

FORMAL LESSON PLAN

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FORMAL LESSON PLAN

By the end of this session you will be able to:



- Identify the main components of lesson plans
- Differentiate between different types of aims
- Name main components of lesson plans
- Discuss how to use lesson plans in ELT classrooms

PLANNING PARADOX

Prepare thoroughly,



But teach the learners, not the plan...

Jim Scrivener

DIFFERENT LESSON FORMATS

- ⦿ Logical line
- ⦿ Topic umbrella
- ⦿ Jungle path
- ⦿ Rag-bag

(J. Scrivener Learning teaching 2005)



LOGICAL LINE

- From overview towards work on specific details
e.g : grammar:
 - a. understand an item of language
 - b. practise it orally in drills
 - c. practice it using more unrestricted, integrated speaking work
 - d. do written exercise to consolidate our understanding.



TOPIC UMBRELLA

- A topic provides the main focal point for student work. The teacher might include a variety of separate activities (voc., speaking, listening, grammar) linked only by the fact that the umbrella topic remains the same.
- Example of topics : *rain forests, education, or good management.*



JUNGLE PATH



- Create the lesson moment by moment in class (depends on the need / problem arouse at that time). Teacher doesn't predict or prepare so much.
- The essential difference between this lesson and the previous lesson types is that the T is working more with the people in the room than with her material or her plan.



RAG - BAG

- Made up of a number of unconnected activities.
- For example : a chat at the start of the lesson, followed by a vocabulary game, a pair work speaking activity and a song



4 TYPES OF LESSONS

	Advantages	Disadvantages
Logical line		
Umbrella topic		
Jungle path		
Rag-bag		

WHY PLAN AT ALL?

The writing of lesson plans has a number of important functions for the teachers:

- An aid to planning
 - Helps you think logically through the stages in relation to time available
- A working document
 - Helps you keep on tack
- A record
 - Given the amendments, can be used as basis for future lessons
- And for the students?

FORMAL LESSON PLANNING

Usually two pages

- background page
- procedure page
- sometimes, also includes language analysis of items to be worked on in class
- may vary depending on the institution format

TO WHICH PAGE DO THE FOLLOWING COMPONENTS BELONG?

Assumptions /
previous
learning

Aims

Timing

Personal aim

Stage aim

Materials

Stage

Interaction
pattern

Activity

Anticipated problems

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BACKGROUND PAGE INCLUDES:

- ⦿ Information about the class (age, level, background etc.)
- ⦿ Information about the teacher and personal aims
- ⦿ Overall lesson aims
- ⦿ Assumptions about the learners and anticipated problem
- ⦿ Materials and resources

TO WHAT PART OF THE PLAN DO THESE COMPONENTS BELONG?

1. Reducing my TTT; get silent students to talk
2. Use different prepositions of place accurately in spoken English to describe where things are.
3. *It's on/on top of/next to/ under/opposite the box.*
4. Students are familiar with some basic household vocabulary, such as *table, fridge, etc.*
5. Confusion about the meaning of *opposite*; pronunciation of weak forms *to, of, the etc.*
6. *A mouse is loose in the house! Where is it? Frightened husband wants to know.*
7. Prepositions of place: *next to, on, on top of, near, beside, under, opposite.*
8. They will be able to complete the information exchange activity successfully.
9. Pictures on board.

MAIN AIMS

Describing **aims**

- ◉ What we are teaching

or in terms of **outcomes**

- ◉ What the students are learning



Which is better?

Aim: To give students practice in listening for gist

Outcome: Students will get practice in listening for gist

LESSON AIMS

Describe **what we want our students to be able to do after instruction**

- What is the point of doing it?
- How will they benefit from doing it?
- Formulated for individual lessons, for a sequence of lessons, or for the whole course
- Focus on particular areas of language
- To formulate aims, we need to ask ourselves:
 - What do my learners know?
 - What do they need to learn?

LESSON AIMS ARE IMPORTANT BECAUSE ...

- a) teacher trainers (and directors of schools) require them
- b) they make planning easier
- c) they make lesson plans look more professional
- d) They frame the criteria by which the lesson will be judged
- e) The learners need to know the focus of the lesson
- f) they set a goal that can be used to test learners' achievement

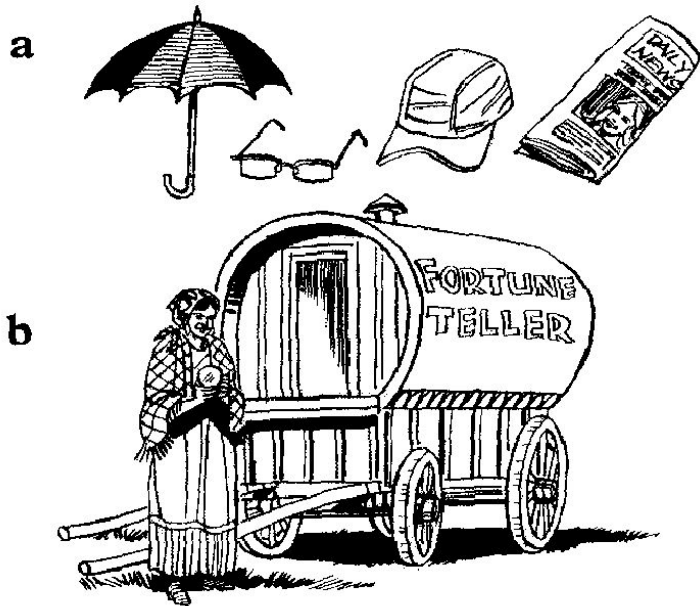
TYPICAL MISTAKE

- Trainee teachers typically use procedure aims instead of achievement aims
- Procedure aims - what the students will do in class
 - e.g. Students will read a text about holidays
- Achievement aims - what learners will achieve by doing this activities

PROCEDURE OR ACHIEVEMENT?

1. Students will be better able to ask and answer informal questions about a person's life, likes and dislikes.
2. Students will have done a role-play about meeting new clients.
3. Students will be better able to use the phone to order food, call a taxi etc.
4. Listen to coursebook recording 13.6
5. Present and practice comparatives.
6. Students will be better able to assess different people's attitudes when listening to a phone-in discussion on the radio.

MATCHING MATERIALS TO AIMS



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Monday 4 Mother's Birthday send flowers Take cat to vet 4.30	Friday 8 Ring Maggs Pick up jacket from dry cleaners
Tuesday 5 Lunch Jack 12.30 Festival Hall concert 8 p.m.	Saturday 9 shopping (shoes!) haircut 9.30 K's party
Wednesday 6 Dentist 12.15 MEET JO 6 P.M. WATERLOO	Sunday 10 V+A exhibition squash 3p.m. Ring Maggs
Thursday 7 Lunchtime - swim 7.30 Yoga evening class	NOTES

SAME MATERIAL, DIFFERENT AIMS

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