

CELTA Lesson Plan No. 5

Lesson Plan

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Abstract

This is a 40 minute grammar clarification and practice lesson plan. It aims to contrast present continuous verb forms with present simple verb forms. Written in October 2010 while instructor was studying for his Certificate in English Language Teaching to Adults (CELTA) in New Zealand.

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Lesson Plan Cover Sheet

Name: Jay Cederholm	Date: 7 Oct	Level: Pre-intermediate	Lesson type: Grammar clarification & practice	Lesson No. 5	Lesson length: 40 mins
Main aims: To contrast present continuous verb forms with present simple verb forms To provide controlled written practice of present continuous and present simple verb forms					
Subsidiary aims: To develop gist reading skills					
For this lesson: What do the Ss know already? They have encountered the present simple verb tense before but may lack confidence using it They will be familiar with the context of looking for work and will probably have experienced this before What have the Ss done already? They will have done the gist listening of the text					
What problems do I think Ss will have in this lesson? <ul style="list-style-type: none"> • language: <ol style="list-style-type: none"> 1. They may be confused about what a state verb is 2. They may be confused by the present simple concept questions 3. They might not contract I'll, he's in phonology drill • materials: • management: 					
What am I going to do about these problems? <ol style="list-style-type: none"> 1. Include a picture to help clarify and describe the verbs as feelings and opinions 2. I can draw a timeline on the w/b 3. I will pay particular attention to this feature when drilling the marker sentences. I will listen carefully for errors and correct them as necessary 					
These are the materials and / or teaching aids I will use in the lesson: Worksheets adapted from <i>face2face</i> , 2005, Redston & Cunningham, CUP					
My personal teaching aim for today is: To practice correcting S errors for sentence stress, contractions and intonation during the individual drilling					
Tutor evaluation of plan: S* N* *for this stage in the course					
Comment:					

Lesson plan cover sheet continued –

Use this side of the sheet if your lesson contains any language i.e.

grammar, vocabulary, phonology

What is the meaning of the language?

Present Continuous for things that:

- a) are happening at the moment of speaking – he's doing, I'm writing
- b) are temporary and happening around now, but maybe not at the moment of speaking – he's looking, I'm applying

Present Simple for:

- a) daily routines and things we always/sometimes/never do – he reads, I never get
- b) verbs that describe states – he needs, people think

What is the form of the language?

Present Continuous:

- Subject + am/are/is + verb+ing (positive)
- Subject + am/are/is + not + verb+ing (negative)
- Am/Are/Is + subject + verb+ing? (question)

Present Simple:

- Subject + base verb+s/es/ies (positive)
- Subject + don't/doesn't + base verb (negative)
- Do/Does + subject + base verb? (question)

What is important about the phonology of the language?

He's looking for his first job.

I'm writing to tell you how it feels.

He reads adverts.

I'm applying for every job.

He's doing some gardening.

I never get an interview.

He needs a real job.

People think I'm too old.

Time	Stage	Aim	Procedure	Inter-action										
2 mins	Highlight target language	To highlight the target language in the context	<p>- Set grammar task 1: “These verb forms all come from the text you’ve just read. Look at these words in bold. Write the verb forms in Present Simple or Present Continuous.”</p> <p>- Show on OHP and do one as an example - Hand out WS and Ss do the rest - Pair check - Plenary f/b on OHP</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">PS</td> <td style="text-align: center;">PC</td> </tr> <tr> <td>1. he reads</td> <td>he’s looking</td> </tr> <tr> <td>2. he needs</td> <td>he’s doing</td> </tr> <tr> <td>3. I never get</td> <td>I’m writing</td> </tr> <tr> <td>4. people think</td> <td>I’m applying</td> </tr> </table> <p>So this is the language we are going to look at today: PS and PC</p>	PS	PC	1. he reads	he’s looking	2. he needs	he’s doing	3. I never get	I’m writing	4. people think	I’m applying	<p>T > Ss</p> <p>S</p> <p>S > S</p> <p>Ss > T</p>
PS	PC													
1. he reads	he’s looking													
2. he needs	he’s doing													
3. I never get	I’m writing													
4. people think	I’m applying													
4 mins	Clarification of meaning	To clarify meaning of target language	<p>- Set task 2 “These timelines will help you understand the meaning of the PC verb forms. The first timeline is for things that are temporary and happening around now, but maybe not at the moment of speaking.”</p> <p>-</p> <p>T reads first PC sentence, “My son, Kevin, left school two months ago and now he’s looking for his first job.”</p> <p>Concept Check: “Did Kevin want a job in the past?” Y “Does Kevin want a job now? Y “Will Kevin have a job in the future?” Probably “When Kevin has a job, will he still need a job?” N</p> <p>“Which timeline is ‘he’s looking?’ (1)</p> <p>T reads 2nd PC sentence, “Today he’s doing some gardening?”</p> <p>Concept Check: “What time is this sentence talking about: past, <u>present</u> or future?” “Did Kevin work in the garden yesterday?” N “Will he work in the garden tomorrow?” Probably not</p> <p>Which timeline is ‘he’s doing?’ (2)</p> <p>- Ss finish task - Pair check - Plenary f/b</p>	<p>T > Ss</p> <p>S</p> <p>S > S</p> <p>Ss > T</p>										

Time	Stage	Aim	Procedure	Inter-action
6 mins	Clarification of meaning	To clarify meaning of target language	<ul style="list-style-type: none"> - Set Task 3 “An activity verb talks about activities or actions. State verbs talk about feelings and opinions. Look at these verbs and write the verbs that describe activities here and the verbs that describe states here.” - Ss finish task - Pair check - Plenary f/b - Set Task 4 “These questions will help you understand the meaning of the PS verb forms.” - Ss answer questions - Pair check - Plenary f/b 1. always 2. yes 3. yes 	<p>T > Ss</p> <p>S</p> <p>S > S</p> <p>Ss > T</p> <p>T > Ss</p> <p>S</p> <p>S > S</p> <p>Ss > T</p>
8 mins	Clarification of form	To clarify the form of the target language	<ul style="list-style-type: none"> - Set Task 5 “Now we are going to look at the form of this language” - Show on OHT and do one as an example - Ss do task - Pair check - Plenary f/b Concept Check: State verbs in Present Continuous Present Continuous: 1. Subject + am/are/is + verb+ing (positive) 2. Subject + am/are/is + not + verb+ing (negative) 3. Am/Are/Is + subject + verb+ing? (question) Present Simple: 4. Subject + base verb+s/es/ies (positive) 5. Subject + don't/doesn't + base verb (negative) 6. Do/Does + subject + base verb? (question) 	<p>T > Ss</p> <p>S</p> <p>S > S</p> <p>Ss > T</p>

