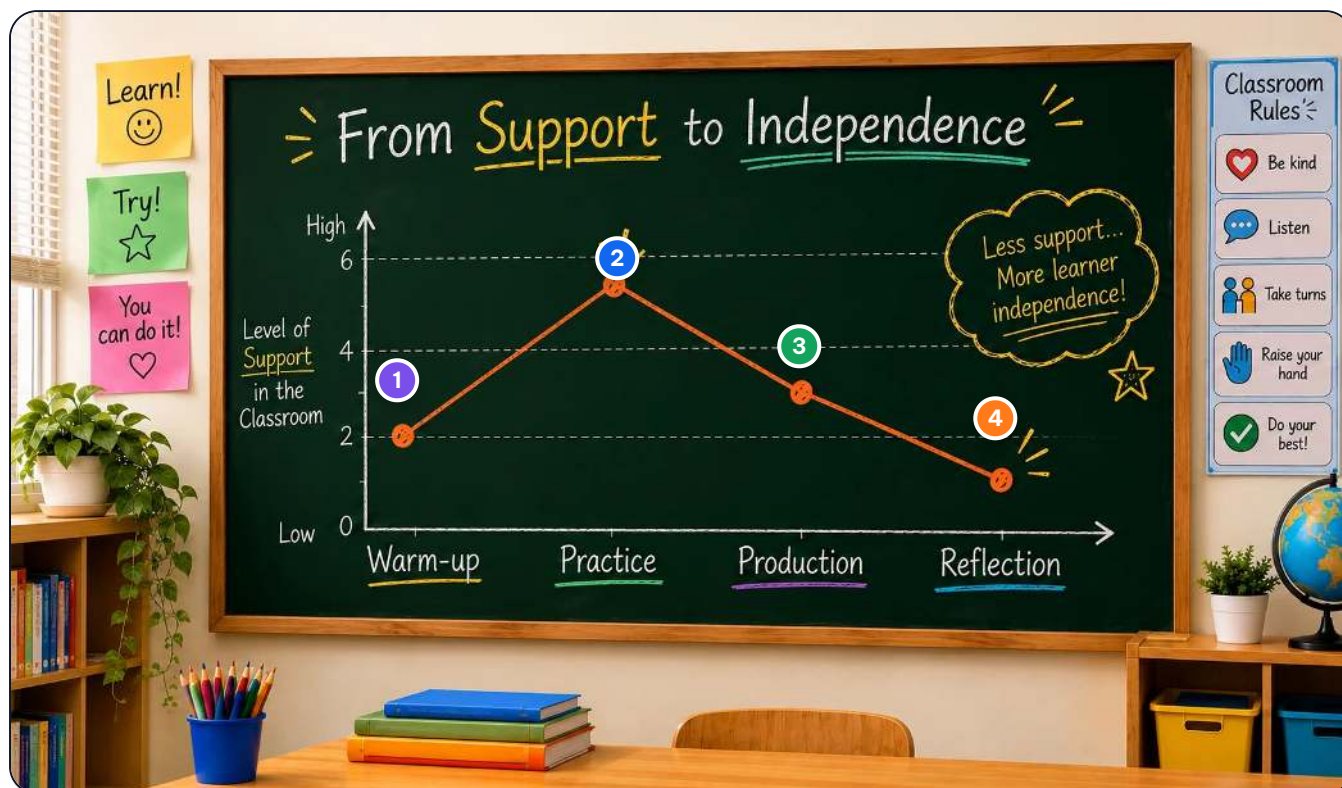
Too much support can sometimes create learner dependency.

The key is knowing **when to step back**, **allow productive struggle**, and **give learners space to find their own way to communicate**.



From Support to Independence

Look closely at the image and explore each point. Think about how the level of support changes from the beginning of the lesson to the end, and why learners should gradually become more independent.



1 Warm-up

What is the main purpose of the Warm-up?

- ☐ A. To activate learners' prior knowledge.
- ☐ B. To test everything learners know.
- ☐ C. To get learners communicating independently straight away.
- ☐ D. To introduce all the new language they need.

2 Practice

What kind of support can help learners during Practice?

- ☐ A. Giving learners the answers whenever they hesitate.
- ☐ B. No support – learners should work independently.
- ☐ C. Sentence starters, word banks and language frames.
- ☐ D. Using the same support throughout the whole lesson.

3 Production

What is the main goal of the Production stage?

- ☐ A. To help learners memorize the target language.
- ☐ B. To give learners more sentence starters and word banks.
- ☐ C. To introduce more new language.
- ☐ D. To use the language more independently or in a new context.



4 Reflection

Why do learners reflect with little to no support?

- ☐ A. To give them more help with every step.
- ☐ B. To see what they can remember and do independently.
- ☐ C. To introduce new language at the end of the lesson.
- ☐ D. To make sure every learner gives the same answer.

TEACHER USE

Score

Comments

____ / 4



QUIZ

Design a Communicative Lesson

Before we look at a complete lesson example, let's bring everything together.

QUESTION 1 OF 5

5 POINTS

When planning a lesson, the activities should be chosen before deciding what you want students to achieve.

☐ A. True

☐ B. False

QUESTION 2 OF 5

5 POINTS

What is the main purpose of an activity in a lesson?

☐ A. To keep students engaged and entertained

☐ B. To give students something to do while the teacher explains

☐ C. To guide students towards the lesson goal

☐ D. To make sure every lesson has plenty of variety

QUESTION 3 OF 5

5 POINTS

Which 3 statements describe the framework?

☐ A. It moves learners through different stages of learning.

☐ B. It can help teachers choose activities with a clear purpose.

☐ C. Every stage should take the same amount of time.

☐ D. Every lesson must use exactly the same activities.

☐ E. The amount of support can change as learners progress.



Which sequence shows the framework in the correct order?

- ☐ A. Practice → Warm-up → Production → Reflection
- ☐ B. Warm-up → Production → Practice → Reflection
- ☐ C. Warm-up → Practice → Production → Reflection
- ☐ D. Warm-up → Reflection → Practice → Production

Which of these can the framework help a teacher decide?

- ☐ A. What learners need to do at different points in the lesson
- ☐ B. Which activities could help learners move towards the goal
- ☐ C. How much support learners may need
- ☐ D. How to keep students busy for the whole lesson
- ☐ E. How many activities to include in every lesson

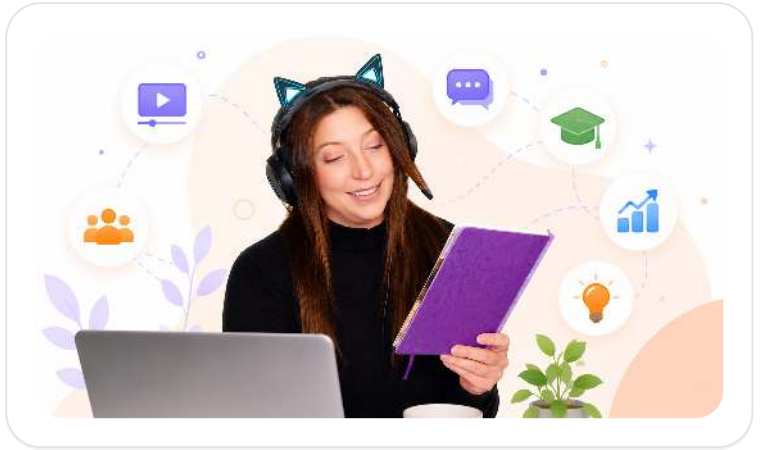
TOTAL POINTS: _____ / 25



GOAL

By the end of the lesson, learners will be able to:

Order food, ask simple questions, and respond appropriately in a restaurant situation.



Age and Level

9–12 · A2



Student Type

All Student Types



Goal

Communicative Speaking



This is Leo.



This is Mia.



This is Sophia.

Leo, Mia and Sophia are walking to the Beach Café for lunch. Along the way, they start talking about what they'd like to eat and drink.





What would you choose?

Choose one food you would like to have with your friends. **Mark one choice only.**

Option	Choice		My Choice (✓)
A		Cheese Sandwich	☐
B		Chicken Sandwich	☐
C		Cake	☐
D		Salad	☐
E		Beef Burger	☐
F		Chicken Burger	☐

Why did you choose this option? Write your reason below.



Explore the Café

Look closely at the picture. Tap each point to discover something you might need when ordering food and drinks.



1 Menu

Look at the menu carefully. What information can you find? Look for food, drinks and prices. We can use the menu to help us decide what to order.

What can we find on the menu?

2 Prices

Look carefully at the menu. Find the prices for different foods and drinks. We can use these numbers when we talk about what we want to order.

How much do the food and drinks cost?

3 Would you like ____?

Look at what the characters are saying. We can politely offer something by asking, "Would you like...?" This gives our friend a chance to say yes or no.

How can we politely offer food or a drink?

4 Yes, please. / No, thank you.

When someone offers us something, we can politely accept or refuse. We can say "Yes, please" when we want something, or "No, thank you" when we don't.

How can we politely say yes or no?

TEACHER USE

Score

Comments

____ / 4



FILL IN THE BLANKS

Complete the Conversation

Read the conversation and choose the correct words to complete each blank. Use the menu and the picture to help you.

Answer Bank

burger

beef burger

please

Thank you

thank you

hungry

Leo: Hi! What would you like?

Mia: I'd like a _____⁽¹⁾, please.

Leo: Would you like a beef or chicken burger?

Mia: A _____⁽²⁾, please. Would you like a drink, Sofia?

Sofia: Yes, _____⁽³⁾. I'd like some lemonade.

Mia: Sounds good.

Sofia: _____⁽⁴⁾!

Leo: Would you like a burger too?

Sofia: No, _____⁽⁵⁾, I'd like a sandwich.

Leo: No problem!

Mia: I am so _____⁽⁶⁾!

Sofia: Me, too!

Leo: Me, three!

Points: _____ / 6



WRITTEN RESPONSE

Written Response

Read the prompt carefully, organize your thoughts, and write your response below.



WRITING PROMPT

You have \$10. Spend it on lunch! What will you buy? How much will it cost? How much money will you have left?



GUIDANCE & EVALUATION CRITERIA

You can use: I'd like... It's \$... I have \$... left.

Consider:

- Key concepts and examples
- Why this approach matters
- One thing to elaborate on

Suggested Length: 50–100 words

MY RESPONSE

TEACHER FEEDBACK

POINTS

____ / 10

★ Think. Write. Express.



Foundation Check: What Does the Learner Need?

Read each learner behavior and sort it into the category that best describes their current foundation.

Stronger foundation

The learner can draw on familiar language and use it with greater independence and flexibility.

WRITE ITEM NUMBERS

— — —

Less Established Foundation

The learner needs more support, practice and confidence-building before they can communicate independently.

WRITE ITEM NUMBERS

— — —

ITEMS TO SORT

1

Students can respond to simple questions.

2

Students frequently need prompts to answer.

3

Students make mistakes, but keeps trying.

4

Students are able to form their own ideas.

5

Relies heavily on memorized language.

6

Students stop communicating when they are unsure.

The Framework isn't a timer.

How much time you spend on each stage, depends on the student.

All students are different and each come with their own challenges and opportunities.



Stronger Foundation

Move through the basics faster with good accuracy.

Give more space for production and communication to build their confidence and fluency.



Less Established Foundation

Spend more time in Practice.

Give learners more opportunities to build their accuracy before independent production to practice fluency.



Putting It All Together: The Progress Report

We've explored how to set a clear goal, choose purposeful activities, provide the right support and look for evidence of learning.

Now let's bring those pieces together.

A useful progress report doesn't just tell us how a learner performed. It helps us understand where they are, what they need and where to go next.



What can they do?

Evidence of what the learner can do independently.



What do they need?

Areas where they still need support, practice or scaffolding.



What comes next?

The next goal, challenge or learning opportunity.





What would you want to know about your learners' progress?

Select the information you think would be most useful when planning your next steps. **Mark one choice only.**

Option	Choice	My Choice (✓)
A	What learners can do	☐
B	Where learners struggle	☐
C	How much support they need	☐
D	How engaged they are	☐
E	How they are progressing	☐
F	How long activities take	☐

Why did you choose this option? Write your reason below.

Your Next Step

You don't need to completely redesign your lessons tomorrow. Start with one goal, think about where your students are, and use that information to guide what comes next.

And when you're ready, you can build that journey in Wistudi – and use it online, offline, or both.

