

TKT: Practical: Lesson planning – trainer’s notes

Description

This activity introduces participants to the components of a TKT: Practical lesson plan. They identify different lesson plan components and practise using the TKT: Practical lesson plan templates and language analysis sheets.

Time required: 60 minutes

Materials required:

- Participant’s worksheet 1 (one for each pair of participants)
- Participant’s worksheet 2 (one for each participant)
- Participant’s worksheet 3A (one for each participant)
- Participant’s worksheet 3B (one for each participant)
- Participant’s worksheet 4 (one copy for each group of 3 participants, cut into strips)
- Participant’s worksheet 5A (one for each participant)
- Participant’s worksheet 5B (one for each participant)
- Participant’s worksheet 6 (one for each participant)

Aims:

- to introduce the different components of a TKT: Practical lesson plan
- to familiarise participants with the requirements for the different components.

Note: this activity is intended to be given as the third activity in the sequence of four TKT: Practical activities, following the activity on assessment criteria.

Procedure

1. Write the following letters arranged in two circles on the board.

ELSNSO

NLGNAIPN

Ask participants to arrange the letters so make two words which have something to do with teaching. When participants have the answer, write LESSON PLANNING on the board. Elicit some ideas of the type of information a teacher needs to put in a lesson plan.

2. Put participants into pairs and give them a copy of **Participant’s worksheet 1**. Ask participants to unjumble the words so that they make six words which relate to the types of information a teacher needs to put in a lesson plan.
3. Check answers together (**see Key below**). Tell participants that for TKT: Practical candidates must complete a lesson plan as part of the assessment. The next exercise will look at the components that have to be included in a TKT: Practical lesson plan.

Teaching Knowledge Test

4. Hand out **Participant's worksheet 2**. Participants work in pairs to match the most appropriate component of a lesson plan in the box with the examples or explanations of each of the components, listed A–L. Check answers together (**see Key below**).
5. Organise participants into groups of three. Hand out **Participant's worksheets 3A** and **3B**. Tell participants that these are blank TKT: Practical lesson plan templates and language analysis sheets. Give one set of strips from **Participant's worksheet 4** to each group. Ask participants to put the strips onto the blank TKT: Practical lesson plan template and language analysis sheet in the correct places.
6. When participants have completed the task, hand out **Participant's worksheets 5A** and **5B** and ask participants to check their answers.
7. Ask participants:
 - **What else do you need to produce for a complete lesson plan?** (*details of lesson procedure*)
8. Give out **Participant's worksheet 6** and ask participants to read the lesson plan procedure and to fill in the headings for each column 1-5. Check answers in open class (**see Key below**).
9. Round up to summarise main points covered and to remind participants of assessment criteria. Review the following:
 - Candidates must provide a lesson plan to the assessor before they teach the lesson. **Can candidates choose their own format for the lesson plan?** (*No, candidates must use the template in the TKT: Practical handbook.*)
 - **What are candidates assessed on relating to the plan?** The following are the assessment criteria for TKT: Practical relating to planning and can be discussed and summarised with reference to **Participants worksheets 5A, 5B** and **6** *Candidates need to show that they can:*
 - a. *write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims*
 - b. *give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions*
 - c. *give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims*
 - d. *(i) analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language and (ii) identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills*
 - e. *plan the use of appropriate (referenced) materials and/or resources to be used*
11. Allow five minutes for participants to ask questions then direct participants to the Cambridge English website **www.cambridgeenglish.org/** where they can access the TKT: Practical Handbook and get information about TKT: Practical.

TKT: Practical: Lesson planning – answer keys

Key to Participant's Worksheet 1

1. level 2. materials 3. stage 4. analysis 5. procedures 6. interaction

Key to Participant's Worksheet 2

- A Level
- B Lesson length
- C Lesson type
- D Information about the class
- E Main aim
- F Subsidiary aim
- G Personal aim
- H Materials
- I Assumptions
- J Anticipated difficulties
- K Solutions
- L Language analysis
- M Skills analysis

Key to Participant's Worksheet 6

1 Stage 2 Stage Aim 3 Procedure 4 Interaction 5 Timing

TKT: Practical: Lesson planning – Participant's Worksheet 1

1 L E
V L
E

2 M I
E R
A A
L T
S

3 S A
E T
G

4 A S
Y I
A N
S L

5 P S
E O
C U
R R
D E

6 I C I
R N
A T
T N
O E

TKT: Practical: Lesson planning – Participant’s Worksheet 2

Choose the most appropriate explanation or example for the lesson plan components in the box below.

Solutions	Materials	Main aim	Skills analysis	Assumptions
Lesson length	Personal aim	Lesson type	Information about the class	
Subsidiary aim	Level	Anticipated difficulties		Language analysis

A	For example, beginners, elementary, pre-intermediate, intermediate, upper-intermediate, advanced	
B	Write ‘20’ if you are teaching a 20-minute lesson or ‘40’ if you are teaching a 40-minute lesson.	
C	For example, Reading or Reading/Speaking or Grammar/Listening or Writing	
D	Include details for the assessor about: the type of learners you are teaching, the materials you have selected for the lesson.	
E	Write the most important purpose for the lesson either stating what the learners will have done by the end of the lesson or stating what you want to achieve in the lesson.	
F	Say if there are any less important aims for the lesson, e.g. the main aim of the lesson might be to teach <i>should/shouldn’t</i> , but a text is used as a context for the language presentation so reading would be a less important aim.	
G	These are individual teaching skills the teacher wants to focus on and improve in this lesson e.g. reducing teacher language.	
H	List the things that will be used in the lesson. Remember to state which publication material is taken from to keep within copyright rules.	
I	Write what you think the learners already know or what you think the learners are able to do relating to the lesson.	
J	This section is for you to mention problems that you and the learners might have with tasks and other aspects of classroom organisation.	
K	Write how you will deal with the problems.	
L	This section needs to be completed for lessons which include language work – vocabulary or grammar or functional language.	
M	This section needs to be completed for lessons which include skills work – reading or listening or speaking or writing	

TKT: Practical: Lesson planning – Participant’s Worksheet 3

Lesson plan template

Centre number:		Candidate number:	
Candidate name:			
Lesson number:		Level:	
Lesson length:		Lesson type:	
Date:			

Information about the class:

Main aim:

Subsidiary aim:

Personal aim:

Materials (including source):

Assumptions:

Anticipated difficulties with tasks: **Solutions:**

TKT: Practical: Lesson planning – Participant’s Worksheet 3B

Language Analysis sheet

	Language analysis		
Form	Meaning	Phonology	Anticipated problems
			Solutions

Skills Analysis sheet

	Skills analysis		
Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
			Solutions

TKT: Practical: Lesson planning – Participant’s Worksheet 4

Elementary

20 minutes

Grammar and listening

17/10/2010

There are twelve teenage learners in the class. They have a two-hour lesson every week as part of an evening course. The class began one month ago. We use a coursebook but for this lesson I have decided to use my own material.

By the end of the lesson the learners will be able to give advice using ‘should’ and ‘shouldn’t’ in the context of healthy eating.

to practise listening for gist and listening intensively

to reduce TTT in whole class activities and give clear instructions

Flashcards Visuals (pictures of food) Handouts DVD Markers

Learners will know most of the vocabulary.

Learners may want to translate the verb *should*.

The listening may be difficult.

I will be prepared to explain the use of it with more examples.

Play the DVD more than once.

Should affirmative form

Subject+should+verb (infinitive without to)
e.g. You should eat salad and fruit.

Should negative form

Subject+should+not (shouldn’t)+ verb (infinitive without to) e.g. You shouldn’t eat fast food

The use of should and shouldn’t to give advice.

Listening for detail - Learners listen to the recording twice and to fill in the gaps in the conversation

1. Learners may misunderstand the use of *should*.

2. Learners may mispronounce *should* by pronouncing the ‘l’ and they may have problems with the contraction in *shouldn’t*.

Ask concept questions e.g. Is it a good idea to eat fast food?

Highlight silent letters and contraction when drilling.

TKT: Practical: Lesson planning – Participant’s Worksheet 5A

Lesson plan

Centre number:	xxxxxx	Candidate number:	xxxxx
Candidate name:	xxxxxx		
Lesson number:	1	Level:	Elementary
Lesson length:	20 minutes	Lesson type:	Grammar and listening
Date:	17/10/2010		

Information about the class:

There are twelve teenage learners in the class. They have a two-hour lesson every week as part of an evening course. The class began one month ago. We use a coursebook but for this lesson I have decided to use my own material.

Main aim:

By the end of the lesson the learners will be able to give advice using ‘should’ and ‘shouldn’t’ in the context of healthy eating.

Subsidiary aim:

to practise listening for gist and listening intensively

Personal aim:

to reduce TTT in whole class activities and give clear instructions

Materials (including source):

Flashcards Visuals (pictures of food) Handouts DVD Markers

Assumptions:

Learners will know most of the vocabulary.

Anticipated difficulties with tasks:

Learners may want to translate the verb *should*.

The listening may be difficult.

Solutions:

I will be prepared to explain the use of it with more examples.

Play DVD more than once.

TKT: Practical: Lesson planning – Participant’s Worksheet 5B

Language analysis sheet

Form	Meaning	Phonology	Anticipated problems
Should affirmative form Subject+should +verb (infinitive without to) e.g. You should eat salad and fruit.	The use of should and shouldn't to give advice	ʃʊd ʃʊdnɪt	1. Learners may misunderstand the use of <i>should</i> 2. Learners may mispronounce <i>should</i> by pronouncing the 'l' and they may have problems with the contraction in <i>shouldn't</i>
Should negative form Subject+should+not (shouldn't)+ verb (infinitive without to) e.g. You shouldn't eat fast food			Solutions 1. Ask concept questions e.g. Is it a good idea to eat fast food? 2. Highlight silent and contraction when drilling.

Skills Analysis sheet

Skill/subskill	Skills analysis		Anticipated problems
	Tasks for skills development	Preparing learners for tasks	
Listening for gist	Learners listen to the recording and choose the most appropriate title for the text – healthy eating	Learners talk about which foods are healthy and which are not using picture prompts.	1. Learners may listen for detail instead of gist. 2. Some learners may not know about healthy foods
Listening for detail	Learners listen to the recording twice and to fill in the gaps in the conversation	Feedback to gist listening should ensure that learners understand the general context.	Solutions 1. Remind them that they may not understand every word – they just listen to choose the best title. 2. Group learners – those who know about foods with those that don't.
Speaking – fluency practice	Learners give each other advice for a healthy lifestyle	Give picture prompts for them to discuss	

TKT: Practical: Lesson planning – Participant’s Worksheet 6

1. _____	2. _____	3. _____	4. _____	5. _____
Lead in	to create interest in the topic	Put different pictures of food on the board and ask learners to talk in pairs about which they think are healthy and which not so healthy.	T-S S-S	3 minutes
Listening 1	to contextualise the language and to listen for gist	Ask learners to listen to the recording of two people talking. Ask them to listen and choose a good title for the conversation.	T-S	2 minutes
Feedback	to check learners have understood the gist	Ask learners to tell their partners the titles they chose then share them in open class.	S-S S-T	2 minutes
Listening 2	to provide examples of should and shouldn't in context and intensive listening practice	Ask learners to listen to the recording again and to fill in the gaps in the conversation (the target language will be gapped). Play tape twice.	T-S	4 minutes
Pairs	to allow learners to exchange answers to build confidence	Ask learners to check answers in pairs.	S-S	2 minutes
Feedback and Practice	to provide controlled practice of language and to check understanding to provide a record of the language	Get answers to the task, ask concept questions to check understanding of meaning and drill target language chorally and individually for pronunciation. Write the sentences on the board.	T-S	4 minutes
Practice	to provide further practice of should and shouldn't	Give out some pictures of different types of food and activities and ask learners to give each other advice for a healthy lifestyle using the target language.	S-S	3 minutes