

One Concept, Three Registers

Express the same concept in everyday, classroom and formal subject wording and check that its meaning stays intact.

5 min preparation | Science, Maths and Humanities

Before the lesson

Prepare everyday and subject-specific versions of the same idea.

Teach it in four steps

1. Express the same concept in everyday, classroom and formal subject wording and check that its meaning stays intact.
2. Identify the word or phrase that makes the subject version more precise.
3. Rewrite one idea for a partner and for a formal subject response.
4. Check that the meaning survives the change in register.

Worked example: One Concept, Three Registers

Everyday: "The water slowly disappeared." Subject wording: "The liquid evaporated from its surface." The second names a process; it should not introduce a claim that the water ceased to exist.

Teacher prompt: "Show the relationship and explain the choice you made."

Check understanding

Ask learners to explain what the technical version adds and what stays the same.

Fade the support

Remove the paired model and ask learners to choose wording for a named audience.

Adapt it across subjects

Maths: move from "the line gets steeper" to a precise statement about gradient. Humanities: move from everyday judgement to an evidence-based interpretation.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner's response to this task; proficiency can differ across skills.