

CELTA Lesson Plan No. 1

Lesson Plan

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Abstract

This is a 30 minute vocabulary and listening lesson plan. It aims to clarify and provide practice of relationships vocabulary; to provide gist and detailed listening practice and to provide a clear context for the subsequent grammar clarification & practice. Written in September 2010 while instructor was studying for his Certificate in English Language Teaching to Adults (CELTA) in New Zealand.

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Lesson Plan – 2010/09/27

Lesson Focus: Vocabulary & Listening **Level:** Pre-intermediate **Time:** 30 mins

Aim: To clarify and provide practice of relationships vocabulary; to provide gist and detailed listening practice; to provide a clear context for the subsequent grammar clarification & practice

Time	Interaction	Procedure
2:45 - 2:47 (2 min)	T > Ss	<u>1. Lead-in:</u> <ul style="list-style-type: none"> Introduce myself and write my name on the w/b. T tells Ss, “Now, we will learn relationship vocabulary and practice listening.”
	T > Ss	<u>2. Pre-teach vocabulary:</u> T tells Ss instructions for individual activity: <ul style="list-style-type: none"> T says, “No dictionaries. (X) Work alone. (1) Read each phrase. Check the phrases you know. (check motion)”
2:47 – 2:48 (1 min)	T > Ss	T models activity for students: <ul style="list-style-type: none"> Show transparency of Relationship Vocab on w/b. T reads #1 and says, “I don’t know. (shrugs) No check. (X)” T reads #5 and says, “I know ‘get married.’ (points to ring finger)” T says, “Check.” T writes check after #5 on w/b. T distributes Relationship Vocab (1/2) T says, “You have 1 minute. Start”
2:48 – 2:49 (1 min)	T > S	Ss complete Relationship Vocab activity alone. T monitors. T tells Ss instructions for pair activity: <ul style="list-style-type: none"> T says, “Now, you will work in pairs. (II) Show your checks to your partner. Talk about your checks in English. Talk for 1 minute. (1)”
2:50 – 2:51 (1 min)	S > S	<ul style="list-style-type: none"> T walks in front of desks and uses hands to put Ss sitting next to each other in pairs. T says, “Start.” T monitors.
	T > Ss	T tells Ss instructions for individual activity: <ul style="list-style-type: none"> T shows transparency of V2.2 T says, “Now, match the relationship phrases with the pictures. (point from phrases to pictures)
2:51 – 2:54 (3 min)	T > Ss	T models activity for Ss: <ul style="list-style-type: none"> T reads #1. T says, “To go out with someone means they are boyfriend and girlfriend. I think picture e is the best.” T writes e after #1. T says, “Work alone. Write the letter after the correct phrase. You have 2 minutes. Start.” T monitors.

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2:54 - 2:56 (2 min)	T > Ss	T tells Ss instructions for pair activity: <ul style="list-style-type: none"> T says, "Now, you will work in pairs. (II) Show your answers to your partner. Talk about your answers." T writes on w/b – I think #1(read) is e because _____. T says, "You have 1 minute. Start." T Monitors.
2:56 - 2:59 (3 min)	S > S T > S S > T Ss > T	T conducts plenary f/b: <ul style="list-style-type: none"> T asks S, "What is #2, etc." T asks Ss, "Raise your hand if you wrote f for #2, etc." "#2 is f, raise your hand." T writes correct answer on w/b or transparency.
3:00 - 3:02 (2 min)	T > Ss S > T	<u>3. Pre-listening prediction task:</u> T tells Ss, "Look at the picture on the bottom of the Relationship Vocab paper. This is Liam. This is Jenny. This is Ben. Which two people are boyfriend and girlfriend?" <ul style="list-style-type: none"> T repeats question to S. T writes answer on w/b.
3:02 - 3:05 (3 min)	T > Ss S > S T > S S > T	<u>4. Gist Listening:</u> T tells Ss, "Listen to the CD. (touch ear) Check your answer." T plays R2.5. T tells Ss instructions for pair activity: <ul style="list-style-type: none"> T says, "Now, you will work in pairs. (II) Talk about the answer. Were you correct?" T monitors. T conducts plenary f/b with w/b: <ul style="list-style-type: none"> T asks S, "Which two people were boyfriend and girlfriend in the picture? What two people got married?"
3:05 - 3:07 (2 min)	T > Ss	<u>5. Detailed Listening:</u> T tells Ss, "Read the Listening Questions." Ss read. T monitors. <ul style="list-style-type: none"> T tells Ss, "We will listen to the CD one more time. Listen and write your answers." T plays R2.5. Ss listen and write their answers.
3:07 - 3:09 (2 min)	S > S	T tells Ss instructions for pair activity: <ul style="list-style-type: none"> T says, "Now, you will work in pairs. (II) Show your partner your answers. Talk about the answers. You have 1 minute" Ss change seats based on # from T. T monitors. (maybe repeat CD listening & pair check)

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3:09 – 3:11 (2 min)	T > Ss S > T	T conducts plenary f/b: <ul style="list-style-type: none"> • T uses Listening Questions transparency • T asks S, “What is #1, etc.?” • S answer question. T writes answer on w/b.
3:11 – 3:13 (2 min)	T > Ss	<u>6. Follow on task: Speaking:</u> T tells Ss, “Now, think about someone important you met for the first time. (elicit who from stronger student first) It could be a husband/wife, a boyfriend/girlfriend, a friend, a teacher, or a classmate. (write on w/b) Write your answers. (point to Someone Important Speaking and distribute paper to the students ((1/2)) You have 1 minute. Start.” Ss write answers on paper. T monitors.
3:13 – 3:14 (1 min)	Ss > Ss T > S Ss > T	T tells Ss, “Now you will talk about your answers in a group.” <ul style="list-style-type: none"> • T divides Ss into groups of 3. T walks in front of desks and uses hands to put Ss sitting next to each other in groups Ss talk about their answers. T monitors.
3:14 – 3:15 (1 min)		T conducts brief plenary f/b: <ul style="list-style-type: none"> • T selects 2 or 3 students to share answers with class. T says, “Please tell the class.” Student talks. • T praises the Ss effort (fistbump) and handover to Rosemary. T erases w/b.