CELTA Lesson Plan No. 8

Lesson Plan

BY JAY DAVID CEDERHOLM

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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.
Lesson Plan Cover Sheet

Name: Jay Cederholm
Date: 15 Oct
Level: Upper Intermediate
Lesson type: Speaking/Listening
Lesson No.: 8
Lesson length: 40 mins

Main aims:
To develop gist and intensive listening skills in the context of achievements

Subsidiary aims:
To develop spoken fluency in the context of achievements

For this lesson:

What do the Ss know already?
Ss will have read about individual achievements and be familiar with the context

What have the Ss done already?
Ss will have ranked achievements from the most impressive to the least

What problems do I think Ss will have in this lesson?
  • language:
    1. Ss may find some vocabulary in the listening preparation difficult
    2. Ss may find the listening difficult
  • materials:
    3. The course book text is too small
  • management:
    4. I may run short on time

What am I going to do about these problems?
  1. Ss will match pictures with words to clarify the meaning of the difficult vocabulary
  2. Ss can listen to the text again and I may have to fast forward the CD track to a certain passage
  3. I adapted the task sheets and OHT to have 14/16 pt. font
  4. Other lesson segments can be shortened to ensure the speaking practice at the end: if vocab mingle takes a while, I can just give them the definitions that they probably know & the listening text is the most important to set up Parimala so I can drop the speaking at the end since they will have practice in the lead in and throughout with pair checks

These are the materials and / or teaching aids I will use in the lesson:
Worksheets adapted from *New Cutting Edge Upper Intermediate*, 2005, Cunningham & Moor, Pearson Education Limited, module 5, pg. 56, Listening 1,2,3.
CD #4(*New Cutting Edge Upper Intermediate*, 2005, Cunningham & Moor, Pearson Education Limited T5.2)
OHP and OHT

My personal teaching aim for today is:
To elicit student responses during plenary f/b
To finish all the activities I have planned for the lesson

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**

<table>
<thead>
<tr>
<th>What is the meaning of the language?</th>
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<tbody>
<tr>
<td>invention – a thing that has been made or designed by somebody for the first time</td>
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<tr>
<td>discovery – something that has been found</td>
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<tr>
<td>cure – to make an illness end or disappear</td>
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<td>collective – share by a group of people together; not individual</td>
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<table>
<thead>
<tr>
<th>What is the form of the language?</th>
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<tbody>
<tr>
<td>invention – noun</td>
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<tr>
<td>discovery – noun</td>
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<tr>
<td>cure – noun</td>
</tr>
<tr>
<td>crisis – noun</td>
</tr>
<tr>
<td>human rights – plural noun phrase</td>
</tr>
<tr>
<td>architecture – noun</td>
</tr>
<tr>
<td>collective – adjective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is important about the phonology of the language?</th>
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</thead>
<tbody>
<tr>
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<td>discovery –</td>
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<td>human rights –</td>
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<td>architecture –</td>
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<td>collective –</td>
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<tr>
<td>Time</td>
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</tbody>
</table>
| 3 min| Lead in        | To activate Ss’ schemata and raise interest in the topic            | 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      |
| 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      |
| 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 > Ss      |
|      |                |                                                                     | 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 > S       |
<p>|      |                |                                                                     |                                                                                                                                             | S           |
|      |                |                                                                     |                                                                                                                                             | S &gt; S       |
|      |                |                                                                     |                                                                                                                                             | Ss &gt; T      |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Aim</th>
<th>Procedure</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 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 > Ss     |
| 10 min| Intensive listening | To check Ss have understood the context  
To develop intensive listening skills | 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 | S  
S > S  
Ss > T  
T > Ss  
S  
S > S  
Ss > T  
T > Ss |
| 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.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>1 Person</th>
<th>Collective Human Achievement</th>
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<tbody>
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<td>a)</td>
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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.

<table>
<thead>
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<th>Least Amazing Achievement</th>
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