

FORMAL LESSON PLAN

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DIFFERENT TYPES OF AIMS

Main aim	Subsidiary aims	Personal aims
<p>To practice making polite requests in the context of making holiday arrangements.</p> <p>Example exponent: <i>Could you give me some information about the hotels?</i></p>	<p>Grammar: to revise auxiliary modal verbs Functional exponent: <i>Could you/would you?</i> Vocabulary: to consolidate lexis for travel, accommodation. Phonology: to focus on intonation in questions. Speaking: to give controlled oral practice.</p>	<p>To improve my organization of the whiteboard</p> <p>To give clearer examples</p>

TYPES OF AIMS

- **Main aim** describes the most important thing we want the learners to achieve in a lesson
- **Subsidiary aim**
 - shows the language or skills that learners must be able to use in order to achieve the main aim of the lesson (TKT) or
 - additional aims that you might pursue in a lesson (CELTA course)
- **Developmental (personal) aim** shows what we as teachers want to accomplish in professional development

KEY CONCEPTS ABOUT AIMS

- ◉ Define main and subsidiary aims first
- ◉ To specify the main aim of your lesson, think about the needs of your learners and also what they have accomplished so far
- ◉ Aims are not the same as procedures
- ◉ Aims should not be too general, maybe teacher-related or student-directed (By the end of the lesson, the students will be able to...)
- ◉ Learners should be informed of lesson aims

PROCEDURE PAGE

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Include:

- ⦿ Essential steps of each lesson stage
- ⦿ Classroom management information (grouping, who will talk etc.)
- ⦿ Particular problems (a note about sitting in a particular position, the text of tricky instructions, difficult board diagram etc.)

Do not include:

- ⦿ Long prose descriptions of everything that will happen, word-for word explanations
- ⦿ Descriptions of routine actions
- ⦿ Cryptic notes

STAGE AIMS

Procedure	Stage aim
Show students pictures of various holiday destinations. Ask them about their last holiday.	To contextualize the topic of holidays.
Tell two stories about holidays (one true, one untrue). Invite students to ask questions and guess which story is true.	To give students a model for the speaking activity.
Students plan their own story, which may be true or not.	To give students time to plan their speaking.
In groups, students tell their stories. The rest of the group ask questions and guess if the story is true or not.	To give students fluency practice. To provide opportunity to practice sequence of tenses in a spoken narrative.

INTERACTION PATTERNS IN AN ES/FL CLASSROOM

- **T - Ss:** Teacher talking to the whole class
- **T - S:** Questions and answers (dialogues) between the teacher and a student
- **T - S - S:** Teacher initiated dialogues with more than one student
- **S - T:** Student initiated conversation between a student and the teacher

INTERACTION PATTERNS IN AN ESL CLASSROOM

- ◎ **S - Ss:** One individual student talking to the whole class
- ◎ **Ss/Ss:** Students working in small groups
- ◎ **S - S:** Two students work in pairs
- ◎ **SS:** Students doing their work individually

OTHER INTERACTION PATTERNS

- ◉ Mingle activities - where learners walk around the classroom talking to a specified number of other classmates.
- ◉ Whole class - where teacher and learners are involved in an activity together, e.g, discussions, feedback, brainstorming etc.
- ◉ Any other interaction patterns that you are familiar with?

VIDEO FRAGMENT 1

Watch the video of one stage in a primary teacher's reading lesson, which comes just before the learners read the story. As you watch, think about the questions below:

- ◉ Why did the teacher do these activities before the learners read the story?
- ◉ What stages do you think came later in the lesson?

VIDEO FRAGMENT 2

In this video, you're going to observe a teacher in Serbia teaching a writing lesson to a group of secondary learners. The learners are going to write Haiku poems.

As you watch, consider this question:

- ◉ What are the aims of each stage?
- ◉ Remember, a stage may have more than one aim.