

Overview: Module 4

So, now that you know the different approaches to lesson planning, it's time to go about actually creating your plan!

There are a number of factors to consider when planning, and a variety of materials, resources and aids you can use to make the best lesson possible for your students.

In this module we're going to look at lesson aims, components of a lesson plan, planning an individual lesson and how to choose assessment tasks, course books, reference materials, supplementary resources and teaching aids.

Much of what is covered corresponds to what is examined in part of the Teacher Knowledge Test (the TKT): a qualification teachers can take to show their knowledge of language and EFL teaching.

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Unit 1: Lesson Aims

Every lesson must have some sort of purpose or end goal, otherwise what's the point?? This doesn't necessarily mean that every lesson will have the final aim of learners understanding a particular grammar point though. The goal could be anything from developing listening skills to practising language for some kind of 'real-life' situation like booking a hotel.

Although it may seem quite formal to 'identify the aim' of every lesson, it really can help you concentrate on delivering a successful lesson as well as naturally leading you to materials which will best fulfill this aim.

However, aims aren't all necessarily direct learning objectives. They could be aims for yourself, for example, limiting your Teacher Talk Time as much as possible, or even aims focused on a particular student to make sure they're keeping up. As well as overall aims, therefore, you will also have a number of secondary or personal goals.

Look at the following table taken from *The Teacher Knowledge Test Course* focusing on different types of aims:

1. Subsidiary Aims
2. Main Aim
3. Personal Aims

Main Aim	Subsidiary Aims	Personal Aims
To practise making polite requests in the context of making holiday arrangements. Example: 'Could you give me some information about hotels?'	Grammar: to revise modal auxiliary verbs. Functional example: Could/Would you...? Vocabulary: to consolidate lexis for travel, accommodation. Phonology: to focus on intonation. Speaking: to give controlled practice	To improve my organisation of the whiteboard. To give clearer examples.

In order to fulfil your lesson objectives, you will have to work out a procedure to do so. For example, if your aim is to 'consolidate vocabulary for travel', the procedure could be 'give students a crossword of travel/transport vocabulary'.

Answers Aims Courseware Module 3

SA Adler



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Rikki-tikki-tavi RUDYARD KIPLING Rikki-tikki-tavi RUDYARD KIPLING. Read each of the following questions. Answer each question in a complete sentence. 1. What kind of animal is Rikki-tikki-tavi? Analyzing Character Confrontations in "Rikki-Tikki-Tavi" Students will analyze the confrontations that drive the story's plot, noting what happens and who is involved, how Rikki's character is developed through each ... Unit 1 Part 2/Week 8 Title: Rikki-tikki-tavi Suggested Time Students complete an evidence chart as a pre-writing activity. Teachers should ... Answer: Tasks and answers available in the anthology on page 137. • After ...