

Components crossword

Trainer's notes

Aims	To review glossary terms related to lesson planning
Syllabus area	Identifying the different components of a lesson plan
Timetable fit	For use in or after an input session on lesson plan components
Interaction pattern	Individual or pair work
Timing	30 minutes
Materials needed	One copy of the crossword (2.2A) for each trainee

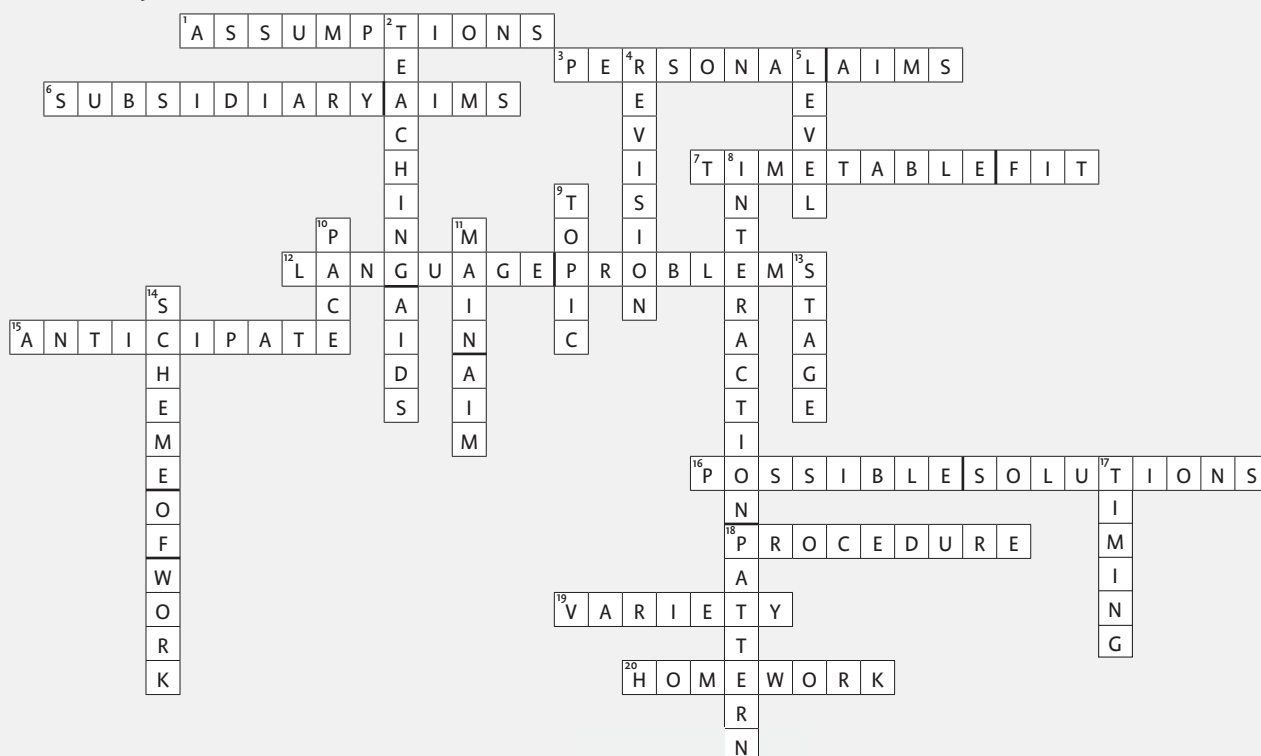
Instructions

- Hand out a copy of the crossword to each trainee. Although most trainees will need little guidance to understand the task, it's worth eliciting *down* and *across*, and the word *clue* which does not appear on the sheet.
- Have trainees work individually or in pairs to solve the crossword. Monitor and prompt where necessary.
- Conduct feedback orally or by pinning up a completed copy of the crossword for trainees to check.
- Discuss how crossword puzzles might be useful for recycling lexis from class. Talk about trainees' experiences with crosswords and other types of word puzzles. Remind trainees that they can create their own word games on www.puzzlemaker.com and other available educational software.

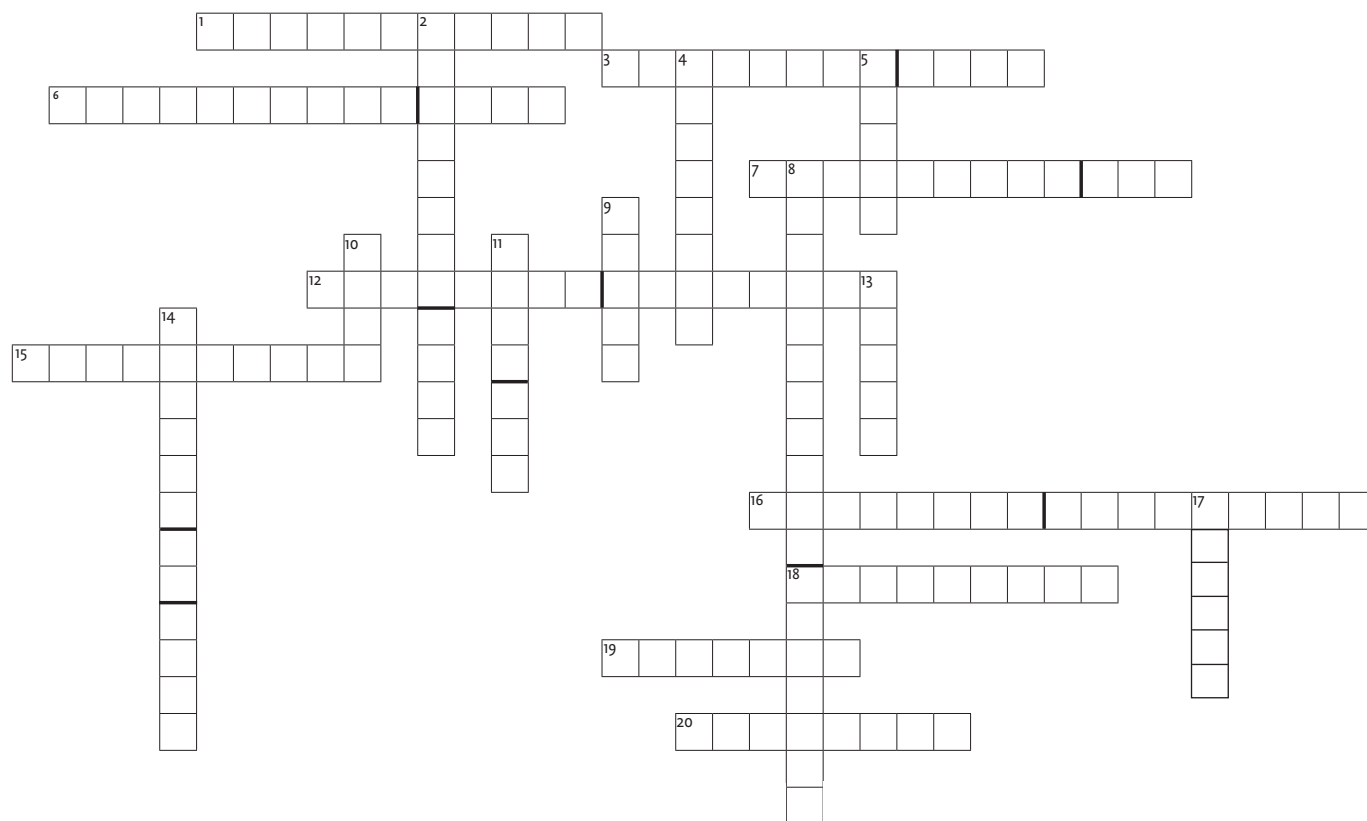
Variation

To make this into a communicative pair-work activity, photocopy the A and B versions of the crossword (see 2.2B). Have half the class research and work together to write the clues for puzzle A, while the other half do the same for puzzle B. Then pair up one trainee from group A with a partner from group B. Have them read out their clues for their partner to guess. For example, B asks 'What's 17 down?', A says 'the number of minutes needed for each step of the lesson', and B guesses 'hmmm ... Timing?'

Answer key



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Across

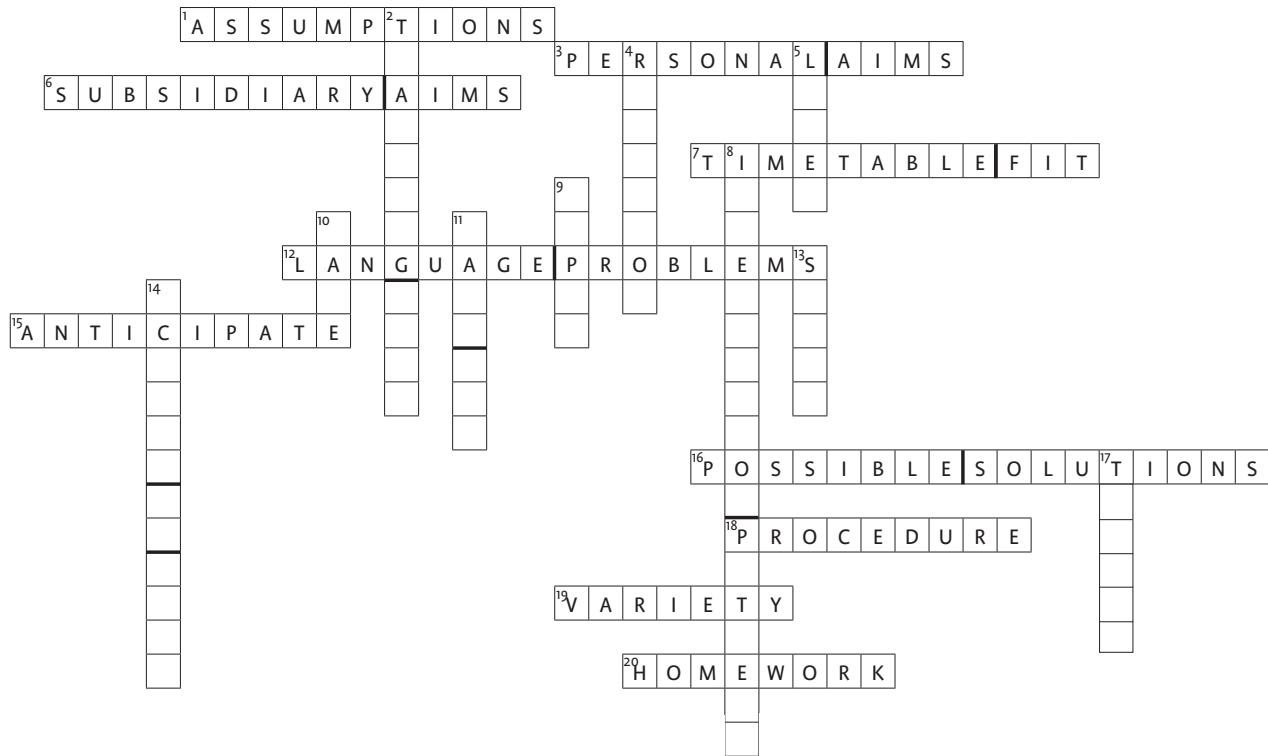
1. Skills or knowledge the teacher supposes the students already have in relation to the class objectives. (11)
3. Progress and growth a teacher would like to focus on in their own teaching, including certain actions, techniques or relationship with the students. (8,4)
6. Other things students will practise or be able to do in the lesson because they are stepping stones to reach the main aim. (10,4)
7. How the class is interlinked with previous and forthcoming lessons; its position in a sequence of lessons. (9,3)
12. Functions, phonology, lexis or grammar that teachers suspect their learners might struggle with. (8,8)
15. What teachers do with language problems when they are planning lessons. (10)
16. Actions which could overcome anticipated problems. (8,9)
18. What the teacher and students will do at each stage of the lesson. (9)
19. It is very important to introduce this into our scheme of work, by doing different kinds of activities or changing the pace, interaction pattern, level of difficulty or mood from lesson to lesson. (7)
20. Exercises and practice activities that students do at home after a class. (8)

Down

2. Materials and equipment the teacher needs to remember to take into class. (8,4)
4. An activity which recycles language from a previous lesson. (8)
5. The language ability of the group, e.g. pre-intermediate, advanced. (5)
8. Ways in which students work together or alone throughout the class time: individually, in pairs, groups or as a whole class. (11,7)
9. The subject-matter or theme of the class, e.g. pets, the environment or business meetings. (5)
10. How quickly the lesson progresses, from fast-moving to reflective. (4)
11. "By the end of this lesson the students will have ...": the most important thing we want to achieve. (4,3)
13. Distinct part or period of class time. (5)
14. Outline plans which help teachers to plan the sequence of several lessons over a period of time. (6,2,4)
17. Number of minutes needed for each step of the lesson. (6)

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Crossword A



Crossword B

