

## TKT: Practical: Lesson planning – Participant's Worksheet 3

### Lesson plan template

Centre number:		Candidate number:	
Candidate name:			
Lesson number:		Level:	
Lesson length:		Lesson type:	
Date:			

**Information about the class:**

**Main aim:**

**Subsidiary aim:**

**Personal aim:**

**Materials (including source):**

**Assumptions:**

**Anticipated difficulties with tasks:**      **Solutions:**

### TKT: Practical: Lesson planning – Participant's Worksheet 3B

#### Language Analysis sheet

	Language analysis		
Form	Meaning	Phonology	Anticipated problems
			Solutions

#### Skills Analysis sheet

	Skills analysis		
Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
			Solutions

#### TKT: Practical: Lesson planning – Participant's Worksheet 4

Elementary

20 minutes

Grammar and listening

17/10/2010

There are twelve teenage learners in the class. They have a two-hour lesson every week as part of an evening course. The class began one month ago. We use a coursebook but for this lesson I have decided to use my own material.

By the end of the lesson the learners will be able to give advice using 'should' and 'shouldn't' in the context of healthy eating.

to practise listening for gist and listening intensively

to reduce TTT in whole class activities and give clear instructions

Flashcards Visuals (pictures of food) Handouts DVD Markers

Learners will know most of the vocabulary.

Learners may want to translate the verb *should*.

The listening may be difficult.

I will be prepared to explain the use of it with more examples.

Play the DVD more than once.

Should affirmative form

Subject+should+verb (infinitive without to)  
e.g. You should eat salad and fruit.

Should negative form

Subject+should+not (shouldn't)+ verb (infinitive without to) e.g. You shouldn't eat fast food

The use of should and shouldn't to give advice.

Listening for detail - Learners listen to the recording twice and to fill in the gaps in the conversation

1. Learners may misunderstand the use of *should*.

2. Learners may mispronounce *should* by pronouncing the 'l' and they may have problems with the contraction in *shouldn't*.

Ask concept questions e.g. Is it a good idea to eat fast food?

Highlight silent letters and contraction when drilling.