

TKT Module 2: Identifying and selecting lesson aims – Teacher's Notes

Description

Teachers explore the different types of lesson aims and practise identifying the aims of different classroom activities. They also consider the suitability of activities and aims to different groups of learners. This syllabus area of identifying and selecting lesson aims is tested in TKT Module 2 Part 1.

Time required:	50 minutes
Materials required:	▪ <i>Participant's Worksheet 1 (one for each pair)</i> ▪ <i>Participant's Worksheet 2 (one for each participant)</i> ▪ <i>Participant's Worksheet 3 (one for each participant)</i> ▪ <i>Sample Task (one for each participant)</i>
Aims:	▪ <i>to provide an opportunity for participants to discuss main, subsidiary and personal aims in lessons.</i> ▪ <i>to provide an opportunity for participants to consider factors influencing the choice of aims in lessons.</i> ▪ <i>to provide practice in completing tasks in which identifying and selecting aims is the testing focus.</i>

Procedure

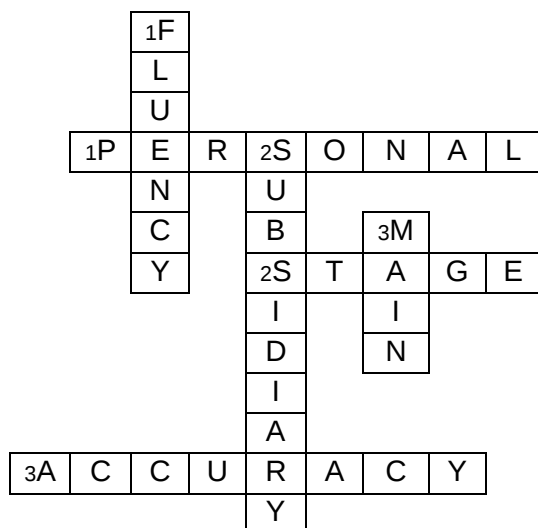
1. (5 minutes) On the board write: **Lesson aims**. Give each pair of participants a copy of **Participant's worksheet 1**. The words in the crossword puzzle are all connected to lesson aims. Participants answer the clues to complete the crossword. Allow five minutes maximum for this.
2. Check answers together (see key below). Tell participants that 'identifying and selecting lesson aims' is a syllabus area tested in TKT Module 2 Part 1 and that the words and clues in the crossword puzzle were taken from the TKT Glossary.
3. (10 minutes) Hand out **Participant's worksheet 2**. Participants continue to work with their partner and discuss the classroom activities on the worksheet. They should think of possible aims for the activities, i.e. what are the students doing in the activities.
4. (10 minutes) Hand out **Participant's worksheet 3**. Refer participants to **Exercise 1**. They match the aims on this worksheet with the activities on **Participant's worksheet 2**. Explain that there may be more than one aim for each activity, and that any aim may apply to more than one activity.
5. Check answers together (see key below, but allow other possibilities if participants can justify their answers).
6. (10 minutes) Put participants into groups of three. Refer them to **Participant's Worksheet 3 Exercise 2**. Participants discuss whether any of the activities would be particularly suitable for the learners listed.

Teaching Knowledge Test

7. Feed back with the whole group for participants to share ideas (see key below, but allow other possibilities if participants can justify their answers).
8. (10 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner.
9. Check answers together (see key below).
10. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 2 syllabus area for this lesson?** (identifying and selecting lesson aims)
 - **What issues do you find difficult about this syllabus area?** (allow participants to share ideas)
 - **How can participants prepare for this section of the test?** (look at sections in the TKT Glossary on lesson planning and on language, practice activities and skills development to review terminology for activity types).

TKT Module 2: Identifying and selecting lesson aims – Answer Keys

Key to Participant's Worksheet 1



(personal, stage, accuracy, fluency, subsidiary, main)

Key to Participant's Worksheet 3

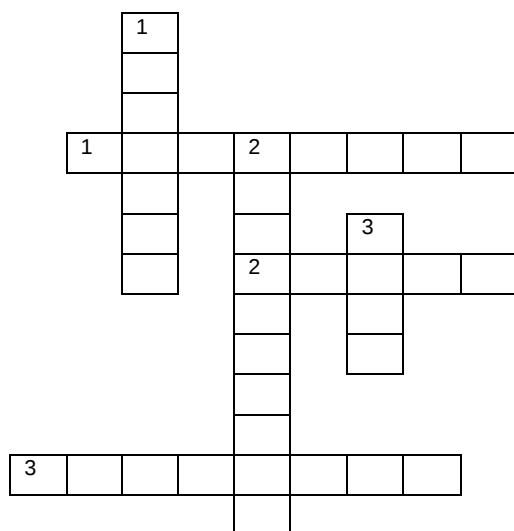
Activity	Exercise 1		Exercise 2
	Main aim/s	Subsidiary aim/s	Target students
1	D	G, L	adult learners; business learners;
2	J, A	E	adult learners
3	G		young learners
4	H		adult learners; business learners
5	D	B, I	adult learners
6	H	E	adult learners; learners in an English speaking country
7	C	F	adult learners
8	I		very young learners
9	K, J	G	teenage learners; adult learners
10	L		teenage learners,

Key to Sample Task

1. B 2. A 3. C 4. B 5. A 6. C

TKT Module 2: Identifying and selecting lesson aims – Participant's Worksheet 1

Complete the crossword puzzle with words connected with aims in a lesson.



Across

1. This is the aim a teacher has when s/he describes what s/he would like to improve in her/his teaching, e.g. *to reduce the time I spend writing on the whiteboard*. (8)
2. A step or short section of a lesson plan. (5)
3. This is the aim teachers have when they want learners to use the correct forms of grammar, vocabulary and pronunciation. In this type of activity, teachers and students typically focus on using and producing language correctly. (8)

Down

1. This is the aim teachers have when they want learners to use connected speech, to speak at a natural speed without hesitation, repetition or self-correction. When communication is more important than being correct, the aim of the activity would be this. (7)
2. This is a less important aim of a lesson. It could be the language or skills students must be able to use in order to achieve the principal aim of the lesson, or a skill or language area which is practised while focusing on the principal aim. (10)
3. The most important aim, e.g. *to teach the present perfect* or *to develop listening skills*. (4)

TKT Module 2: Identifying and selecting lesson aims – Participant's Worksheet 2

Look at the classroom activities. What is the main aim for each of the activities? What subsidiary aims are there?

1. The learners, as a group, have a meeting. They choose someone to lead the meeting, then take turns to present their company's product. Then they decide which company has the best product for improving the environment.
2. Learners look again at a text about going to university and find expressions which are connected to giving advice.
3. The learners have various coloured pens and colour in the different animals they hear mentioned in a recording.
4. Learners write a letter to a customer who has complained about a product he bought from their company. They use an example text as a model.
5. Learners work in pairs and discuss these questions: <i>What is the best holiday you've ever had? Where was it? When was it?</i>
6. Learners fill in a form that will allow them to join the local library.
7. Learners listen to a recording of minimal pairs and repeat the words written in a table.
8. At the start of the lesson, the learners hold hands and sing the 'hello' song.
9. The teacher plays a recording of a pop song and learners have to fill in the gaps in the transcript with nouns learnt earlier.
10. Learners are working on projects. One learner has chosen fashion and is designing clothes. Another learner chose transport and is designing a flying car.

TKT Module 2: Identifying and selecting lesson aims – Participant's Worksheet 3

Exercise 1

Match the aims with the activities on Participant's worksheet 2. The activities may have more than one possible aim.

A. to encourage learners to deduce the meaning and use of language from context
B. to provide an opportunity for learners to talk about their own experience
C. to focus on pronunciation
D. to give practice in oral fluency
E. to develop reading comprehension skills
F. to provide controlled practice of specific sounds
G. to give practice in listening comprehension
H. to give practice in writing skills
I. to provide an active beginning to the lesson
J. to focus on language in a text
K. to focus on vocabulary
L. to encourage learner autonomy

Exercise 2

Look at the activities on **Participant's worksheet 2** again and discuss whether any of the activities would be particularly suitable for the following types of learners:

- | | |
|-----------------------|--|
| 1 very young learners | 4 adult general English learners |
| 2 teenage learners | 5 business English learners |
| 3 young learners | 6 learners who live in an English speaking country |

TKT Module 2: Identifying and selecting lesson aims – Sample Task

For questions **1–6** match the textbook rubrics with the lesson aims listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You need to use some options more than once.

Lesson Aims

- | | |
|----------|---------------------------------|
| A | developing pronunciation skills |
| B | developing reading skills |
| C | developing vocabulary |

Textbook rubrics

- | | |
|----------|---|
| 1 | Choose the best summary of each paragraph. |
| 2 | Listen and group the words according to whether they have two, three, or four syllables. Practise saying them in pairs. |
| 3 | Complete this chart with the correct prefixes and suffixes. |
| 4 | Indicate on the map the way that Kate went, according to the information given. |
| 5 | Read and listen to the dialogue and underline the weak forms. |
| 6 | Circle the noun in each set which does not collate with <i>have</i> . |