

Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP6
PDF Version

published online on January 7th, 2011

Table of Contents

Page 1	Cover Sheet
Pages 2 - 3	Lesson Plan Front Page
Pages 4 - 5	Lesson Plan Procedure Pages
Pages 6 - 8	Language Analysis Vocabulary Sheets

Copyright

Copyright © Charles Jeffrey Danoff 2010, 2011. Templates & outline of plan © Teaching House 2010. You can distribute or re-mix this document however you please, provided this notice is preserved.

*You are encouraged to change the document if you do, add "Copyright © **YOUR NAME**" to the notice above, and please add your changes to the Changelog below.*

Note: This copyright does not apply to links or references to any materials in the document.

Changelog

- 12 December 2010 - Prepared for December 13th lesson at Teaching House New York.
- 6 January 2011 - Merged components together into a single document and added cover sheet for online publication.

Notes

- This was my first lesson with upper-intermediate students, so I start by introducing myself in an aggressive way.

Contact Information

Charles Jeffrey Danoff charles@danoff.org

LESSON PLAN			
Name: Charles Jeffrey Danoff	Date: 13 December 2010	Week: 3	Lesson number: TP6
Lesson type: Vocabulary	Level: Upper-Intermediate	Length of lesson: 20 Minutes	Number of students:
Lesson Aim <i>By the end of the lesson, students will...</i> learned, practiced and demonstrated retention of a monetary lexical set.			
Personal aims <i>During this lesson, I will be working on these action points from previous lessons:</i> <ul style="list-style-type: none"> Elicit as much as I can from the students, cutting TTT and upping STT. Monitor ss and take notes on a transparency to use on the OHP in error correction. Effectively use ICQs and CCQs. <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Tutor: Appropriate personal aims? Yes No N/A</div>			
Materials (What you will need in this lesson) <i>Acknowledge sources</i> <ul style="list-style-type: none"> SMILES joke from Internet Teaching English as a Second Language Journal <http://iteslj.org/c/jokes.html> Transparency with select vocabulary (incl. Phonemes) and for monitoring notes. J. & L. Soars, <i>American Headway 4B</i>, Copyright 2005 Oxford University Press, ISBN-10: 0 19 439276 7 Overhead Projector <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Tutor: Sources acknowledged: Yes No N/A</div>			
Language Analysis: I have completed a) a language analysis sheet (grammar) (please check b) a language analysis sheet (vocabulary) all that apply c) a language analysis sheet (functions) <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Tutor: Sufficient analysis: Yes No N/A</div>			
Trainer's comments:			
Points to work on (action points):			
Comments on the lesson plan and language analysis			
<p>This lesson was BELOW AT ABOVE STANDARD for this stage of the course</p>			

Tutor _____	Signature _____
--------------------	------------------------

Assumptions What do you expect the students will know about your target language/content of your lesson?

I assume the students will be familiar with money and associated vocabulary. I wouldn't be surprised if they knew all the words I am hoping to cover. They may not know the MFP for all of them or how to use them colloquially.

<p>Anticipated problems (skills and classroom management – NOT language)</p> <p>P1) Activities may be too easy for ss and they will fly through them quickly, leading to extra time.</p> <p>P2) Ss may not be interested in the lead-in discussion topic and sit quietly amongst themselves, instead of talking.</p> <p>P3) Vocabulary exercises may prove too challenging for the ss, and take them a long time.</p>	<p>Solutions to these problems:</p> <p>S1) If ss fly through the activities, I will spend more time on the error correction at the end.</p> <p>S2) Monitor, and if they aren't talking try to re-phrase the question a couple of ways, if that doesn't work, move on to the activities.</p> <p>S3) Unlikely as it may be, if this occurs, drop other parts of the lesson plan, though try to at least go over MFP of vocabulary. Give the students the extra activities for Homework.</p>
--	--

Lead in or introduction: *I will **engage** the students at the start of the lesson by...*

Following my ice breaker introducing myself and doing a joke I'll try to get the students interested in money, with a question for discussion.

- Board Plan:** *At each stage of the lesson the board will look like this:*
- 1) First part of the joke, and then my name.
 - 2) Discussion question: Do people in your country manage their money well?
 - 3) Using OHP to cover vocabulary.
 - 4) Using OHP to cover vocabulary.
 - 5) EC via OHP and transparency.

Name: Charles Jeffrey Danoff
 Lesson: TP6

Date: 12/13/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
1-2 min	T-S	1) Ice Breaker to introduce myself and build rapport with the students.	1) A) Do you know my name? (Whatever answer, write "Charlie" on the board.) B) SMILES joke from Internet Teaching English as a Second Language Journal http://iteslj.org/c/jokes.html	
2-3 min	S-S	2) Lead-in about money, for ss to have interest in topic.	2) A) Do people in your country manage their money well? Give an example, that as an American we do not manage our money well, our government is one trillion dollars in debt and obviously we're in a recession. [Teacher's opinion] B) Have students discuss in pairs for 2 minutes. C) Choose a few people to share what their partner said.	
5-7 min	S-S then T-S	3) To introduce/review the meaning of vocab to do with money.	3) A) Do exercise 6-1 to review phrases about money. B) Have Ss work alone. ICQ: Are you working in partners or alone? C) Pair check with their table partners, demonstrate with hand gestures. Monitor for common mistakes on a transparency. D) WCFB elicit the answers from various pairs. E) Post-teach vocabulary they struggled with,	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
4-6 min	S-S then T-S	4) Further controlled practice to learn and use more related vocabulary.	<p>especially those words on my LA Vocab sheet. Use a transparency on the OHP with new words (+ phonemes) and finger highlighting for stresses.</p> <p>4) A) Do exercise 6-2, have the students work in pairs, monitor for errors. B) Have the pairs group check. C) WCFB on answers and clarify any common problems with vocabulary. D) Post-teach vocabulary they struggled with, especially those words on my LA Vocab sheet. Use a transparency on the OHP with new words (+ phonemes) and finger highlighting for stresses. Note) If we do not get to this activity, give it to the ss for homework.</p>	
1-2 min	T-S	5) Error Correction	<p>5) A) Use the OHP to address mistakes I have noted on a transparency while monitoring throughout class.</p>	

Language Analysis Sheet - Vocabulary

Word/phrase accumulated	
Meaning (keep it simple!) To have gotten more.	
How will meaning be conveyed? 1) What do you think it means? (If they know the answer, move on.) 2) Give an example: The snow accumulated to six inches last night. 3) Give an example: The restaurant accumulated money every day. 4) Looking at the sentences, do you think it means to get less of something? (No.) 5) Do you think it means to get more of something? (Yes.)	
What are your CCQs? 1) If I get paid every week am I accumulating money? (Yes.) 2) If I don't have a job am I accumulating money? (No.) 3) If I don't pay my bills am I accumulating debt? (Yes.) 4) Can "accumulated" be used only for money? (No, it can be used for anything.) 5) Can you make a sentence using accumulated?	
Form verb	Pronunciation O o o o o accumulated
Anticipated problems and solutions P1) <i>meaning</i> Ss may try to use "accumulated" in the sense of giving to someone, as opposed to getting "I accumulated ten dollars to my friend." S1) If it occurs, clarify using CCQs (Can I accumulate money to my father? (No.)) P2) <i>form</i> Ss may use the past tense of the verb in present sentences, e.g. I accumulated a lot of debt next year. S2) Monitor during spoken and written practice and conduct delayed correction, eliciting the correct form form ss. P3) <i>pronunciation</i> Ss may	

Word/phrase contributes	
Meaning (keep it simple!) Give something to a group.	
How will meaning be conveyed? 1) Via a cline, with "accumulate" & "to get" on one end, then "to give" and a blank line on the other, try to elicit "contributes". 2) Gap fill of sentence with "When she _____ to the non-profit, they accumulate money." (contributes)	

Language Analysis Sheet - Vocabulary

<p>What are your CCQs?</p> <ol style="list-style-type: none"> 1) Can I contribute money to you? (No, only used for groups.) 2) If I give \$1,000 to charity, how much am I contributing? (\$1,000) 3) Do you contribute to anything? 	
<p>Form</p> <p>past tense verb</p>	<p>Pronunciation</p> <p>o O o</p> <p>contributes</p>
<p>Anticipated problems and solutions</p> <p>P1) <i>meaning</i> Idea that you only contribute to groups may take clarification. If they seem confused, take more time.</p> <p>S1) Clarify using additional CCQS "Can you contribute money to friends?" (No.)</p>	

<p>Word/phrase</p> <p>overdrawn</p>	
<p>Meaning (keep it simple!)</p> <p>To have a negative balance in your account.</p>	
<p>How will meaning be conveyed?</p> <p>Write "bank / savings account" then put \$1,000, \$0 and \$-1,000 on the board. Ask ss if they have \$1,000 in the bank are they happy? \$0? \$-1,000? Then elicit word for having a negative balance in your account. If they are unable to get it, first write "drawn" on the board with four blank space in front, go over what "drawn" means and elicit for the first word.</p>	
<p>What are your CCQs?</p> <ol style="list-style-type: none"> 1) If I have \$5,000 in my account am I overdrawn? (No.) 2) If I have \$100,000 in my account, am I overdrawn? (No.) 3) If I have \$0 in my account, am I overdrawn? (No.) 4) If I have -\$1 in my account, am I overdrawn? (Yes.) 	
<p>Form</p> <p>verb</p>	<p>Pronunciation</p> <p>o o O</p> <p>overdrawn</p>
<p>Anticipated problems and solutions</p> <p>P1) Ss may be confused by "drawn" thinking it refers to drawing a picture and then not be able to grasp "overdrawn".</p> <p>S1) Clarify using CCQs "What do you do at an ATM?" (with draw money, as an example of this</p>	

Language Analysis Sheet - Vocabulary

definition of drawn)

Word/phrase overdue	
Meaning (keep it simple!) To be late in paying for something.	
How will meaning be conveyed? With an anecdotal example. "If my rent is due on Friday and I don't pay, what am I?" (overdue) If they don't get that try a gap fill, by putting "over ___" on the board. Elicit the word due from the ss.	
What are your CCQs? 1) If I pay my rent on time am I overdue? (No.) 2) My rent was due today and my parents paid, am I overdue? (No.) 3) If my landlord calls and says my rent is overdue, what does he mean? (My rent is late)	
Form adjective	Pronunciation o o O overdue
Anticipated problems and solutions P1) Ss may be confused by overdue and overdrawn. S1) Clarify with CCQs, "If my rent is due Friday and I don't pay, am I overdrawn?" (No, you are overdue) / If my bank account has a negative balance, am I overdue? (No, you are overdrawn).	