

CELTA Lesson Plan No. 8

Lesson Plan

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Abstract

This is a 40 minute speaking and listening lesson plan. It aims to develop gist and intensive listening skills in the context of achievements. 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 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?

invention – a thing that has been made or designed by somebody for the first time

discovery – something that has been found

cure – to make an illness end or disappear

crisis – a time of great danger or difficulty

human rights – the basic freedoms that all people should have

architecture – the style or design of a building or buildings

collective – share by a group of people together; not individual

What is the form of the language?

invention – noun

discovery – noun

cure – noun

crisis – noun

human rights – plural noun phrase

architecture – noun

collective – adjective

What is important about the phonology of the language?

invention –

discovery –

cure –

crisis –

human rights –

architecture –

collective –

Time	Stage	Aim	Procedure	Inter-action
3 min	Lead in	To activate Ss' schemata and raise interest in the topic To develop spoken fluency	T writes on w/b, Who is the person on the money? What did they achieve? - T puts Ss into groups of 3, gives each group a note - Ss discuss in groups, T monitors - T conducts brief plenary f/b	T > Ss S > S Ss > T
5 min	Vocab pre-teach	To clarify key vocab from the listening preparation	T says, "You have to match a vocabulary word with a picture. You will stand up and when you find your partner, sit down with the new person. So bring your personal items." - T gives out vocab and pics - T says, "What do you do after you find your partner? Stand up and go." - Ss match the vocab with the pics, T monitors - T says, "In pairs, think of a definition." - Ss discuss, T monitors - T conducts brief plenary f/b - T gives Ss slips of paper with definitions	T > Ss Ss > Ss T > Ss S > S Ss > T T > Ss
7 min	Listening preparation	To link Ss' schemata with the listening text	T says, "In groups of 3, read two achievements. Think of examples and write them on your paper." - T demos a) on OHP - T puts into groups and assigns # (1=b,g) 2=c,h (3=d,i) 4=e,a (5=f,b) - Ss discuss, T monitors - T conducts plenary f/b > T says, "Open your paper. Write the achievements in the boxes." > T writes on w/b - Ss vote for favorite b) achievement T says, "Read the achievements and decide which achievements are the work of 1 person and which are collective human achievements. Check the correct box. Do this alone." - Ss complete task, T monitors - Pair check - T conducts brief plenary f/b > writes on w/b	T > Ss Ss > Ss T > Ss Ss > T T > S S S > S Ss > T

Time	Stage	Aim	Procedure	Inter-action
10 min	Gist listening	To provide a context for the speaking practice To develop gist listening skills	T says, "You are going to listen to five people talk about achievements. You are going to just listen for the main idea. Listen to find out what achievement each person is talking about. Write your answers here." - T gives Ss the paper, "Don't open." - T asks, "If you are listening for the main idea, do you use your dictionary?" - Ss listen to the text - Pair check, T monitors to see if they need to listen again - T conducts brief oral plenary f/b T says, "Read the achievements and decide which achievements are the work of 1 person and which are collective human achievements. Write your answers. Do this alone." - Ss read and decide, T monitors - Pair check - T conducts brief oral plenary f/b	T > Ss S S > S Ss > T T > Ss S S > S Ss > T
10 min	Intensive listening	To check Ss have understood the context To develop intensive listening skills	T says, "Open the paper. You will listen to the people again. Read the sentences and you will decide if they are true or false." - Ss read sentences, T monitors - "Listen again, write T or F." Ss listen, T monitors - Pair check, T monitors to see if they need to listen again - T conducts brief oral plenary f/b	T > Ss S S > S Ss > T
5 min	Follow on	To allow Ss to personalize the topic and express their opinion To develop spoken fluency	T says, "You have the achievements we talked about at the beginning and the 5 achievements we listened to. Decide which achievement you find the most and least amazing. Write you answer." - Ss write answers - T says, "You will stand up and interview 5 people. Write their name and what achievement they find the most and least amazing. You don't have to write why they think it is amazing. But ask and practice speaking. Go." - Ss interview, T participates - If time left, open pairs and Ss talk about who they interviewed	T > Ss S T > Ss Ss > Ss S > S

Achievements

Task 1

Read the achievements. Write an example for each one.

- a) The invention of an important piece of technology –
- b) A ‘basic’ scientific advance that we couldn’t live without –
- c) The discovery of an important cure or medicine –
- d) Outstanding leadership in a period of crisis –
- e) A great step forward in human rights –
- f) A great social or political advance –
- g) An incredible artistic achievement –
- h) An amazing piece of engineering or architecture –
- i) An outstanding sporting achievement –

Task 2

Which achievements are the work of one person and which are collective human achievements? Check the correct box.

Achievement	1 Person	Collective Human Achievement
a)		
b)		
c)		
d)		
e)		
f)		
g)		
h)		
i)		

Vocabulary:

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Task 3

Listen to five people talking about achievements. What is the achievement?

1.

2.

3.

4.

5.

Which of the achievements above are the work of one person and which are collective human achievements?

Task 4

Decide if the following statements are *True* or *False* after listening to the people.

- a) The first person can't imagine taking a shower without having running hot and cold water.
- b) The Internet has made it easier for the second person to research answers for their homework.
- c) Steve Redgrave is admired for his ability and his handsome face.
- d) During his training, Steve Redgrave had to overcome diabetes to win his gold medals.
- e) The fourth person thinks Stonehenge is amazing because the stones are placed in a circle.
- f) The last person is impressed with Gandhi because he found a peaceful way to bring down the British empire.

Task 5

a) Write your answer to these questions?

1. Which of these achievements do you find most amazing? Why?

2. Which of these achievements do you find least amazing? Why?

b) Interview 5 people to find out which achievements they find the most amazing and least amazing. Ask why!

Write their name and what they find the most amazing and least amazing.

Name	Most Amazing Achievement	Least Amazing Achievement

a) The invention of an important piece of technology –

Achievement	1 Person	Collective Human Achievement
a)		
b)		
c)		
d)		
e)		
f)		
g)		
h)		
i)		