

# Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP4  
PDF Version

*published online on January 7<sup>th</sup>, 2011*

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## Changelog

- 6 December 2010 - Prepared for December 7<sup>th</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

- I heard the "Friday" riddle from a colleague in China, I do not know who owns the copyright, if you do, please add it to the document and let me know.

## Contact Information

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<b>LESSON PLAN</b>			
<b>Name:</b> Charles Danoff	<b>Date:</b> 7 December 2010	<b>Week:</b> 2	<b>Lesson number:</b> TP4
<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> practiced reading for detail, and possibly learned some new vocabulary.			
<b>Personal aims</b> <i>During this lesson, I will be working on these action points from previous lessons:</i>			
<ul style="list-style-type: none"> <li>• Try to be less of a dancing bear on stage, by reducing TTT, elongating STT, especially by eliciting answers from the students. Really try to wait 10 seconds after answering a question, relinquish control and trust them.</li> <li>• Monitor while students are doing tasks, so I can collect errors for FB analysis.</li> <li>• Set clear tasks before students read or listen to a text.</li> </ul>			Tutor: Appropriate personal aims? <b>Yes</b> <b>No</b> <b>N/A</b>
<b>Materials</b> (What you will need in this lesson) <i>Acknowledge sources</i>			
<ul style="list-style-type: none"> <li>• American Inside Out Pre-Intermediate B, page 73, ISBN 1-405-02454-2</li> <li>• Patty Hearst FBI poster.jpg by the FBI, available at the Wikimedia Commons &lt;<a href="http://commons.wikimedia.org/wiki/File:Patty_Hearst_FBI_poster.jpg">http://commons.wikimedia.org/wiki/File:Patty_Hearst_FBI_poster.jpg</a>&gt;</li> <li>• Princess Stéphanie of Monaco image from Smokers Association &lt;<a href="http://www.smokersassociation.org/images/princess-stephanie-of-monaco-0">http://www.smokersassociation.org/images/princess-stephanie-of-monaco-0</a>&gt;</li> <li>• Home alone.jpg from Wikipedia &lt;<a href="http://en.wikipedia.org/wiki/File:Home_alone.jpg">http://en.wikipedia.org/wiki/File:Home_alone.jpg</a>&gt;</li> </ul>			Tutor: Sources acknowledged: <b>Yes</b> <b>No</b> <b>N/A</b>
<b>Language Analysis:</b>			
I have completed a) a language analysis sheet (grammar) (please check all that apply) b) <b>a language analysis sheet (vocabulary)</b> c) a language analysis sheet (functions)			Tutor: Sufficient analysis: <b>Yes</b> <b>No</b> <b>N/A</b>
<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>			

Tutor _____	Signature _____
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**Assumptions** What do you expect the students will know about your target language/content of your lesson?

- Some of the advanced students will be familiar with the idea of rebels, and be able to explain it to their peers.
- Given adequate time and having pair check, the ss will be able to access the text, even though it might be a little difficult for some.
- Students will be able to complete most of the tasks without me explaining in finite detail what-to do.

<p><b>Anticipated problems</b> (skills and classroom management – NOT language)</p> <ol style="list-style-type: none"> <li>1. Ss may not know the word rebel.</li> <li>2. Reading may be too difficult for all or some ss to handle independently.</li> <li>3. Ss may not understand any of the vocabulary for exercise 2, especially considering I will only be post-teaching it.</li> <li>4. They may not have much to say for exercise 3, and we will have lots of extra time.</li> </ol>	<p><b>Solutions to these problems:</b></p> <ol style="list-style-type: none"> <li>1. Teach them the meaning of the noun &amp; verb forms of the word, then use CCQs to make sure its clear.</li> <li>2. Monitor to identify which ss are struggling, be patient see if they can figure it out with more time, if not, then give them extra individual time to help them through.</li> <li>3. Monitor as they try to do the exercise. If its clear they cannot do it, pre-teach the vocabulary.</li> <li>4. Really try to milk discussion by monitoring and asking follow-up questions if they aren't doing it themselves. If there does happen to be extra time play "hangman" or "back to the board" as vocabulary check questions.</li> </ol>
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**Lead in or introduction:** *I will engage the students at the start of the lesson by...*  
 Starting off with a riddle about a cowboy, then asking the students if cowboys are rebels to start a discussion about the word, leading-in to figuring out its multiple meanings depending on part of speech.

**Board Plan:** *At each stage of the lesson the board will look like this:*

1. Riddle written on board, then "Are cowboys rebels?"
2. Flashcards of the rebels, gist question and possible answers.
3. Answers to exercise 1.
4. Depending on what they know or don't, vocabulary.
5. Depending on how it goes, put up material from ss to encourage more discussion, or not if discussion is flowing naturally.

*This lesson plan was based off the outline from Teaching House New York's Teaching Practice Points handout.*

Name: Charles Jeffrey Danoff  
 Lesson: Week 2 TP4

Date: 12/07/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
2 – 3 min	T-S	1) Lead-in, to get the students attention and introduce the topic.	1) A) Riddle - Q: "A cowboy came into town on Friday, stayed for two days, then left on Friday. How did he do it?" A: "Horse's name is Friday." B) Ask the ss "Are cowboys rebels?" - if they don't know rebel, ask "What is a rebel?" and try to elicit the answer. C) Clarify how rebel can be a noun, verb or adjective.	
5 – 7 min	T-S	2) Reading for gist to get the students to pay attention to the big ideas of the passage.	2) A) Make flashcards with pictures of the rebels. Ask if students know them? If not, introduce them, then put them on board. B) Remove title "Rebel Rebel" from handout. Give student reading for gist question, "Chose your own title: (from 3 options) → Rebel Rebel → Wild Rich Kids → When Good People Go Bad C) Give students the handout. ICQ: What question are you answering? D) Give students 2 minutes to read. E) Have Ss pair check their answers. F) WCFB on ss's answers, and ask them "Why?".	
10 min	S-S	3) Detailed reading to get the students to dig deeply into the text.	3) A) Ask ss to read again, taking longer, 5-7 minutes. Tell them to do exercise 1 when they're done with their partners. B) Pair check.	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
5 – 7 min	T-S	4) Vocabulary to expose the students to new words they can use for comprehension.	<p>C) WCFB, ask if ss have any questions I can answer from the text.</p> <p>4)  A) Now, try exercise 2 with your table partner.  B) Give them 5-7 minutes.  C) Pair check.  D) WCFB, post-teach the vocabulary they do not know or couldn't find.</p>	
10 – 13 min	S-S & T-S	5) Follow up fluency to ensure the students comprehension by relating the idea of “rebel” to themselves.	<p>5)  A) Do exercise 5 in groups. ICQ: Are you doing ex. 5 with your partner?  B) WCFB on people's answers, try to get a conversation going. Make sure to stay patient and elicit, as opposed to giving them answers/help. Correct and grade people's language as we go along.</p>	

# Language Analysis Sheet - Vocabulary

To prepare this sheet I used the Oxford English Dictionary <<http://oed.com>>, Merriam-Webster dictionary <<http://m-w.com>> and Wiktionary <<http://en.wiktionary.org/>>.

<b>Word/phrase</b> rebel	
Meaning (keep it simple!) 1) Do something to change the present power you don't like. (verb) 2) A person who is doing something to change the present power they don't like. (noun) 3) A group that is doing something to change the present power they don't like. (adj.)	
How will meaning be conveyed? 1) via an example: "The boy who didn't like his parents rebelled by running away from home." 2) example: "The rebel fought his government." 3) example: "The rebel army fought their government." * I might also give them the definitions.	
What are your CCQs? 1) Does the boy like his parents? / Does the boy want change? / Who can you rebel against? 2) Why do people become rebels? / The man didn't like his government, so he became a _____ (rebel). / What do rebels do? 3) Was the army happy? / Did they want change? / What did they become?	
Form 1) verb 2) noun 3) adjective	Pronunciation 1) /rə'beɪ/ 2) /'rɛb(ə)/ 3) /'rɛb(ə)/
Anticipated problems and solutions Ss may be confused by the different forms. If they are, I will write some example sentences on the board and try to get them to choose what form of speech is presented.	

<b>Word/phrase</b> dyed	
Meaning (keep it simple!) To change somethings color.	
How will meaning be conveyed? Cline, with natural hair on one end and a _____ hair on the other for the ss to insert "dyed".	
What are your CCQs? Can people change their hair color? / Can you change a shirt's color? (e.g. tie-dyed) / If my hair is blue, its _____ (dyed).	
Form adjective	Pronunciation \daɪd\
Anticipated problems and solutions If it seems like they think dying only applies to hair, ask follow-up questions about shirts or clothing or other items that could be dyed.	

<b>Word/phrase</b> broke the law	
Meaning (keep it simple!) To do something the police will be angry at you for doing.	
How will meaning be conveyed?	

## Language Analysis Sheet - Vocabulary

Examples: The man who killed someone broke the law. The woman who drove too fast broke the law.	
What are your CCQs? What is the law? / Is it bad to not listen to the rules? / He _____ by stealing a banana. (broke the law)	
Form verb	Pronunciation \ 'brɔ:kðə 'lɔ\
Anticipated problems and solutions Ss may have trouble with the concept of law. If they do, I will exchange rules, and through guided discovery try to arrive at the concept of law.	

<b>Word/phrase</b> ran away with	
Meaning (keep it simple!) To leave secretly in a group.	
How will meaning be conveyed? The rebel boy ran away with his friend from their parents.	
What are your CCQs? Did the boy like his parents? / Did the boy want to leave? / Can you run away with nobody else? (as in can you use the phrase singularly?)	
Form verb	Pronunciation /rænə 'weɪwɪð/
Anticipated problems and solutions The meaning may be too confusing. If that's the case, I will have them write example sentences with the phrase and then correct as necessary.	