



:harmon hall

**TAKE A MOMENT TO
IDENTIFY AND
REFLECT ON YOUR
AIMS**

AIMS

DESCRIBE

what we want learners to learn or be able to do (or do better) during a point in the lesson, at the end of a lesson, a series of lessons or a

A MAIN AIM,

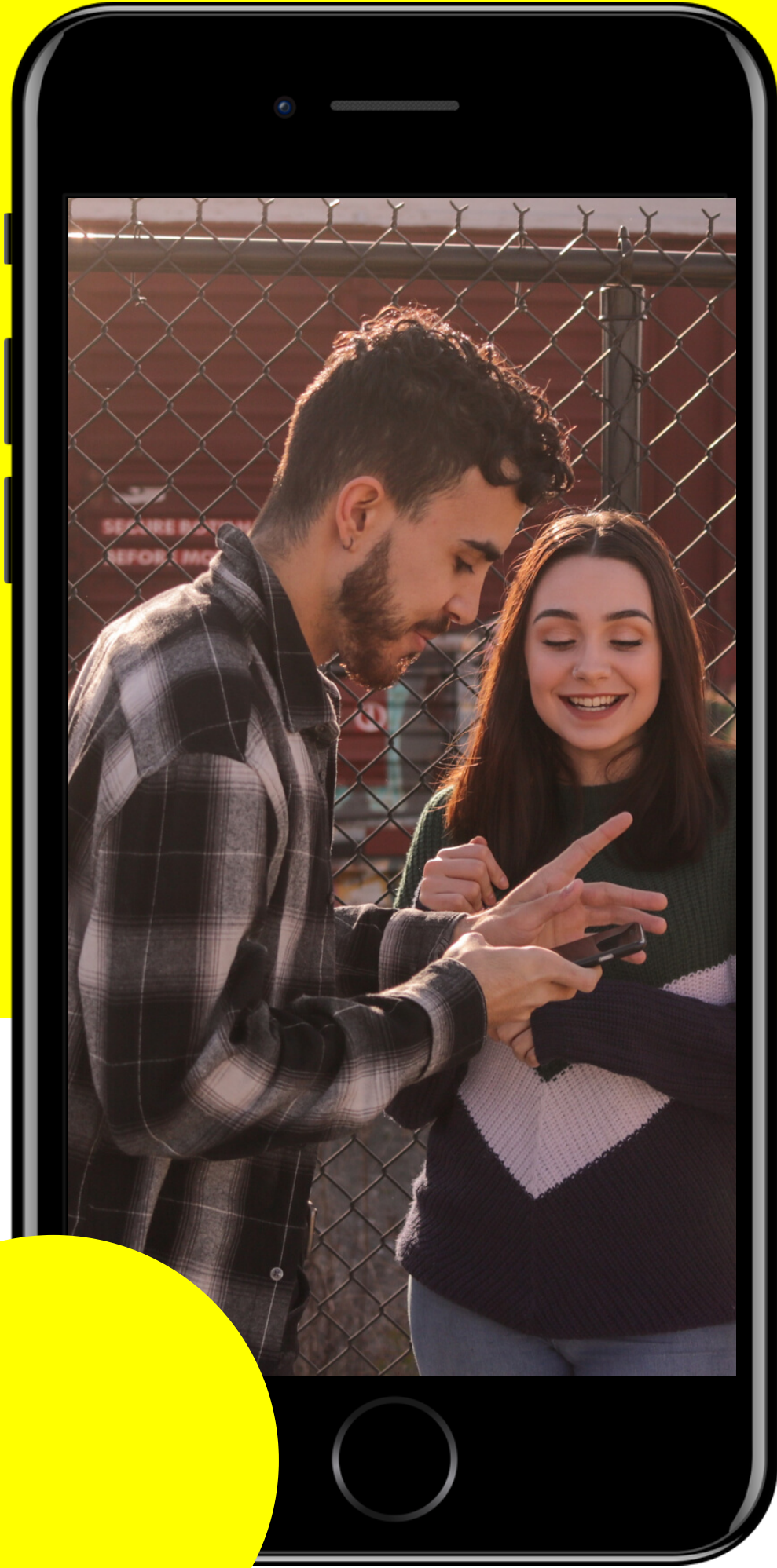
describes the most important thing we want the learners to achieve in a lesson or sequence of lessons. For example, To reinforce and extend SS narrative skills in the context of strange events.

AS WELL AS A MAIN

AIM,

a lesson will also have subsidiary aims. Subsidiary aims show the language or skills learners must be able to use well in order to achieve the main aim of the lesson. For example, Grammar: To revise the use of the past perfect tense, Speaking: To give SS extended and free oral practice.

IN ADDITION TO THE MAIN AND SUBSIDIARY AIMS,



a lesson will include a number of stage aims, describing the particular purpose of each stage (or short section) of the lesson.



COURSE 14

Lesson A

PROCEDURE

Stage aims (Why am I doing this? / Is this relevant to SS achieving the learning objective? Why? / What is the purpose of this section?)

Show SS pictures of supernatural events. Ask them what they think about inexplicable events, such as UFOs, déjà vu, ghosts, etc.

**TO CONTEXTUALISE THE
TOPIC OF STRANGE
EVENTS.**



COURSE 14

Lesson A

Tell SS two short (scary) stories about a strange event (one true, one untrue). Invite SS to ask questions and then to guess which story is true.

TO GIVE SS A MODEL FOR THE SPEAKING ACTIVITY.

Allow time for SS to plan their own anecdote, which may be true or not.

TO GIVE SS TIME TO PLAN THEIR SPEAKING.

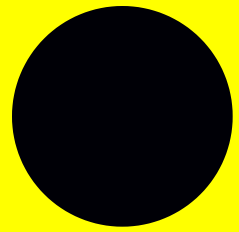


COURSE 14

Lesson A

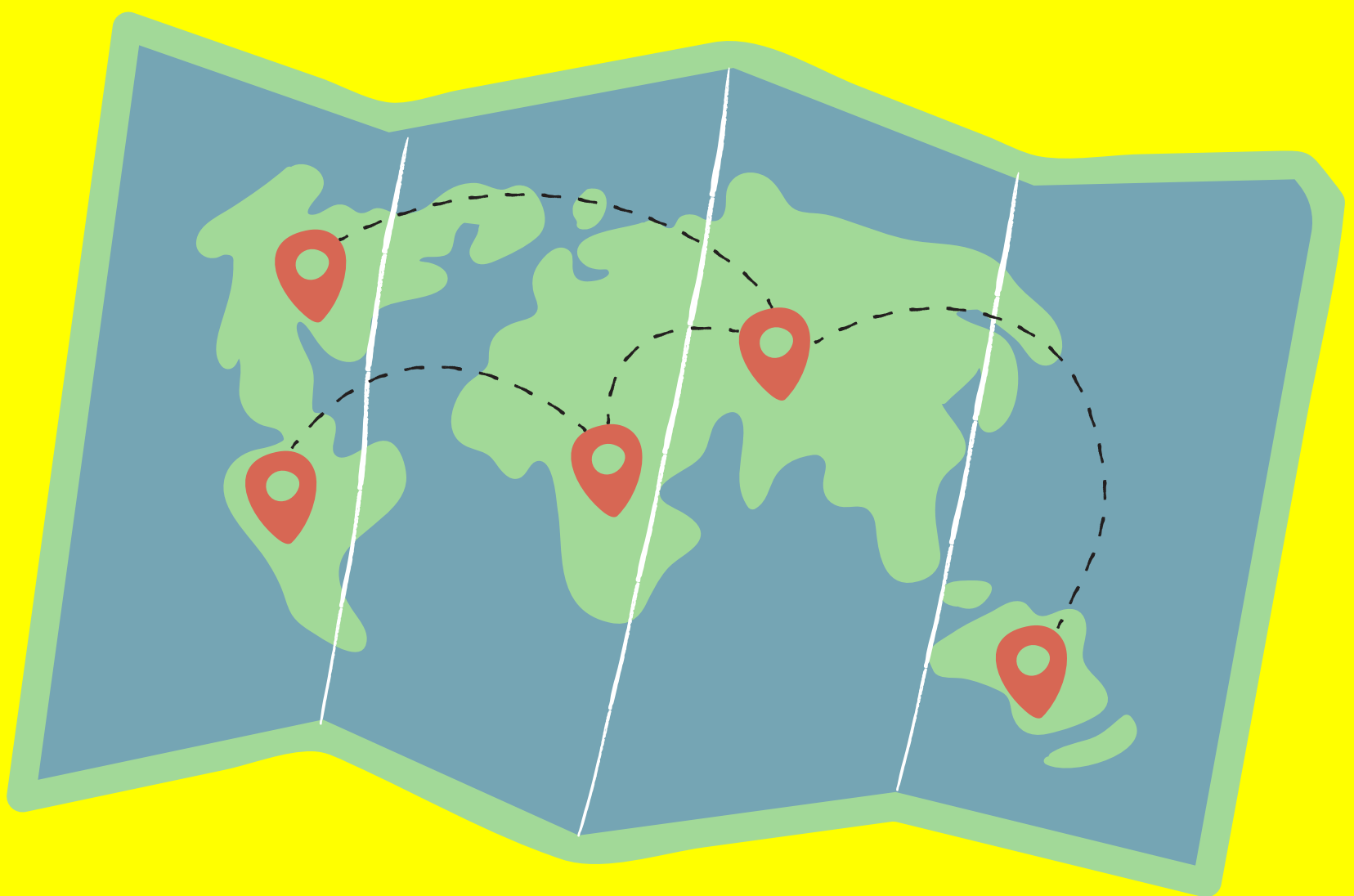
In groups SS tell their stories. The rest of the group asks questions and guess if the story is true or not.

**TO GIVE STUDENTS
FLUENCY PRACTICE. TO
PROVIDE OPPORTUNITIES
TO RECALL AND RECYCLE
THE SEQUENCE OF TENSES
IN A SPOKEN NARRATIVE.**



EVERY STEP IN A LESSON PLAN HAS A PURPOSE.

By identifying a separate aim for each stage of the lesson we can be sure that there is a clear objective for each activity that we plan, which contributes to the main aim of the whole lesson.



ASK YOURSELF THESE QUESTIONS WHEN CHECKING YOUR ILPS AND PLANNING YOUR CLASSES:



WHY AM I DOING THIS ACTIVITY? / IS THIS RELEVANT TO SS ACHIEVING THE LEARNING OBJECTIVE? WHY? / WHAT IS THE PURPOSE OF THIS SECTION?

If the response to the first question is: Because it comes in the ILP, reflect on the real objective, ask a peer to help you out or reach out to your academic coordinator.



If you fail to identify the stage aim in every step of your planner, so will your students. This in turn, will cause your lesson to feel disconnected, out of pace and sequence and will leave your learners wondering:

**WHY DID THE TEACHER HAVE US DO THAT?
WHAT FOR?**

Making them notice it was just because the teacher followed the planner blindly without further reflection.