

# CELTA Lesson Plan No. 7

## Lesson Plan

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### Abstract

This is a 40 minute freer oral practice lesson plan. It aims to provide freer oral practice in the context of a telephone conversation between a boyfriend and girlfriend. 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

<b>Name:</b> Jay Cederholm	<b>Date:</b> 13 Oct	<b>Level:</b> Upper Intermediate	<b>Lesson type:</b> Freer Oral Practice	<b>Lesson No.:</b> 7	<b>Lesson length:</b> 40 mins
<b>Main aims:</b> To provide freer oral practice in the context of a telephone conversation between boyfriend/girlfriend					
<b>Subsidiary aims:</b> To provide controlled and less controlled written practice of Present perfect simple and continuous for questions and statements in the context of a telephone conversation between boyfriend/girlfriend To clarify the intonation of sentences with question tags					
<b>For this lesson:</b> <b>What do the Ss know already?</b> Ss are familiar with the Perfect tenses but may not have had practice using the present simple/continuous <b>What have the Ss done already?</b> Ss have practiced the meaning and form of Present perfect simple/continuous Ss have predicted the context from pictures and put sentences in order to describe the context					
<b>What problems do I think Ss will have in this lesson?</b> <ul style="list-style-type: none"> <li>• <b>language:</b> <ol style="list-style-type: none"> <li>1. Ss might be confused by PPS questions + not because the negative doesn't seem to focus on an action</li> <li>2. Ss might be confused by Where PPS question because it includes 'all day' phrase</li> <li>3. State verb dialogue examples can be both PPS and PPC</li> <li>4. Ss may confuse the form of 'have been' with 'be' as an auxiliary verb and a lexical verb</li> </ol> </li> <li>• <b>materials:</b> <ol style="list-style-type: none"> <li>5. Print is too small in the textbook</li> </ol> </li> <li>• <b>management:</b> <ol style="list-style-type: none"> <li>6. It would take too long to write out the prompted dialogue</li> <li>7. It would take too long to have the Ss write the sentences for intonation clarification</li> </ol> </li> </ul>					
<b>What am I going to do about these problems?</b> <ol style="list-style-type: none"> <li>1. I will ask concept questions to check that the result of an action is desired</li> <li>2. I will ask concept questions to focus their attention on the result of the action</li> <li>3. If it arises, I will clarify that PPC would be used to emphasize the duration of an activity</li> <li>4. If it arises, I will highlight the difference between the sentences by circling and eliciting aux/main verb</li> <li>5. I have typed my worksheets using bigger font, 14 pt</li> <li>6. I will have an OHT with the prompt sentences and reveal them as the students say them</li> <li>7. I will have a student handout where they just have to focus on the intonation and not writing the words</li> </ol>					
<b>These are the materials and / or teaching aids I will use in the lesson:</b> Worksheets/OHT adapted from <i>Cutting Edge Upper Intermediate</i> , 2005, Cunningham & Moor, Pearson Education Limited - pg. 59, practice 3a, 3b, pronunciation OHP					
<b>My personal teaching aim for today is:</b> To address student errors when clarifying intonation					
<b>Tutor evaluation of plan:</b> S*                      N*                      *for this stage in the course					
<b>Comment:</b>					

**Use this side of the sheet if your lesson contains any language i.e. grammar, vocabulary, phonology**

**What is the meaning of the language?**

Have you been trying to phone me?	= Repeated
Haven't you listened to your messages?	= Result of an action
Where have you been all day?	= Result of an action
I've thought about you...	= State verb
What have you been doing all day?	= Action that lasts for a period of time
I've felt ...all day.	= State verb
I've been really busy, honestly.	= Action that lasts for a period of time
You've been crying again, haven't you?	= Sympathy, ask for confirmation
So you've forgotten about him already, have you?	= Question
You haven't been trying to phone me, have you?	= Question
They'll have finished the work by Thursday, won't they?	= Ask for confirmation
We haven't lost the tickets, have we?	= Question
You haven't heard this story before, have you?	= Question
They've moved house recently, haven't they?	= Ask for confirmation
You'll have finished with the car by six, won't you?	= Ask for confirmation
You'd forgotten it was my birthday, hadn't you?	= Understanding, ask for confirmation
They hadn't seen the film before, had they?	= Question

**What is the form of the language?**

Have you been trying to phone me?	= Have + subj + been + verb+ing? (PPContinuous)
Haven't you listened to your messages?	= Have + not (haven't) + subj + past participle? (PPSimple)
Where have you been all day?	= ?Word + have + subj + past participle? (PPSimple)
I've thought about you...	= Subj + have + past participle (PPSimple)
What have you been doing all day?	= ?word + have + subj + been + verb+ing? (PPContinuous)
I've felt ...all day.	= Subj + have + past participle (PPSimple)
I've been really busy, honestly.	= Subj + have + past participle (PPSimple)
Main part of the sentence is positive, Qtag is negative	= You've been crying again, haven't you?
Main part of the sentence is negative, Qtag is positive	= So you've forgotten about him already, have you?
, auxiliary verb + subj?	

**What is important about the phonology of the language?**

Intonation:

You've been crying again, haven't you?	(down)
So you've forgotten about him already, have you?	(up)
You haven't been trying to phone me, have you?	(up)
They'll have finished the work by Thursday, won't they?	(down)
We haven't lost the tickets, have we?	(up)
You haven't heard this story before, have you?	(up)
They've moved house recently, haven't they?	(down)
You'll have finished with the car by six, won't you?	(down)
You'd forgotten it was my birthday, hadn't you?	(down)
They hadn't seen the film before, had they?	(up)

Time	Stage	Aim	Procedure	Inter-action
5 mins	Controlled written practice	To provide controlled written practice of the target language	<p>T says, “We will continue to talk about Andrew and Marina. In pairs, read one phrase. Write the phrase in the Present perfect simple or continuous. Write on your paper and then one person will write it on the w/b. Write big and clear so everyone can see.”</p> <ul style="list-style-type: none"> <li>- Check Instructions, “How many phrases do you put in PPS or C?” (1)</li> <li>- T passes out Dialogue WS (halves)</li> <li>- T puts into pairs and assigns # (pair, #1), Ss complete #</li> <li>- T tells last pair, “You have a special job. Complete the phrases in #8, #9. Don’t write on the w/b.”</li> <li>- T conducts plenary f/b</li> </ul> <p>Concept Check: 1. Did this happen one time or many times? (many)  2. Does Marina want to know the result of an action? (Y)  3. Does Marina want to know the result of an action? (Y)  4. Does it describe a state? (Y)  5. Does Marina ask about an action that lasts for a period of time? (Y)  6. Does it describe a state? (Y)  7. Does Marina ask about an action that lasts for a period of time? (Y)</p>	<p>T &gt; Ss</p> <p>S &gt; S</p> <p>Ss &gt; T</p>
10 min	Less controlled written practice	To provide less controlled written practice of the target language	<p>T says, “You will write a dialogue and act it out in front of the class.”</p> <ul style="list-style-type: none"> <li>- T elicits context: “How do Marina and Andrew know each other? (BF/GF)  What has Marina been doing all day? (calling Andrew)  How many messages has Marina left Andrew? (10)  Is Marina happy or sad? What has she been doing? (sad, cry)  Who is calling Marina now? (Andrew)</li> </ul> <p>T says, “Let’s do a dialogue together.”</p> <ul style="list-style-type: none"> <li>- Prompt: “Andrew is calling, what is the first thing Marina would say? (hello)  A says the same back but he is surprised. (hello, phone me?)  M wants to know if he checks his phone. (messages)  A hasn’t listened to the messages. A tells her his reason. (no, busy)  M wants to know (hand over eyes). (where)  A tells her where. (I’ve been at ...)  M knows where he is, but know she wants to know... (what)  A tells her what (I’ve been ...ing)  M really misses him so she tells him... (thought, sad)  A is going to tell M something important she he says...(please listen)  M doesn’t forgive him (never...), M forgives him (love)”</li> </ul>	<p>T &gt; Ss Ss &gt; T</p> <p>T &gt; Ss Ss &gt; T</p>

Time	Stage	Aim	Procedure	Inter-action
10 min	Freer oral practice	To provide freer oral practice of the target language	<p>T moves boys next to girls to make it as even boy/girl ratio as possible</p> <p>T says, "In pairs, write a dialogue. You will have to act it out in front of the class. We will vote on the best dialogue and the winners get a prize."</p> <ul style="list-style-type: none"> <li>- Ss write dialogue, T monitors</li> <li>- T distributes voting slips, numbered 1-8 on the back which determine the order of performance, while the students are working</li> <li>- Ss finish writing early, T says, "You may move and practice acting."</li> <li>- T asks for volunteers to act first, then has students turn paper over</li> <li>- "You can bring your dialogue with you."</li> <li>- Ss act &gt; Ss write vote (1 per pair) on best dialogue, funniest dialogue, best acting</li> <li>- T writes on w/b, Discuss one thing you liked and one thing you didn't like about this activity. Ss discuss, T tallies votes</li> <li>- T conducts brief plenary f/b and prizes awarded</li> </ul>	<p>T &gt; Ss</p> <p>S &gt; S</p> <p>T &gt; Ss</p> <p>Ss &gt; Ss</p> <p>T &gt; Ss</p> <p>Ss &gt; T</p> <p>T &gt; Ss</p>
15 mins	Clarification of phonology	To clarify the phonology of the target language	<p>T says, "Listen."</p> <ul style="list-style-type: none"> <li>- 1. You've been crying again, haven't you? (3X) "Now listen for intonation."</li> <li>- You've been crying again, haven't you? (3X) "Does my voice go up or down at the end?" (maybe repeat as needed) (down)</li> <li>- 2. So you've forgotten about him already, have you? (3X) (up)</li> <li>- Drill = Choral(3X) &gt; Individual (2/3) &gt; Choral (1X)</li> </ul> <p>T says, "In pairs, discuss this question. On OHP, Do you think Jane is really asking, or does she already know the answer to her question?"</p> <ul style="list-style-type: none"> <li>- T conducts plenary f/b, nominate S (1. know, 2. ask)</li> <li>- T asks: "What is 'haven't you' called? (question tag)</li> <li>- T says, "Questions tags show sympathy/understanding or ask confirmation.</li> </ul> <p>T distributes Intonation WS</p> <ul style="list-style-type: none"> <li>- Listen (3X) and write an up arrow or down arrow.</li> <li>1. You haven't been trying to phone me, have you? (up)</li> <li>2. They'll have finished the work by Thursday, won't they? (down)</li> <li>3. We haven't lost the tickets, have we? (up)</li> <li>4. You haven't heard this story before, have you? (up)</li> <li>5. They've moved house recently, haven't they? (down)</li> <li>6. You'll have finished with the car by six, won't you? (down)</li> <li>7. You'd forgotten it was my birthday, hadn't you? (down)</li> <li>8. They hadn't seen the film before, had they? (up)</li> </ul>	<p>T &gt; Ss</p> <p>Ss &gt; T</p> <p>S &gt; T</p> <p>T &gt; Ss</p> <p>S &gt; S</p> <p>Ss &gt; T</p> <p>T &gt; Ss</p> <p>T &gt; Ss</p>

			<ul style="list-style-type: none"><li>- Pair check, T monitors to see if any need repeating</li><li>- T conducts brief plenary f/b – nominates S</li><li>- Drill = Choral(3X) &gt; Individual (2/3) &gt; Choral (1X)</li></ul>	<p>S &gt; S Ss &gt; T</p>
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### Task 1

Write the following phrases in the Present perfect simple or continuous.

- |   |  |
|---|--|
| 1. You (try) to phone me?                     | Have you been trying to phone me?      |
| 2. (Not listen) your messages?                | Haven't you listened to your messages? |
| 3. Where (be) you all day?                    | Where have you been all day?           |
| 4. I (think) about you...                     | I've thought about you...              |
| 5. What (do) all day?                         | What have you been doing all day?      |
| 6. I (feel)...all day.<br>day.                | I've felt ...all                       |
| 7. I (be) really busy, honestly.<br>honestly. | I've been really busy,                 |

More phrases:

8. I never want to...
9. Please listen to me...

Write a dialogue between Andrew and Marina using the phrases above.

M: Hello

A: Hello, have you been trying to phone me?

M: Yes, haven't you listened to your messages?

A: No, I've been really busy, honestly.

M: Where have you been all day?

A: I've been at the library.

M: What have you been doing all day?

A: I've been studying English.

M: I've thought about you all day. I've felt sad all day.

A: Please listen to me, I'm sorry baby.

M: I never want to...

## **Task 2**

Write the following phrases in the Present perfect simple or continuous.

1. You (try) to phone me?
2. (Not listen) your messages?
3. Where (be) you all day?
4. I (think) about you...
5. What (do) all day?
6. I (feel)...all day
7. I (be) really busy, honestly.

More phrases:

8. I never want to...
9. Please listen to me...

Write a dialogue between Andrew and Marina using the phrases above.

1. You've been crying again, haven't you?
2. So you've forgotten about him already, have you?

**Do you think Jane is really asking, or does she already know the answer to her question?**

**Task 1**

Write an up arrow ( ^ ) or down arrow ( v ) to show the intonation of each sentence.

1. You haven't been trying to phone me, have you?
2. They'll have finished the work by Thursday, won't they?
3. We haven't lost the tickets, have we?
4. You haven't heard this story before, have you?
5. They've moved house recently, haven't they?
6. You'll have finished with the car by six, won't you?
7. You'd forgotten it was my birthday, hadn't you?
8. They hadn't seen the film before, had they?

M: Hello

A: Hello, have you been trying to phone me?

M: Yes, haven't you listened to your messages?

A: No, I've been really busy, honestly.

M: Where have you been all day?

A: I've been at the library.

M: What have you been doing all day?

A: I've been studying English.

M: I've thought about you all day. I've felt sad all day.

A: Please listen to me, I'm sorry baby.

M: I never want to...

Write the name of the group who:

1. had the best dialogue –
2. had the funniest dialogue –
3. were the best actors –

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