Overview: Module 4

So, now that you know the different approaches to lesson planning, it's time to go about actually creating your plan!
There are a number of factors to consider when planning, and a variety of materials, resources and aids you can use to make the best lesson possible for your students.
In this module we're going to look at lesson aims, components of a lesson plan, planning an individual lesson and how to choose assessment tasks, course books, reference materials, supplementary resources and teaching aids.
Much of what is covered corresponds to what is examined in part of the Teacher Knowledge Test (the TKT); a qualification teachers can take to show their knowledge of language and EFL teaching.
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Unit 1: Lesson Aims

Every lesson must have some sort of purpose or end goal, otherwise what's the point?! This doesn't necessarily mean that every lesson will have the final aim of learners understanding a particular grammar point though. The goal could be anything from developing listening skills to practising language for some kind of 'real-life' situation like booking a hotel.
Although it may seem quite formal to 'identify the aim' of every lesson, it really can help you concentrate on delivering a successful lesson as well as naturally leading you to materials which will best fulfill this aim.
However, aims aren't all necessarily direct learning objectives. They could be aims for yourself, for example, limiting your Teacher Talk Time as much as possible, or even aims focused on a particular student to make sure they're keeping up. As well as overall aims, therefore, you will also have a number of secondary or personal goals.
Look at the following table taken from The *Teacher Knowledge Test Course* focusing on different types of aims:

1. Subsidiary Aims
2. Main Aim
3. Personal Aims

Main Aim	Subsidiary Aims	Personal Aims
To practise making polite requests in the context of making holiday arrangements. Example: 'Could you give me some information about hotels?'	Grammar: to revise modal auxiliary verbs. Functional example: Could/Would you...? Vocabulary: to consolidate lexis for travel, accommodation. Phonology: to focus on intonation. Speaking: to give controlled practice	To improve my organisation of the whiteboard. To give clearer examples.

In order to fulfil your lesson objectives, you will have to work out a procedure to do so. For example, if your aim is to 'consolidate vocabulary for travel', the procedure could be 'give students a crossword of travel/transport vocabulary'.

Aims Perform Answers Module 6

National Institute for Occupational Safety and Health. Division of Training & Manpower Development

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Resources in Education ,1979-04 **A Guide to JCAH Nursing Services Standards** Carole H. Patterson,Joint Commission on Accreditation of Hospitals,1986 **Managing the Implementation of Development Projects** World Bank,2006 This 12 module CD ROM library of print based learning materials is designed for classroom training of developing country project managers responsible for overseeing the implementation of development and other projects Each module includes performance based instructional objectives module and session outlines with a timetable of activities scripted lectures with corresponding visuals case studies exercises and solution sets with teaching notes self assessment questions and answers and selected readings The resource kit provides enough information and practice to instill a solid understanding of the principles of project implementation and an awareness of good practices EdPsych Modules Cheryl Cisero Durwin,Marla Reese-Weber,2024-12-12 EdPsych Modules by Cheryl Cisero Durwin and Marla Reese Weber uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The text features succinct stand alone modules organized into themed units offering the flexibility to tailor content to the specific needs of a course Each unit opens with case studies written for early childhood elementary middle and secondary classrooms showing students the dynamics influencing the future students they plan to teach All 25 modules highlight diversity emphasizing how psychological factors adapt and change based on external influences such as sex gender race language disability status and socioeconomic background The Fifth Edition includes over seven hundred new references across all 25 modules with thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities

The Development and Validation of Driver Education Performance Objectives I. Ann Cordill Johnson,1975 *Domiciliary Care* ,1991 **Resources in Education** ,1993 Proceedings of the Trends in Electronics Conference ,1991

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