

# Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP2  
PDF Version

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## Changelog

- 30 November 2010 - Prepared for December 2<sup>nd</sup> lesson at Teaching House New York.
- 6 January 2011 - Merged components together into a single document and added cover sheet for online publication.

## Contact Information

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LESSON PLAN			
<b>Name:</b> Charles Jeffrey Danoff	<b>Date:</b> 1 December 2010	<b>Week:</b> 1	<b>Lesson number:</b> 2
<b>Lesson type:</b> Reading	<b>Level:</b> Pre-Intermediate	<b>Length of lesson:</b> 40 min	<b>Number of students:</b>
<b>Lesson Aim</b> <i>By the end of the lesson, students will...</i>  To practice reading for gist and clarify and practice vocabulary for facial expression.			
<b>Personal aims</b> <i>During this lesson, I will be working on these action points from previous lessons:</i>  Grading my language and slowing down when I speak, to make it accessible for the pre-int students. <div style="float: right; border: 1px solid black; padding: 2px; margin-top: 5px;">             Tutor: Appropriate personal aims? <b>Yes</b> <b>No</b> <b>N/A</b> </div>			
<b>Materials</b> (What you will need in this lesson) <i>Acknowledge sources</i>  Pg 64 (and CD), ex 1, 2, 3, 4 <div style="float: right; border: 1px solid black; padding: 2px; margin-top: 5px;">             Tutor: Sources acknowledged: <b>Yes</b> <b>No</b> <b>N/A</b> </div>			
<b>Language Analysis:</b> I have completed a) a language analysis sheet (grammar) <i>(please check all that apply)</i> <b>b) a language analysis sheet (vocabulary)</b> c) a language analysis sheet (functions) <div style="float: right; border: 1px solid black; padding: 2px; margin-top: 5px;">             Tutor: Sufficient analysis:      <b>Yes</b> <b>No</b> <b>N/A</b> </div>			
<b>Trainer's comments:</b>			
<b>Points to work on (action points):</b>			
<b>Comments on the lesson plan and language analysis</b>			
<b>This lesson was</b> <b>BELOW</b> <b>AT</b> <b>ABOVE STANDARD</b> <b>for this stage of the course</b>			
<b>Tutor</b> _____		<b>Signature</b> _____	

<p><b>Assumptions</b> What do you expect the students will know about your target language/content of your lesson?</p> <p>I assume they will be comfortable with the instructions I give them, and that they will know the vocabulary for "mouth", "eye", "cheek", and "teeth".</p>	
<p><b>Anticipated problems</b> (skills and classroom management – NOT language)</p> <p>1) The Ss may have trouble with how-to manage the long reading in exercise 1, especially the first time, when they are not supposed to fill-in any of the blanks.</p> <p>2) For exercise 4 the students may not be able to see the photocopied images of all the three people, due to poor quality of the photocopies.</p>	<p><b>Solutions to these problems:</b></p> <p>1) Make sure I am clear that we are not filling in any blanks, and that I do an ICQ before we actually begin.</p> <p>2) If the students do have trouble, borrow the books of my fellow teachers to hand-out to them.</p>
<p><b>Lead in or introduction:</b> <i>I will <b>engage</b> the students at the start of the lesson by...</i></p> <p>asking if they remember my name? Either way re-introduce myself, then tell them another joke:</p> <p>Q: What do you call a pig with three eyes? A: A piiig.</p> <p>from <a href="http://iteslj.org/c/jokes.html">http://iteslj.org/c/jokes.html</a></p>	
<p><b>Board Plan:</b> <i>At each stage of the lesson the board will look like this:</i></p> <p>1) (B4 class begins) my name and the first half of the joke. 2) Maybe the word "Smile" 3) Blank 4) Blank 5) Possibly some of the new vocabulary words if the Ss do not know them. 6) Blank</p>	

Name: Charles Jeffrey Danoff  
Lesson: W1 TP2

Date: 11/30/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
2 min	T-S	1) Ice Breaker → to make sure Ss know me and relax them.	1) A) Make sure my name and the first half of the joke are written on the board. Introduce myself. See if they remember me, either way, point to my name. Next go over the joke. (piiig joke from the ITESLJ <a href="http://iteslj.org/c/jokes.html">http://iteslj.org/c/jokes.html</a> )	
3 min	T-S	2) Lead-in → for Ss to have interest in the topic.	2) A) T: What is a smile? Is this a smile? (T models frowning) Is this? (T models crying) How about this? (T smiles) Ss: Answer questions. T: Can someone show us a smile? Then try to bring up one or a few students to the front of the class, to give an example for everyone to see? B) As a class, discuss the three questions relating to the expression "Say 'cheese'!"	
7 min	T-S	3) Gist reading → to practice reading for gist.	3) A) Write "How many different types of smiles are mentioned in the text?" on the board. B) Read through the text one time without filling in any blanks, see if they can answer the question. C) Ask if they have any questions about the text?	
10 min	T-S	4) Vocabulary → to clarify new vocabulary for facial expressions.	4) A) Make sure the Ss understand all 7 vocabulary words. If they don't use realia, by pointing to each one on my face, and having	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
10 min	S-S	5) Vocabulary → to clarify new vocabulary for facial expressions.	<p>the students call out the word.  B) Once they are clear, let them do the next activity of filling in the blanks in the text.  C) Use the audio from activity 2 for answer feedback, but don't have Ss read out the whole text.</p> <p>5)  A) Ss can do activity 3 with their partner, or as a pair activity. Monitor throughout to see how the ss are getting on and whether some words/phrases are causing more problems than others – and focus on them during feedback. To check understanding, could use some visuals on the board with clear examples of the words/phrases.</p>	
5 min	T-S	6) Practice → For Ss to practice vocab above.	<p>6)  A) Ss in pairs do exercise 4 on page 64.  B) Content feedback from Ss.</p>	

# Language Analysis Sheet - Vocabulary

<b>Word/phrase</b> wrinkles	
Meaning (keep it simple!) Wrinkles are lines in people's faces that come as they get older.	
How will meaning be conveyed? Flashcard, I will point to the wrinkles on the woman's face in the picture in the handout. If necessary, also realia, I will point to the wrinkles on my own face.	
What are your CCQs? Do babies have wrinkles? Do very old people have lots of wrinkles?	
Form noun	Pronunciation / (I'm not sure) /
Anticipated problems and solutions I feel like they may not understand the concept based on my examples. If they don't, I'll try also saying how often women who get wrinkles will spend money on creams, over-dramatizing the rubbing on my face.	

<b>Word/phrase</b> dimple	
Meaning (keep it simple!) Dimples are little lines that appear on the cheeks of some people when they smile.	
How will meaning be conveyed? Flashcard, I will point to the dimples on the woman's face in the picture.	
What are your CCQs? Do people have dimples when they are sad? Do people have dimples when they are angry? Do people have dimples when they are smiling?	
Form noun	Pronunciation / (not sure) /
Anticipated problems and solutions Given not everyone has dimples, this might be difficult for all the students to understand. If they appear to be struggling, I will try to reinforce this point, that not everyone has them.	

<b>Word/phrase</b> eyebrow	
Meaning (keep it simple!) Eyebrows are the hair above our eyes.	
How will meaning be conveyed? Flashcard, I will point to the woman's eyebrows in the picture in the textbook.	
What are your CCQs? Is this my eyebrows? (Holding my hair) How about this? (holding my arm hair)	

## Language Analysis Sheet - Vocabulary

Form noun	Pronunciation / (not sure) /
Anticipated problems and solutions If they know the word “brow” they may be confused between it and “eyebrow”. If that's the case, I will explain how brows are on top, eyes on bottom, and eyebrows are the mix in the middle.	