

### TKT Module 2: Identifying the different components of a lesson plan – Teacher's Notes

#### Description

Participants review the different components of a lesson plan before working with a sample plan to identify and complete missing stages. They discuss their own feelings about lesson planning and practise a sample exam task from TKT Module 2 Part 1, where this syllabus area of identifying the different components of a lesson plan is assessed.

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**Time required:** 55 minutes

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**Materials required:**

- Participant's Worksheet 1 (one for each participant)
- Participant's Worksheet 2 (one for each participant in Group A)
- Participant's Worksheet 3 (one for each participant in Group B)
- Sample Task (one for each participant)

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**Aims:**

- To introduce the standard components of a lesson plan
- To provide practice in completing tasks in which the components of a lesson plan is the testing focus.

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#### Procedure

1. (10 minutes) Ask participants to think of one thing find easy about lesson planning and preparation and one thing they find difficult about lesson planning. Give them a minute or two to think about this then ask them to walk around the room sharing the things they like and the things they find difficult with other participants.  
  
When they have finished ask them to share some of the ideas together.
2. (15 minutes) Hand out **Participant's worksheet 1**. In pairs, participants match the terms for different components of a lesson plan in the box (numbered 1–11) with the descriptions of the components of a lesson (lettered A–K).
3. Check answers together (see key below). Tell participants that knowledge of these terms is tested in TKT Module 2, Part 1.
4. (15 minutes) Explain that participants are going to look at a lesson plan for a listening and speaking lesson. The topic of the lesson and the recording for the listening is 'Extra lessons after school'. Divide the participants into two groups; Group A and Group B. Give **Group A Participant's worksheet 2** and **Group B Participant's Worksheet 3**. Participants work in their groups and fill in the blanks in their plans. Direct them to the key for the symbols at the bottom of the handout.
5. Re-group the participants into pairs with one from Group A and one from Group B. Explain that they each have the answers to their partner's gap fill task and they can check their answers by saying the number of the gap and asking their partner for the answer (key also given below).

## Teaching Knowledge Test

6. (10 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner.
7. Check answers together (see key below).
8. (5 minutes) Round up to summarise points covered. Ask participants:
  - **What is the TKT Module 2 syllabus area for this lesson?** (identifying the different components of a lesson plan)
  - **What do you find difficult about this syllabus area?** (allow participants to share ideas)
  - **What did you think of the sample task? What did you find difficult?** (Allow participants to share views)

### TKT Module 2: Identifying the different components of a lesson plan – Answer Keys

#### Key to Participant's Worksheet 1

- 1 C      2 I      3 J      4 D      5 A      6 E  
7 F      8 H      9 B      10 G      11 K

#### Key to Participant's Worksheets 2 and 3

Group A/ Participant's worksheet 2	Group B/ Participant's worksheet 3
1. Main aim	2. Subsidiary aim
3. Personal aim	4. Assumptions
5. Anticipated problems	6. solutions
7. Lead in	8. to create interest in the topic
9. Pre- teach vocabulary	11. to provide practice of new vocabulary
10. 5 minutes	12. W/C
13. predict the content of the conversation in pairs	14. 3 minutes
16. Students listen to the recording (twice) and do the comprehension exercise.	15. S
19. S→S	17. W/S
20. W/S	18. Students check their answers in pairs

#### Key to Sample Task

1. B      2. D      3. D      4. A  
5. A      6. C      7. D      8. B

## TKT Module 2: Identifying the different components of a lesson plan – Participant's Worksheet 1

Match the lesson plan components with the descriptions below.

1. Procedure	2. Interaction pattern	3. Timetable fit	4. Stage
5. Main aim	6. Timing	7. Aids	8. Assumptions
9. Personal aim	10. Anticipated problems and solutions	11. Subsidiary aim	

<b>A.</b> The most important aim, e.g. the teacher's main aim could be to teach the present perfect or develop listening skills.
<b>B.</b> What the teacher would like to improve on in his/her teaching, e.g. <i>To reduce the time I spend writing on the whiteboard.</i>
<b>C.</b> The details of exactly what is going to happen in each stage of a lesson, e.g. <i>students practise the language of complaints in a role-play in pairs.</i>
<b>D.</b> A section of a lesson. Lessons work through different steps such as lead-in, presentation, controlled practice, etc.
<b>E.</b> When teachers plan lessons, they think about how long each activity will take and they usually write this on their plan.
<b>F.</b> The things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons they think about what things they will need.
<b>G.</b> When teachers are planning a lesson, they think about what their students might find difficult about the language or skills in the lesson so that they can help them learn more effectively at certain points in the lesson.
<b>H.</b> When teachers think about what they believe their students will know or how they will behave in a particular lesson.
<b>I.</b> The different ways students and the teacher work together in class, e.g. <i>student to student, in pairs or groups or teacher to student, in open class.</i>
<b>J.</b> How a lesson fits logically into a sequence of lessons; what goes before a particular lesson, how a lesson links to, and helps students with, the following lesson.
<b>K.</b> The secondary focus of the lesson, less important than the main aim. It could be the language or skills learners must be able to use in order to achieve the main aim.

### TKT Module 2: Identifying the different components of a lesson plan – Participant's Worksheet 2

**Group A** Fill in the gaps in the lesson plan.

**Level:** Intermediate      **Length of lesson:** 50 minutes      **Topic:** extra lessons

- 1) \_\_\_\_\_ : to practise the skills of listening for gist and listening for detail, and to provide practice in the language of the topic
- 2) **Subsidiary aim:** to develop oral fluency
- 3) \_\_\_\_\_ : to simplify teacher language in class
- 4) **Assumptions:** students will be interested in the topic as it is relevant to them
- 5) \_\_\_\_\_ **and 6) solutions:** two of the students are less good at listening so the recording will be difficult. I'll pair them with stronger students for support

Stages/Time	Stage Aims	Procedure	Int	Aids
<b>7) Lead in</b> 5 minutes	<b>8)</b> _____ _____	Ask the students if any of them do extra lessons after school, what kind they do and if they enjoy them.	W/C	
<b>9)</b> _____ 5 minutes	to help students understand vocabulary in the recording	Elicit/teach: <i>enjoyable, boring, expensive, time-consuming, exciting</i> , then write them on the board.	W/C	B
<b>Drill</b> <b>10)</b> _____	<b>11)</b> to provide practice of new vocabulary	Choral drill, individual drill and ask students to give me examples of the words in sentences.	<b>12)</b> W/C	B
<b>Lead in to recording and set task</b> 5 minutes	to provide practice in predicting content	Write the title of the recording on the board: ' <i>Never waste a moment after school</i> '. Students <b>13)</b> _____	W/C S→S	B
<b>Recording x1</b> <b>14)</b> 3 minutes	to provide practice in listening for gist	Students listen to the recording to check their predictions.	<b>15)</b> S	CD
<b>Feedback</b> 2 minutes	to check answers	Students share their answers in open class.	W/C	
<b>Recording x2 and 3</b> 6 minutes	to provide practice in listening for detail	Hand out worksheet. <b>16)</b> _____ _____	W/C	<b>17)</b> W/S
<b>Pair check</b> 3 minutes	to encourage peer cooperation	<b>18)</b> Students check their answers in pairs.	<b>19)</b> _____	
<b>Feedback</b> 3 minutes	to check answers	Report back on answers.	W/C	
<b>Class survey</b> 9 minutes	to develop oral fluency and provide practice	Put students into groups with a worksheet. Students carry out a class survey on the topic in groups.	SS→S	<b>20)</b> _____
<b>Feedback</b> 4 minutes	to allow students to share views	Report back and class discussion of survey results	W/C	

**Key to symbols:**

<b>Int</b> = interaction pattern	<b>SS→S</b> = students work in groups	<b>B</b> = board
<b>W/C</b> = whole class	<b>S</b> = students work individually	<b>CD</b> = compact disc
<b>S→S</b> = student to student	<b>W/S</b> = worksheet	

### TKT Module 2: Identifying the different components of a lesson plan – Participant's Worksheet 3

**Group B** Fill in the gaps in the lesson plan.

**Level:** Intermediate      **Length of lesson:** 50 minutes      **Topic:** Extra lessons

1) **Main aim:** to practise the skills of listening for gist and listening for detail, and to provide practice in the language of the topic.

2) \_\_\_\_\_: to develop oral fluency.

3) **Personal aim:** to simplify teacher language in class.

4) \_\_\_\_\_: students will be interested in the topic as it is topical for them.

5) **Anticipated problems and 6)** \_\_\_\_\_: two of the students are less good at listening and the recording will be difficult. I'll pair them with stronger students for support.

Stages/Time	Stage Aims	Procedure	Int	Aids
7) _____ 5 minutes	8) to create interest in the topic	Ask the students if any of them do extra lessons after school, what kind they do and if they enjoy them.	W/C	
9) <b>Pre-teach vocabulary</b> 5 minutes	to help students understand vocabulary in the recording.	Elicit/teach: <i>enjoyable, boring, expensive, time-consuming, exciting</i> , then write them on the board.	W/C	B
<b>Drill</b> 10) 5 minutes	11) _____	Choral drill, individual drill and ask students to give me examples of the words in sentences.	12) _____	B
<b>Lead in to recording and set task</b> 5 minutes	to provide practice in predicting content.	Write the title of the recording on the board: ' <i>Never waste a moment after school</i> '. Students 13) predict the content of the conversation in pairs	W/C S→S	B
<b>Recording x1</b> 14) _____	to provide practice in listening for gist.	Students listen to the recording to check their predictions.	15) _____	CD
<b>Feedback</b> 2 minutes	to check answers	Students share their answers in open class.	W/C	
<b>Recording x2 and 3</b> 6 minutes	to provide practice in listening for detail	Hand out worksheet. 16) Students listen to the recording (twice) and do the comprehension exercise.	W/C	17) _____
<b>Pair check</b> 3 minutes	to encourage peer cooperation	18) _____	19) S→S	
<b>Feedback</b> 3 minutes	to check answers	Report back on answers	W/C	
<b>Class survey</b> 9 minutes	to develop oral fluency and provide practice	Put students into groups with a worksheet. Students carry out a class survey on the topic in groups.	SS→S	20) W/S
<b>Feedback</b> 4 minutes	to allow students to share views	Report back and class discussion of survey results	W/C	

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### TKT Module 2: Identifying the different components of a lesson plan – Sample Task 1

For questions 1–8 match the classroom management strategies with the problems of group or pair work listed A, B, C and D

Mark the correct letter (A, B, C or D) on your answer sheet.

You need to use some options more than once.

#### Lesson plan components

- A Aim(s)
- B Personal aim(s)
- C Teaching aids
- D Procedure

#### Information from a lesson plan

- 1 keep the pace of the lesson lively
- 2 students talk about what they did at the weekend
- 3 tell students to put four photographs in the correct order
- 4 practise listening for specific information
- 5 recycle recently taught vocabulary in a different context
- 6 tape of two people talking about what they did at the weekend
- 7 students check their answers in pairs
- 8 make better use of the whiteboard