





# HOW TO WRITE A GOOD LESSON PLAN?

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ELT Supervisor



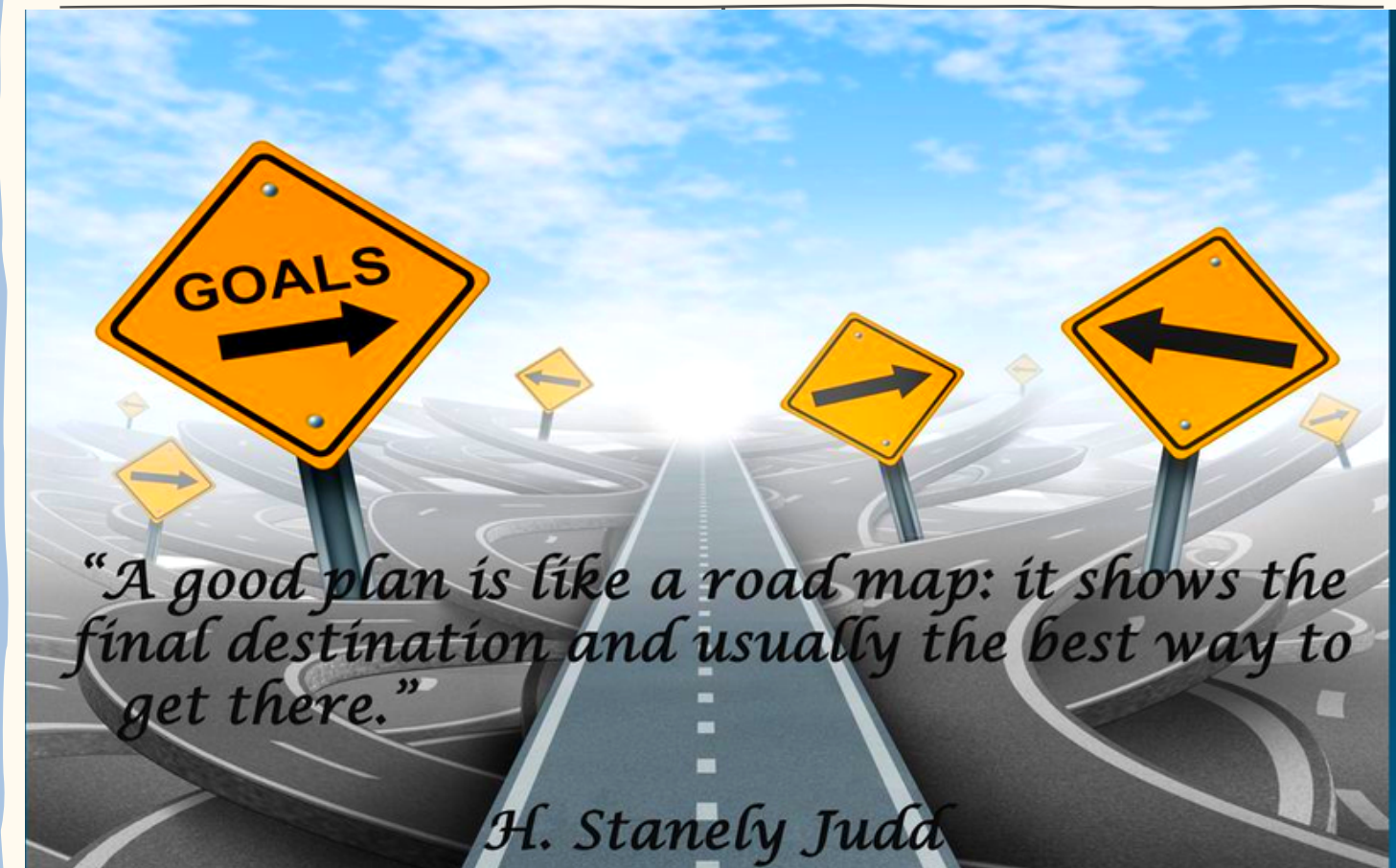
# OBJECTIVES OF THE WORKSHOP

At the end of this workshop,  
you are expected to:

- 
- identify the definition of a lesson plan.
  - identify the importance of a lesson plan.
  - identify the different parts of a lesson plan.
  - discuss the best ways of writing a lesson plan.
  - write a lesson plan correctly.
- 

# WHAT IS A LESSON PLAN?

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time.





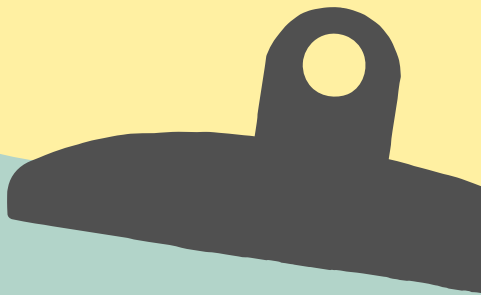
**Why is a lesson  
plan important?**



# THE IMPORTANCE OF A LESSON PLAN

It equips you with a general outline of your goals and the things you need to achieve.

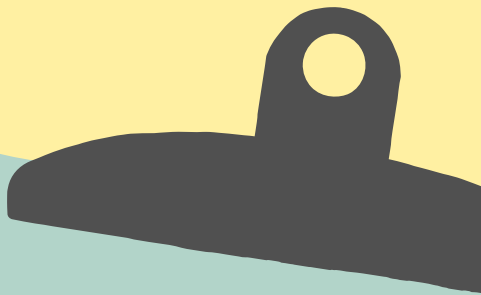
It makes it possible to adjust to unexpected occurrences in the classroom and make changes to the lesson plan when necessary.



# THE IMPORTANCE OF A LESSON PLAN

It prevents waste because it helps the teacher to be systematic and orderly. It saves him from haphazard teaching.

It is an evidence that the teacher understands what is working/not working during the lesson.



# PARTS OF A LESSON PLAN

|                      |   |
|----------------------|---|
| Learning objectives  | <ul style="list-style-type: none"><li>• statements that define what students are expected to learn.</li></ul>   |
| Anticipated problems | <ul style="list-style-type: none"><li>• the act of looking forward/ teachers should be ready to deal with what-ifs and predict what might go wrong, and prepare themselves to deal with it.</li></ul>   |
| Materials            | <ul style="list-style-type: none"><li>• any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.</li></ul> |

# PARTS OF A LESSON PLAN

|                                      |  |
|--------------------------------------|--|
| Language focus/<br>Language function | <ul style="list-style-type: none"><li>• it specifies the elements of the language students need to work with to achieve the aim that was set.</li></ul>  |
| Procedures                           | <ul style="list-style-type: none"><li>• it is the body of your lesson plan/ it is a step-by-step instructions that walk you through everything from the time students enter the classroom until the bell rings at the end of the period.</li></ul> |
| Evaluation                           | <ul style="list-style-type: none"><li>• it is assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and their students' learning</li></ul>               |



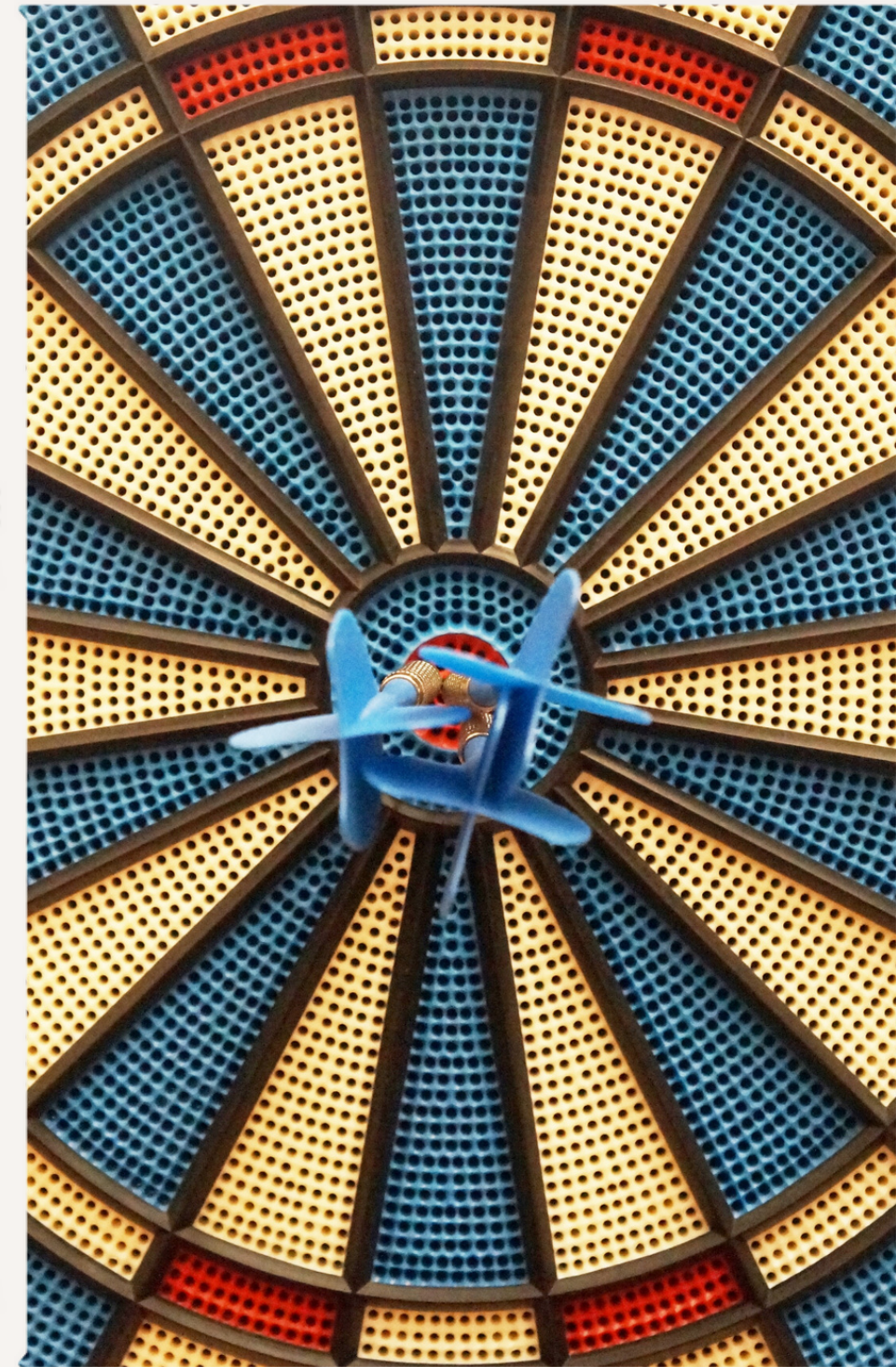
The image features a teal background with a collage of various papers. In the center is a large blue notepad with a white spiral binding at the top. To its left is a stack of cream-colored papers, with the top one having horizontal lines and a yellow and black striped tab. To the right is another cream-colored paper with horizontal lines, a blue tab, and a purple oval. In the bottom left corner is a yellow paper with a black barcode and the text '0001Q2315204L900'.

# COMMON MISTAKES

# Objectives

At the end of the lesson, students are expected to:

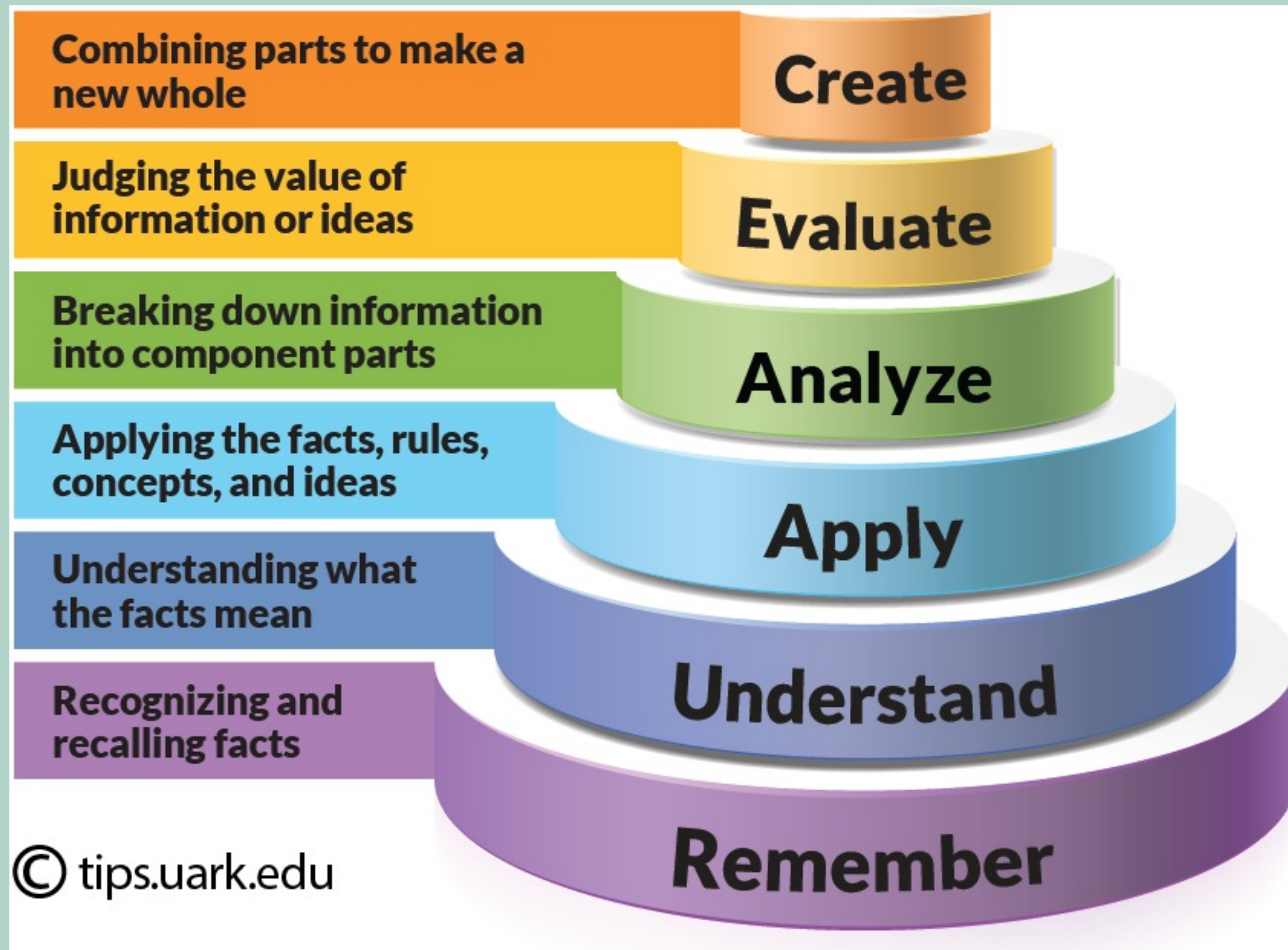
1. know new lexical items
2. write an essay
3. read a text about healthy food
4. listen to an interview
5. use past perfect tense
6. understand passive voice
7. appreciate law





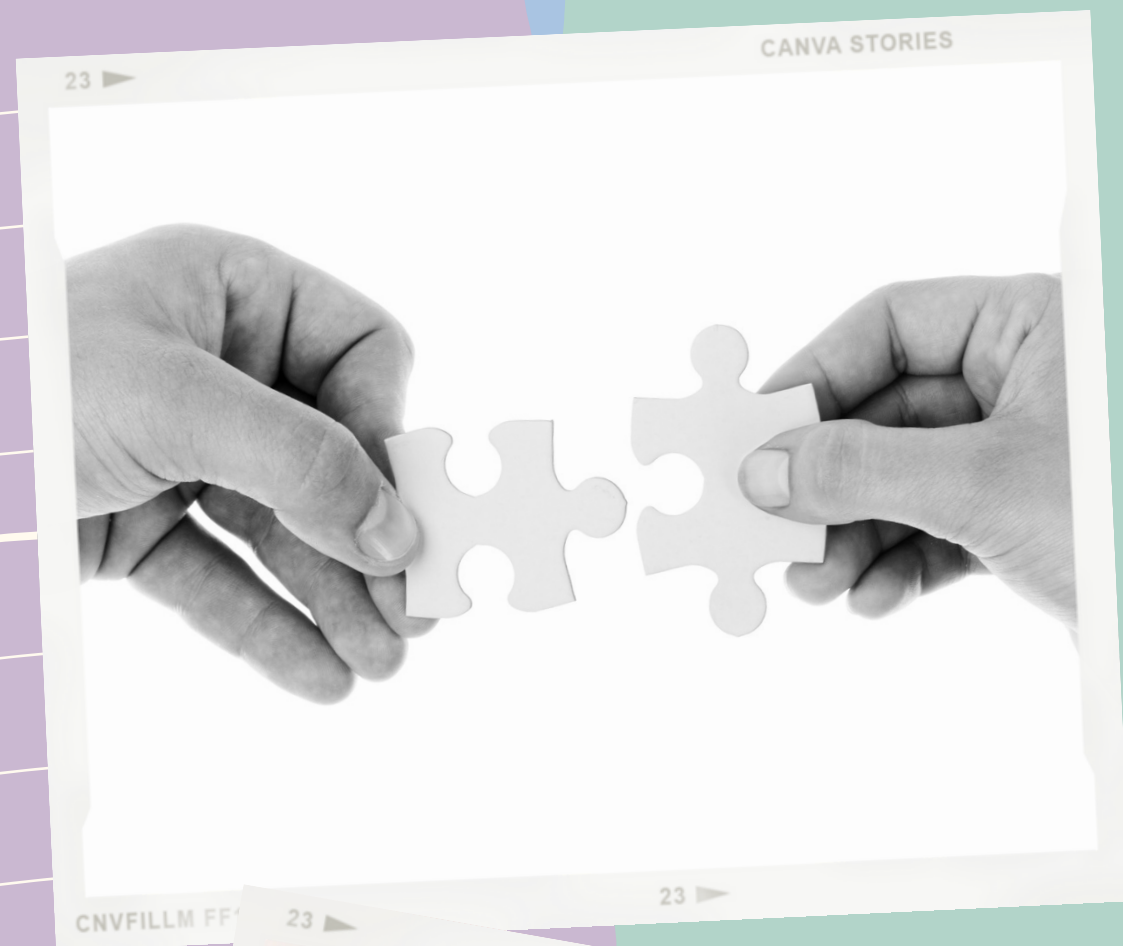
| Poor objectives  | Good objectives  |
|--|--|
| <ul style="list-style-type: none"> <li>know new lexical items</li> </ul>         | <ul style="list-style-type: none"> <li>Identify new lexical items.</li> <li>Get acquainted with new lexical items/ vocabulary words.</li> </ul>              |
| <ul style="list-style-type: none"> <li>write an essay</li> </ul>                 | <ul style="list-style-type: none"> <li>Write/ compose a coherent descriptive essay about festivals .</li> </ul>  |
| <ul style="list-style-type: none"> <li>read a text about healthy food</li> </ul> | <ul style="list-style-type: none"> <li>Read a text about healthy food to answer comprehension questions/ for specific information.</li> </ul>                |
| <ul style="list-style-type: none"> <li>listen to an interview</li> </ul>         | <ul style="list-style-type: none"> <li>Listen to an interview about technical problems to answer comprehension questions.</li> </ul>                         |
| <ul style="list-style-type: none"> <li>use past perfect tense</li> </ul>         | <ul style="list-style-type: none"> <li>Use past perfect tense correctly.</li> <li>Form sentences using past perfect tense.</li> </ul>                        |
| <ul style="list-style-type: none"> <li>understand passive voice</li> </ul>       | <ul style="list-style-type: none"> <li>Change active sentences into passive voice correctly.</li> <li>Apply passive voice to sentences correctly.</li> </ul> |
| <ul style="list-style-type: none"> <li>appreciate law</li> </ul>                 | <ul style="list-style-type: none"> <li>Evaluate the importance of law orally.</li> </ul>   |

# Bloom's Taxonomy





| <b>Bloom's Level</b> | <b>Key Verbs (keywords)</b>  |
|----------------------|--|
| <b>Create</b>        | <b>design, formulate, build, invent, create, compose, generate, derive, modify, develop.</b>   |
| <b>Evaluate</b>      | <b>choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.</b> |
| <b>Analyze</b>       | <b>classify, break down, categorize, analyse, diagram, illustrate, criticise, simplify, associate.</b>                                   |
| <b>Apply</b>         | <b>calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.</b>                               |
| <b>Understand</b>    | <b>describe, explain, paraphrase, restate, give original examples of, Summarise, contrast, interpret, discuss.</b>                       |
| <b>Remember</b>      | <b>list, recite, outline, define, name, match, quote, recall, identify, label, recognise.</b>  |



# Procedures

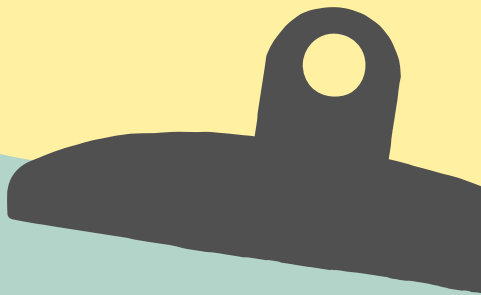
# PROCEDURES

BEFORE

1. Matching words with their definitions.



2. Students are to answer Ex. 1.



# PROCEDURES

## BEFORE

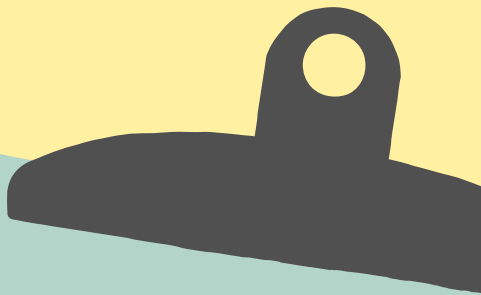
1. Matching words with their definitions.

2. Students are to answer Ex. 1.

## AFTER

1. Asking students to match words with their definitions.

2. Asking students to answer Ex. 1 on page: 12 in pairs/ groups.





# EVALUATION

objectives

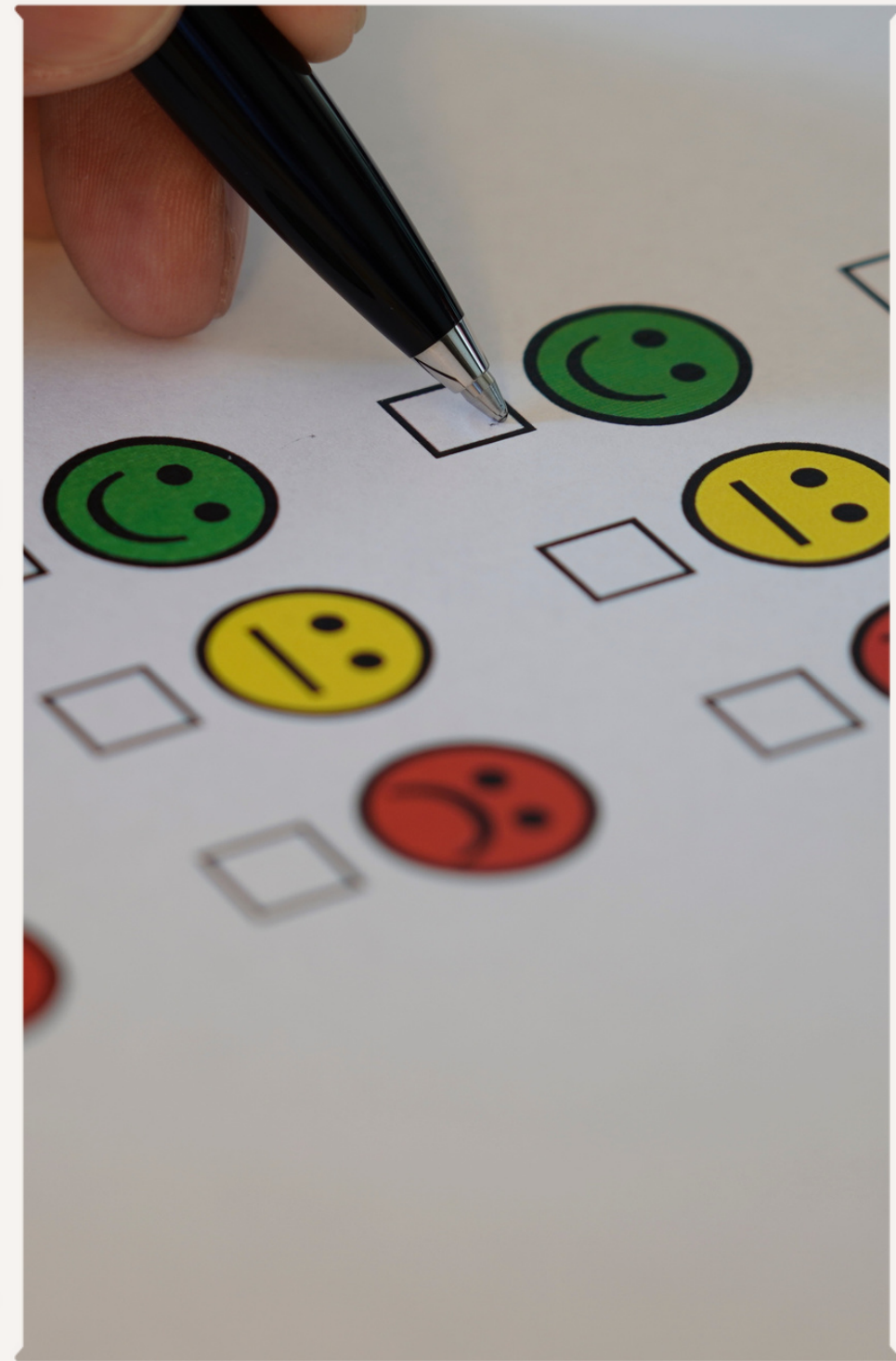
students

achieved

active

myself

satisfied

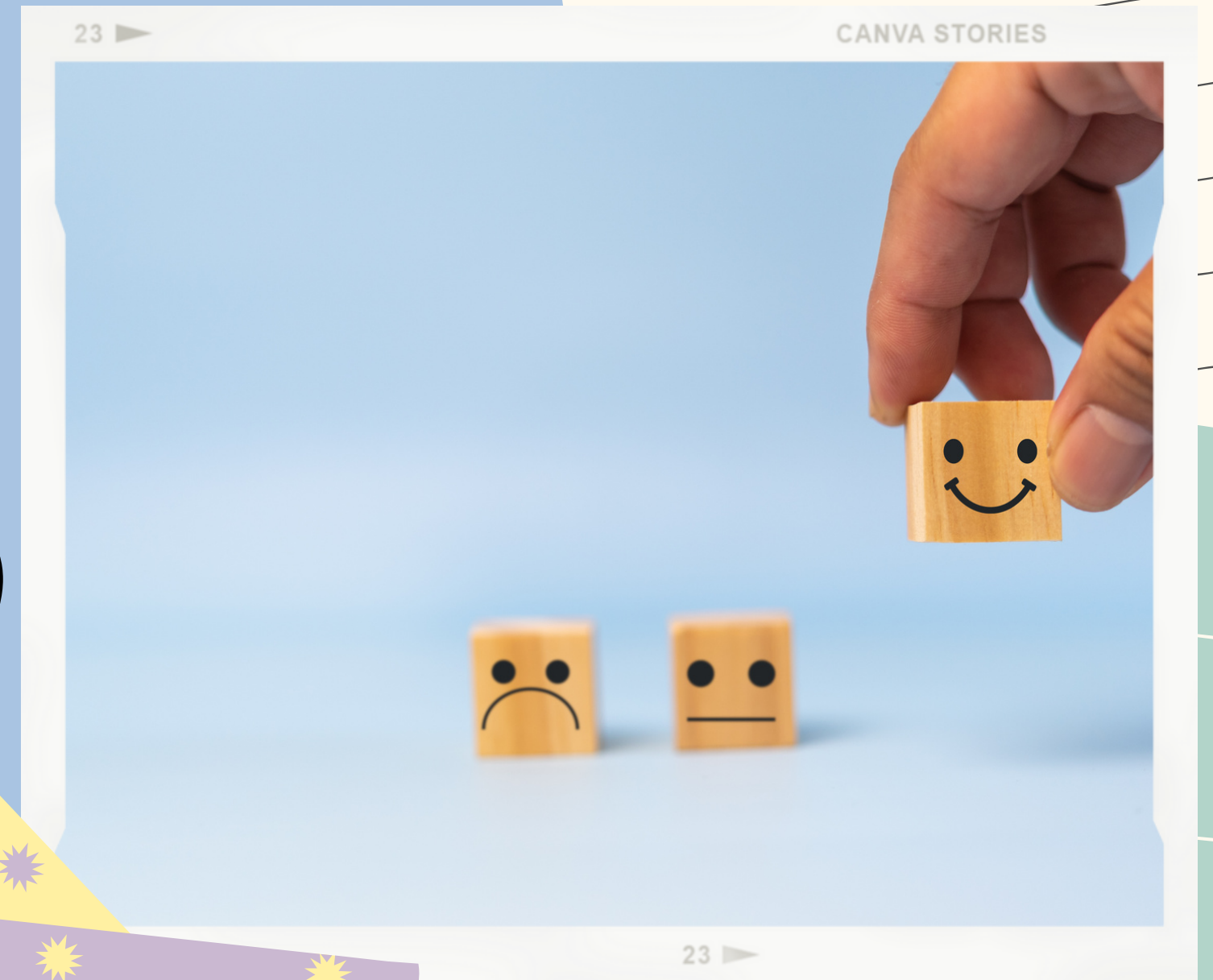


**1. WHAT WENT WELL IN**

**THE LESSON?**

**2. WHAT DO YOU NEED**

**TO IMPROVE?**





# Task

The background is a solid light blue. Overlaid on this are several elements: a yellow notepad with blue spiral binding on the right side; a purple rectangular card with torn edges in the center; a yellow notepad with horizontal lines on the left; a green triangular warning sign with a white exclamation mark in the top right; and a green rectangular label with a barcode and alphanumeric code in the bottom left.

SUGGEST  
OBJECTIVES FOR  
THE FOLLOWING  
LESSON





# Our Shared Humanity

Despite the apparent diversity of cultures throughout the world, some ethnographers and anthropologists have set out to establish a set of universal human values. They believe that almost all cultures, from the simplest to the most complex, share several basic traits and values. Here is a brief overview of some of their findings.

## Compassion

The first value they identified was compassion and empathy. Caring for those worse off than ourselves, or those incapable of looking after themselves, such as the hungry, poor, elderly or very young, is a human attribute we can find in almost every society. The ways in which this behaviour is expressed range from looking after the sick to donating a portion of one's earnings to charitable causes.

## Freedom

Human freedom is another value that most societies seem to value. However, freedom is not as straightforward as its name may imply. Freedom does not mean simply acting as one wishes all the time; in fact, such an action is the opposite of freedom. Most cultures perceive freedom as a balance between individual freedoms and the needs of society as a whole. Society gives us many forms of protection that we wouldn't otherwise have.

## Tolerance

Tolerance, or the acceptance of people different from ourselves, is another important human value. Many countries have important legislation in place to protect minorities from abuse and discrimination. This is simply the inevitable evolution of basic human impulses translated into laws.

### Check your understanding

4 Find sentences that mean the same, or imply the same, as the sentences given below.

- a Liberty is a more complex idea than it may first appear.
- b Being protective of people who are in need of help is a widespread human trait.
- c Individuals sacrifice some of their freedoms to gain the protection afforded to them by society.
- d Some specialists maintain that all cultures share a set of common values.

### Words to remember

abuse, anthropologist, apparent, attribute, charitable, compassion, discrimination, diversity, empathy, ethnographer, impulse, incapable, inevitable, legislation, liberty, minority, overview, tolerance, universal, value

### Think and speak Giving opinions; agreeing and disagreeing

- 5 a Do you agree that the values mentioned in the article are universal ones? Why or why not?
- b In what ways does Islam teach us important human values? Give examples.
- c In your opinion, are these statements True (T) or False (F)? Justify your answers.
- 1 Cultures share several basic traits and values. ☐



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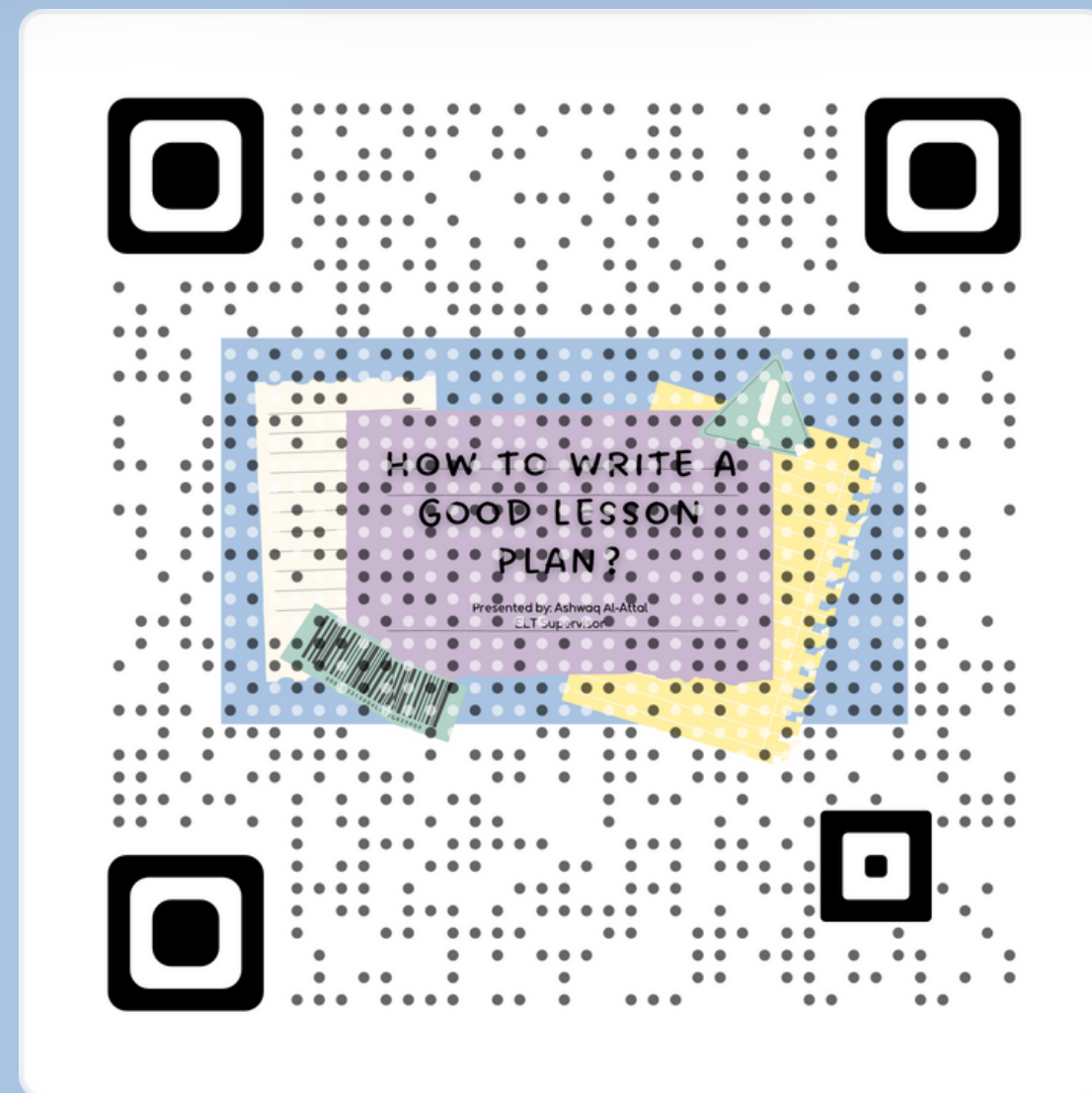
### Words to remember

abuse, anthropologist, apparent, attribute, charitable, compassion, discrimination, diversity, empathy, ethnographer, impulse, incapable, inevitable, legislation, liberty, minority, overview, tolerance, universal, value

1. Identify new lexical items.
2. Read a text about human values to answer comprehension questions.



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thank  
you

