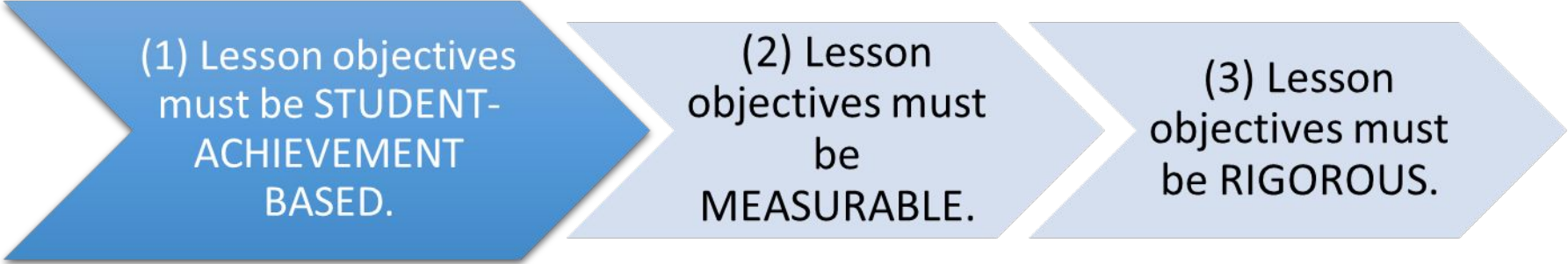


# **Creating lesson plan**

To successfully translate general learning goals into more specific and useful lesson objectives you must ensure your lesson objectives meet three all-important criteria



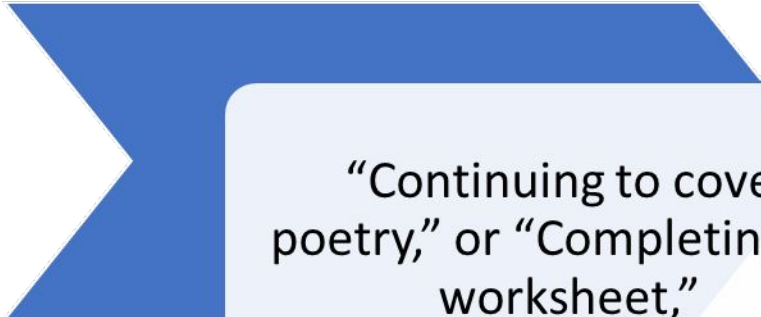
(1) Lesson objectives must be STUDENT-ACHIEVEMENT BASED.

(2) Lesson objectives must be MEASURABLE.

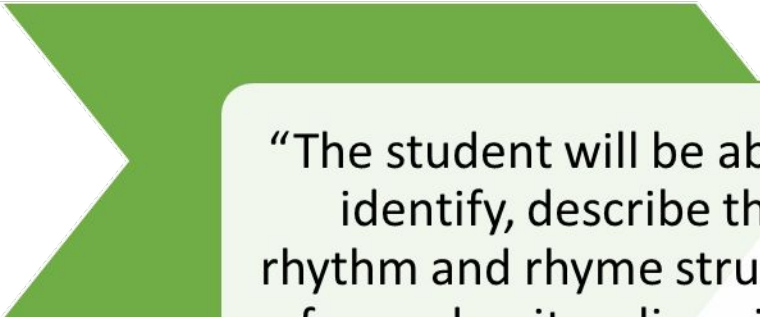
(3) Lesson objectives must be RIGOROUS.

# (1) Lesson objectives must be STUDENT-ACHIEVEMENT BASED.

- “What are my students going to learn and achieve by the end of the lesson?”
- The best way to draft objectives is to start with the phrase “The student will be able to...” (represented by the acronym “SWBAT”), and ensure that the objectives are derived from your course learning goals.



“Continuing to cover poetry,” or “Completing the worksheet,”



“The student will be able to identify, describe the rhythm and rhyme structure for, and write a limerick”

## (2) Lesson objectives must be MEASURABLE.

- What makes an objective **measurable**? In a word, the verb. By carefully choosing a verb for your objective that lends itself to assessment, you will greatly enhance your lesson's efficacy.
- For example, if an objective reads, "The student will be able to understand that bones help the body," how would the teacher measure that understanding? If an objective reads, "The student will learn about the phases of the moon," or "The student will enjoy food from different cultures," how would the teacher measure achievement of those objectives? The verbs understand, learn, and enjoy are relatively vague.

<b>Before Revision</b>	<b>Analysis of Objective</b>	<b>After Revision</b>
The student will understand the major parts of speech in a sentence.	This objective is not measurable. How will you know for certain whether students understand?	The student will be able to identify and define the major parts of speech in a sentence.
The student will enjoy the rhyming schemes in different types of poetry.	This objective is not measurable. How do you measure student enjoyment?	The student will be able to compare and contrast the rhyming schemes in different types of poetry.
The teacher will discuss the implications of cloning human beings.	This objective is not student achievement based.	The student will be able to evaluate the implications of cloning human beings.
The student will learn the conditions in Europe that led to World War II.	This objective is not measurable.	The student will be able to explain the conditions in Europe that led to World War II.
The student will be able to write a short biography of a famous individual based on research from multiple sources.	This objective is student-achievement based and measurable.	No revisions necessary. (This objective encompasses several lesson objectives, and might come at the end of a unit, perhaps as the end-of-unit assessment.)

### (3) Lesson objectives must be RIGOROUS.

- For objectives to be rigorous they must connect to the big goal and be written at the appropriate cognitive level:
  - “Why is this knowledge or skill important to the larger goal?”
  - student-achievement based objectives contain a carefully chosen verb (such as write, list, measure, evaluate, calculate, and categorize) that helps drive the objective’s focus.

**Bloom’s Taxonomy**, developed by Dr. Benjamin Bloom of the University of Chicago, is the most commonly used hierarchy of cognitive levels.

# **Bloom's Taxonomy**

**Knowledge**



```
graph TD; K[Knowledge] --> C[Comprehension]; C --> A[Application]; A --> An[Analysis]; An --> S[Synthesis]; S --> E[Evaluation];
```

**Comprehension**

**Application**

**Analysis**

**Synthesis**

**Evaluation**



# Bloom's Taxonomy

	Cognitive Level	Action Verbs	Concrete Tasks
Lower Level	Knowledge	List, match, tell, label, name, locate, memorize, repeat	Recall or recognize information, usually in the same way it was learned
	Comprehension	Describe, explain, summarize, restate, identify, translate	Translate or interpret prior learning
Higher Level	Application	Solve, classify, demonstrate, dramatize, manipulate	Independently apply the knowledge or skills learned
	Analysis	Debate, compare, differentiate, separate, group, research	Separate, examine, and draw conclusions from information
	Synthesis	Create, produce, reconstruct, arrange, pretend, assemble, organize, blend, generate	Combine information and apply it to a new situation in order to solve a problem
	Evaluation	Assess, justify, rate, revise, defend, support, prioritize	Make qualitative and quantitative assessments using specific criteria

**Aim: Understand the functions of different parts of a cell and how they contribute to cell operation**

**Objective:**

**Cognitive Level:**

The student will be able to label 10 major organelles in plant and animal cells.

Knowledge (lowest level)

The student will be able to explain the function of ten major organelles in plant and animal cells.

Comprehension

The student will be able to create a model of the cell.

Application

The student will be able to compare the cell to a factory, and specify which organelle parallels each component of the factory.

Analysis

The student will be able to demonstrate how multiple cells combine in form and function to create tissues.

Synthesis

The student will be able to predict how a cell's operation would change if certain parts were removed.

Evaluation (highest level)

# 1 A

G present simple and continuous; action and non-action verbs  
V food and restaurants  
P /ʊ/ and /uː/, understanding phonetics

## Food: fuel or pleasure?

### 1 READING & SPEAKING

- a What kind of food or dishes do you associate with these countries?

The United States   China   France  
Italy   Japan   Mexico

- b Read the interviews with Alice and Jacqueline. Match the questions with their answers.

We talk to women around the world about their relationship with food.

- 1 Is food a pleasure for you?
- 2 What do you normally eat in a typical day?
- 3 Do you ever cook?
- 4 Do you ever eat 'unhealthy' food? How do you feel about it?
- 5 Are you trying to cut down on anything at the moment?
- 6 Are people's diets in your country getting better or worse?

The United States

Alice Freeman is a lawyer from San Francisco.

- A ☐ I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don't think it's very healthy to cut out entire groups of foods like carbohydrates.
- B ☐ Not very often. I don't have the time or talent to cook full meals. I usually heat up a frozen meal or order a takeaway.
- C ☐ Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don't do it very often.
- D ☐ I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, soup or sushi. I don't eat meat, but I eat a lot of fish. In the evening, I just have something light at home.
- E ☐ I am trying to cut down on the amount of fat I eat. I'm also trying to eat more wholemeal bread.
- F ☐ Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.

France

Jacqueline Fabre is an IT consultant from Lyons.

- A ☐ Yes, I cook every evening for my family. I often make soup or traditional French dishes like 'boeuf bourguignon', which is a kind of beef and red wine stew, and then we have cheese and salad. It may seem a lot but we don't eat big portions. What's important for me is quality, not quantity.
- B ☐ Yes, I'm trying to eat less chocolate.
- C ☐ I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.
- D ☐ Not at home. I think most of the food I cook is healthy, but occasionally when I eat out I have something unhealthy, but it doesn't worry me.
- E ☐ Yes, definitely. For me good meals with the family make me happy!
- F ☐ I'm quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with honey or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

- c Read the interviews again and answer the questions below. Write A (Alice), J (Jacqueline), or B (both of them).

Who...?

- 1 often eats in restaurants
- 2 eats quite a lot of sweet things
- 3 eats ready-prepared food
- 4 cooks big meals at home
- 5 enjoys eating
- 6 feels bad when she eats unhealthily
- 7 is trying to eat less of something
- 8 prefers having good food to having a lot of food
- 9 is negative about eating habits in her country

- d Match the highlighted words or phrases with the definitions.

- 1 \_\_\_\_\_ to have a meal in a restaurant, not at home
- 2 \_\_\_\_\_ a sweet food made by bees, which people often eat on bread
- 3 \_\_\_\_\_ the quantity you eat of a kind of food during a meal
- 4 \_\_\_\_\_ to make cold food hot
- 5 \_\_\_\_\_ food you buy from a restaurant to eat at home
- 6 \_\_\_\_\_ food from animals or plants used for cooking, e.g. oil, butter, etc.
- 7 \_\_\_\_\_ food prepared in a particular way, e.g. sushi, lasagne, etc.
- 8 \_\_\_\_\_ made from brown flour
- 9 \_\_\_\_\_ a liquid food, often made of vegetables, e.g. tomatoes, onions
- 10 \_\_\_\_\_ meat cooked for a long time in liquid, usually with vegetables

- e Which of the two women do you think has the healthier diet? Why?

- f Now interview each other with the questions from 1b. How similar are your eating habits?

Is food a pleasure for you?

Yes, definitely, I love eating.

### 2 GRAMMAR present simple and continuous, action and non-action verbs

Rumiko Yasuda is a magazine editor from Tokyo.

Japan

- a **1.7** Listen to Rumiko answering questions 2-6 from the interviews. Do you think food for her is fuel or pleasure? Why?

- b Listen again and answer the questions.

- 1 What does she usually have in the morning?
- 2 Where does she usually have lunch and dinner?
- 3 Why doesn't she often cook?
- 4 Does she eat or drink anything unhealthy?
- 5 Is she cutting down on anything at the moment? Why (not)?
- 6 What's happening to the Japanese diet at the moment?
- 7 Does she think this is a completely bad thing?

- c Look at some of the things Rumiko said. Circle the correct form. Then compare with a partner and say why the other form is wrong.

- 1 I don't usually have / I'm not having breakfast at work.
- 2 I used to go to fast food restaurants, but now I prefer / I am preferring eating something healthier.
- 3 I am drinking / I drink a lot of coffee every day.
- 4 I think Japanese people get / are getting fatter.
- 5 I like / I'm liking the fact that there are more different kinds of food and restaurants now.

- d **p.130 Grammar Bank 1A.** Read the rules and do the exercises.

- e Make questions to ask your partner with the present simple or continuous. Ask for more information.

What / usually have for breakfast?  
How many cups of coffee / drink a day?  
Where / usually have lunch?  
How often / eat out a week?  
/ prefer eating at home or eating out?  
/ need to buy any food today?  
/ you hungry? / want something to eat?  
/ take any vitamins or food supplements at the moment?  
/ try to eat healthily at the moment?

