

# Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP3  
PDF Version

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## Changelog

- 2 December 2010 - Prepared for December 3<sup>rd</sup> lesson at Teaching House New York.
- 6 January 2011 - Merged components together into a single document and added cover sheet for online publication.

## Notes

- In the procedure pages I wrote the "Time" and "Interaction" sections by hand, so they are not in this document.

## Contact Information

Charles Jeffrey Danoff [charles@danoff.org](mailto:charles@danoff.org)

<b>LESSON PLAN</b>			
<b>Name:</b> Charles Jeffrey Danoff	<b>Date:</b> 3 December 2010	<b>Week:</b> 1	<b>Lesson number:</b> TP3
<b>Lesson type:</b> Listening & Speaking	<b>Level:</b> Pre-Intermediate	<b>Length of lesson:</b> 40 mins	<b>Number of students:</b>
<b>Lesson Aim</b> By the end of the lesson, students will... have practiced listening for gist and detail, practiced speaking & reviewed the week's vocabulary.			
<b>Personal aims</b> During this lesson, I will be working on these action points from previous lessons: <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li>Slowing down.</li> <li>Grading my language.</li> <li>Clarify my instructions and use more ICQ's and be specific in those I use.</li> <li>Have more direct eye-contact with students.</li> <li>Nominate more in feedback stages, by using student's names.</li> <li>Cut out the running commentary.</li> <li>Elicit more from the students.</li> </ul> </div>			
			Tutor: Appropriate personal aims? Yes No N/A
<b>Materials</b> (What you will need in this lesson) Acknowledge sources <ul style="list-style-type: none"> <li>American Inside Out Pre-Intermediate B, ISBN 1-405-02454-2</li> <li>Page 69 listening section (American Inside Out Pre-Intermediate CD2 Track 31)</li> <li>Joke from <a href="http://iteslj.org/c/jokes.html">http://iteslj.org/c/jokes.html</a></li> <li>3 or 4 visual jokes (from Mike Lynch <a href="http://mikelynychcartoons.blogspot.com/2008/09/wordless-cartoons-by-mike-lynch.html">http://mikelynychcartoons.blogspot.com/2008/09/wordless-cartoons-by-mike-lynch.html</a>) transparencies.</li> <li>3 or 4 visual joke handout copies.</li> <li>Overhead projector.</li> <li>Images by Meng Weng Wong <a href="http://commons.wikimedia.org/wiki/File:VirgilGriffithFace.jpg">http://commons.wikimedia.org/wiki/File:VirgilGriffithFace.jpg</a> and Synthia K. <a href="http://commons.wikimedia.org/wiki/File:Old_Bangladeshi_drinking_tea_cropped.jpg">http://commons.wikimedia.org/wiki/File:Old_Bangladeshi_drinking_tea_cropped.jpg</a></li> <li>Overhead projector</li> </ul>			
			Tutor: Sources acknowledged: Yes No N/A
<b>Language Analysis:</b> I have completed a) a language analysis sheet (grammar) (please check b) a language analysis sheet (vocabulary) all that apply) c) a language analysis sheet (functions)			
			Tutor: Sufficient analysis: Yes No N/A
<b>Trainer's comments:</b>			
<b>Points to work on (action points):</b>			

*Majority of this lesson plan taken from Teaching House NY TP Points hand-out.*

<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>	

<b>Assumptions</b> What do you expect the students will know about your target language/content of your lesson? <ul style="list-style-type: none"> <li>I assume ...</li> <li>they will remember some of the vocabulary words they have already covered during the week.</li> <li>they'll be familiar with the concept of laughter.</li> </ul>	
<b>Anticipated problems</b> (skills and classroom management – NOT language) <ol style="list-style-type: none"> <li>They may not remember the vocabulary we've already covered this week.</li> <li>They may not understand the instructions for the game.</li> </ol>	<b>Solutions to these problems:</b> <ol style="list-style-type: none"> <li>For those words they don't remember, teach the vocabulary again, and do CCQ's to make sure they understand.</li> <li>Clearly go through the instructions, then do ICQ's to check.</li> </ol>
<b>Lead in or introduction:</b> <i>I will <b>engage</b> the students at the start of the lesson by...</i>  Starting off with a joke to get them laughing (hopefully) then once they're laughing, get a short chat going about laughter, leading-in to a discussion in pairs about "What kind of jokes are funny in your country?" and "Why?"	
<b>Board Plan:</b> <i>At each stage of the lesson the board will look like this:</i>	

*Majority of this lesson plan taken from Teaching House NY TP Points hand-out.*

- 1) My name, the joke and then the word laughter.
- 2) Blank
- 3) Write the answers they come up with, for benefits of laughter.
- 4) Blank, using the OHP.
- 5) The 8 vocabulary words from the past week, and then whatever one I am trying to get them to guess, along with the scoring for the game.

Name: Charles Jeffrey Danoff  
Lesson: TP 3

Date: 12/03/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
		1) Ice Breaker	1) A) Write my name on the board. B) Bee bug joke (from The Internet TESL Journal < <a href="http://iteslj.org/c/jokes.html">http://iteslj.org/c/jokes.html</a> >) C) Assuming I get them laughing try to build off of that, if not, bring up the topic of laughter and start a discussion, leading into the next step.	
		2) Lead-In	2) A) Ask ss to discuss in pairs "What kind of jokes are funny in your country?" and "Why?" ICQ: What are you discussing? B) Give them a minute or two, then start a whole group discussion. Possible follow-up questions: "Why do we laugh?" / "When do we laugh?" / "What was the last thing you found funny?"	
		3) Listening for Gist	3) A) Ask the Ss to listen for 2 benefits (positive effects) (add a + sign symbol) of laughter in the recording. ICQ: What are we listening for? B) Play the CD, (American Inside Out Pre-Intermediate CD2 Track 31). C) Ss listen, paircheck and then write up answers on the board. → Be prepared to explain the difference in the kinds of laughter to ss.	
		4) Speaking	4) A) Put the 3 Mike Lynch visual jokes on the OHP for Ss to look at. Discuss each joke.	

*Majority of this lesson plan taken from Teaching House NY TP Points hand-out.*

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
		5) Vocabulary	<p>B) Give each pair of students a set of the jokes and ask them to order them from most to least funny.  C) Lead feedback on their order and why they put them in the order they did.</p> <p>5)  A) Write 8 of the words we have seen from this week's classes on the board. (dimple, wrinkles, sociable, put on, frown, bossy, throw away, give up, beard, teeth)  B) Check that the students remember the meaning of the words and if they don't, review them.  C) Play back to the board.  → Wipe the board clean.  → Set out two chairs, with their backs against the board on either side of the board.  → Make two teams.  → Have one member of each team sit in the chairs.  → T writes a word on the board, and non-sitting Ss try to explain the words to the sitting S. First seated S to guess the word gets the point.  → T keeps track of points.  → If they don't get the word in 30 seconds or so, T gives it to them.  ICQs: Where does the player sit? / Can you say the word to the player? / How do you win?</p>	

*Majority of this lesson plan taken from Teaching House NY TP Points hand-out.*

# Language Analysis Sheet - Vocabulary

*I used wiktionary <<http://en.wiktionary.org/>> and Merriam-Webster <<http://www.merriam-webster.com/>> for help in preparing this form.*

<b>Word/phrase</b> dimple	
Meaning (keep it simple!) Little circles on the corner of some people's mouths that show when they smile.	
How will meaning be conveyed? Via a flashcard of this image < <a href="http://commons.wikimedia.org/wiki/File:VirgilGriffithFace.jpg">http://commons.wikimedia.org/wiki/File:VirgilGriffithFace.jpg</a> >.	
What are your CCQs? Does the man in this picture have dimples? Where are dimples? Are they near your eyes?	
Form noun	Pronunciation /ɪmpəl/
Anticipated problems and solutions Ss may be confused between dimples and wrinkles. To clarify, I will point out how wrinkles are near your eyes, and dimples your mouth.	

<b>Word/phrase</b> wrinkles	
Meaning (keep it simple!) Lines in people's skin.	
How will meaning be conveyed? Flashcard of this image < <a href="http://commons.wikimedia.org/wiki/File:Old_Bangladeshi_drinking_tea_cropped.jpg">http://commons.wikimedia.org/wiki/File:Old_Bangladeshi_drinking_tea_cropped.jpg</a> >.	
What are your CCQs? Do babies have wrinkles? Do very old people have lots of wrinkles?	
Form noun	Pronunciation / ɪŋkəls /
Anticipated problems and solutions Ss might be confused between wrinkles and dimples. To clarify, I will point out how wrinkles are near your eyes, and dimples your mouth.	

<b>Word/phrase</b> sociable	
Meaning (keep it simple!) Someone who likes to talk to people.	
How will meaning be conveyed? Via timeline with sociable on one end, and shy on the other.	

## Language Analysis Sheet - Vocabulary

What are your CCQs? If I like to talk a lot, am I sociable? If I don't like to talk, am I sociable?	
Form adjective	Pronunciation \ 'sō-shə-bəl \
Anticipated problems and solutions The pronunciation may be difficult, in which case I will write the phoneme on the board.	

<b>Word/phrase</b> put on	
Meaning (keep it simple!) To wear clothing.	
How will meaning be conveyed? Via realia, I will take off my jacket and then "put it on".	
What are your CCQs? If you put on your clothes are they on your body? (as opp. To taking them off) Ask the Ss to put on an article of clothing.	
Form verb	Pronunciation \ 'pūt 'òn \
Anticipated problems and solutions This may be too complex for some students, in which case, I will	