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Changelog

• 15 December 2010 – Prepared for December 16th lesson at Teaching House New York.
• 6 January 2011 – Merged components together into a single document and added cover sheet for online publication.

Notes

• “University” joke is from a Chinese colleague, I do not know the original author. If you do, please add the information to the document.

Contact Information
Charles Jeffrey Danoff charles@danoff.org
**LESSON PLAN**

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<tr>
<th>Name:</th>
<th>Date:</th>
<th>Week:</th>
<th>Lesson number:</th>
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<tbody>
<tr>
<td>Charles Jeffrey Danoff</td>
<td>15 December 2010</td>
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<td>TP8</td>
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<thead>
<tr>
<th>Lesson type:</th>
<th>Level:</th>
<th>Length of lesson:</th>
<th>Number of students:</th>
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<tbody>
<tr>
<td>Systems Grammar</td>
<td>Upper-Intermediate</td>
<td>60 Minutes</td>
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**Lesson Aim**  
By the end of the lesson, students will...

- Have clarified and practiced correct usage of articles and determiners.

**Personal aims**  
During this lesson, I will be working on these action points from previous lessons:

- Cut out the running commentary, especially if things are not going right, when I am most prone to do it.
- Monitor students unobtrusively while reading, and attentively at other times, taking notes for error correction.
- Limit TTT, eliminate my mumbling.
- Elicit whenever I can for a much STT as possible.
- When analyzing language on the board, include phonemes, parts of speech and stresses for the words, all of which can maybe be elicited.
- Do not ask "Do you understand?", instead find out if they do, with specific CCQs.

**Materials**  
(What you will need in this lesson) **Acknowledge sources**

- Overhead Projector

**Language Analysis:**

- 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)

**Trainer’s comments:**

**Points to work on (action points):**

**Comments on the lesson plan and language analysis**

This lesson was **BELOW** AT **ABOVE STANDARD** for this stage of the course

Tutor _____________________________ Signature _______________________

Tutor: Appropriate personal aims? Yes No N/A

Tutor: Sources acknowledged: Yes No N/A

Tutor: Sufficient analysis: Yes No N/A
**Assumptions** What do you expect the students will know about your target language/content of your lesson?

I assume some will already know about articles and determiners, but few, if any, will have mastered them, and the majority of them will not know the terminology, nor how-to consistently use them properly.

**Anticipated problems** (skills and classroom management – NOT language) | **Solutions to these problems:**
---|---
P1) Ss will find the articles/determiners too easy to learn, and I will be left with a lot of remaining time. | S1) If that occurs, I could ask a few more CCQs to make sure they were absolutely confident, then to pass the time and practice English we could debate further about the time quiz on page 98, or play a series of games.
P2) The freer practice activity will be too difficult for ss and they’ll not be able to complete it alone. | S2) If that comes to pass, I will bring everyone together and collectively we can write one for the whole class.

**Lead in or introduction:** I will *engage* the students at the start of the lesson by...

Telling a joke and then a short anecdote about my grandmother, relating to the chapter idea of “it’s never too late ...”.

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

1) Joke  
2) Blank  
3) OHP with example sentences and more to introduce articles.  
4) Sentences on the OHP.  
5) Quiz answers on the OHP.  
6) Two determiner example sentences from LA sheet.  
7) Dialogue on the board.  
8) Blank  
9) Error Correction
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| 4 min | T-S | 1) **Lead-in**  
Set context and generate interest in topic of “it's never too late.” | 1)  
A) T Joke: “How long does it take to finish university?” A: “1 second.”  
B) T: Do you think there is an age that is too late to finish university? / Have ss discuss in pairs.  
C) T tell story about how his grandmother retired from nursing in her 60's, then studied for her PhD at East Tennessee State University and taught into her 70's. Many people her age would think it was too late to go back to school, but she didn't. She thought it was ________ | |
| 5 | S-S & T-S | 2) **Writing practice task**  
To see the ss current knowledge and comfort level with articles. | 2)  
A) Pre-teach vocabulary “it's never too late” and “cruise”.  
B) T “Speaking of ‘it's never too late’, now I want you to do this exercise [pointing to test your grammar, while chesting/lighthousing]. You take the sentence from column A, an article from B and a sentence from C. To demonstrate, let's do number 1, “My grandfather used to be a judge.” “Work in pairs, you have 3 minutes.” ICQ: “How long do you have?” Monitor the ss taking note of mistakes to use in the next stage.  
C) Pair Check to compare their answers with their partners.  
D) WCFB to share answers with the whole class. | |
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<td>8</td>
<td>T-S</td>
<td>3) <strong>Language focus</strong> &lt;br&gt;For error correction and/or introduction of articles to the ss.</td>
<td>3) &lt;br&gt; A) T “The items in column B, what are they?” (articles) &lt;br&gt; B) “Why do we use articles?” (Show whether we are talking about things that are known, or unknown). &lt;br&gt; C) Look at this sentence, where is the article? “They live in a lovely box.” &lt;br&gt; D) Look at this sentence, where is the article? “They live in the box by the river.” &lt;br&gt; E) What is different about the two sentences? (In the first we don’t know what box is being referred to, in the second we do.) &lt;br&gt; F) To help you remember, look at this chart. (Start with the top covered, move down, trying to elicit more answers from ss before revealing.) &lt;br&gt; G) Go over pronunciation and intonation of different “a’s” and “the’s”. &lt;br&gt; H) What is the form of the example sentences? (article + definite/indefinite noun) &lt;br&gt; H) CCQs “In the second sentence, can I switch “the” before “river” with “a”? (No, because it refers to a specific river.) “Could I say “They live in a box by a river?” (Yes.) “In the example from exercise 1, why does Mary write “My grandfather used to be a judge.” Shouldn’t it be My grandfather used to be the judge?” because she knows (Because a/an is used for professions.) &lt;br&gt; G) Elicit corrections from ss for any mistakes I noticed whilst monitoring.</td>
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<td>5</td>
<td>S-S &amp; T-S</td>
<td>4) <strong>Follow Up Controlled</strong></td>
<td>4) &lt;br&gt; A) T: “We will play a game with 3 teams. 1</td>
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<td>8</td>
<td>S-S &amp; T-S</td>
<td>Practice</td>
<td>Test the students new knowledge of articles.</td>
<td>player from each team will go and try to guess the correct article for the sentence. For example, in this sentence, you would choose what?&quot; B) Put the ss into 3 standing teams. “Now, choose a team name.” C) On the OHP move down slowly, revealing one sentence at a time. Keep track of how many points for each team.</td>
</tr>
<tr>
<td>5)</td>
<td></td>
<td>5) Determiners Test 1</td>
<td>Ss complete an exercise to see how well they know determiners.</td>
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<td>8</td>
<td>T-S</td>
<td>6) Teach determiners</td>
<td>Present the MFP of determiners and correct errors.</td>
<td>5) A) T “Alone I want you to complete the 8 question quiz.” B) Go over the different answers and what they mean on the OHP. Ask how many people were each type? C) T “With your partner, please discuss all the highlighted words in the quiz, choose new words and discuss the new meaning of the sentence. For example, in 1b, what could I change “enough” to? (&quot;a little&quot; / a lot / …) Now, how does that change the meaning of the sentence? D) Discuss some of the changes in groups. E) WCFB</td>
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B) Put the ss into 3 standing teams. “Now, choose a team name.” C) On the OHP move down slowly, revealing one sentence at a time. Keep track of how many points for each team.

5) A) T “Alone I want you to complete the 8 question quiz.” B) Go over the different answers and what they mean on the OHP. Ask how many people were each type?
C) T “With your partner, please discuss all the highlighted words in the quiz, choose new words and discuss the new meaning of the sentence. For example, in 1b, what could I change “enough” to? ("a little" / a lot / …) Now, how does that change the meaning of the sentence?
D) Discuss some of the changes in groups. E) WCFB

6) A) T “What can we call the highlighted words?” (Determiners) B) T “What do the highlighted words do?” (Identify nouns and express quantity). If they don't get the answer at first, encourage them to look at their handouts more closely.
C) T “Now I want you to look at #1 in the box on page 99. Which words are determiners? Which determiners go with which nouns? Which group expresses quantity? Who can
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| 7    | S-S & T-S   | 7) Controlled Practice – Giving ss a chance to test their new knowledge. running dictation, with missing determiners. | make some example sentences?  
D) Put the two example sentences from LA grammar sheet on the board. Ask which words are the determiners? (little & a little) Does little mean the same in each sentence? (No.) What are the different meanings? (1 is for the size / 2 for an amount.)  
E) What is the form of the example sentences? (determiner + countable/uncountable noun)  
E) CCQ “Are articles determiners?” (Yes.) “Why?” (Because they identify nouns.) “Is 'my' a determiner that expresses quantity?” (No.) Also, the 2 questions from exercise 5 on page 99. | |
<p>| 10   | S-S         | 8) Freer Practice | | |</p>
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<tr>
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<td>5</td>
<td>T-S</td>
<td>Test the ss in a free way letting T see how they have retained material.</td>
<td>sentences or more about your prompt. Then, I want you to circle all the determiners in your story. ICQ “Are you working alone?” “How many sentences are you writing?” B) As groups finish, give their stories to another group to read. C) Ask if any of the groups they are reading they want to share?</td>
<td>9) Error Correction Go over errors I've noticed as I've monitored and answer any final questions of the ss.</td>
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Complete this sheet for all grammar lessons that you teach.

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<thead>
<tr>
<th><strong>Language area and use:</strong> What is the grammatical structure you intend to teach and how is it/are they used? For example; modals of deduction, present continuous for future use articles &amp; determiners</th>
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<tbody>
<tr>
<td><strong>Target language:</strong> provide an example sentence (that you will use in the class)</td>
</tr>
<tr>
<td>articles: They live in a box. / They live in the box by the river.</td>
</tr>
<tr>
<td>determiners: I have a little box. / I have little time.</td>
</tr>
</tbody>
</table>

**Focus on meaning:** What does the target language mean? What is it used for (e.g. to describe a past habit)? How will you CONVEY AND CHECK the meaning of the target language and its uses? (Please include all concept questions and draw any timelines etc. that you intend to use). Make sure your target language is conveyed through a specific context.

In the first sentence, people are discussing a box that the listener may not know, so “a” is used. In the second sentence, people are discussing a box they do know, the one by the river.

After that explanation, I will put a diagram from Michael Swan on page 52 about articles.

CCQs “In the second sentence, can I switch “the” before “river” with “a”? (No, because it refers to a specific river.) “Could I say “They live in a box by a river?” (Yes.)

If eliciting the meaning/rules of determiners from the ss doesn't work, I will introduce them via the helpful chart on page 99 of American Headway 4B. Next I'll see if they can make some example sentences themselves. Then I'll put the two example sentences from LA grammar sheet on the board. Ask which words are the determiners? (little & a little) Does little mean the same in each sentence? (No.) What are the different meanings? (1 is for the size / 2 for an amount.)

CCQ “Are articles determiners?” (Yes.) “Why?” (Because they identify nouns.) “Is 'my' a determiner that expresses quantity?” (No.) Also, the 2 questions from exercise 5 on page 99.

**Focus of form:** What is the breakdown of the form—as it will appear on WB/Handout

| article + definite/indefinite noun |
| deteminer + countable/uncountable noun |

**Focus on pronunciation:** Include any relevant word/sentence stress, contractions, intonation, weak forms, etc. with phonemic transcript of key words.

a = /ey / if the speaker wants to refer to one specific thing and /a:/ when using the term
normally.

the box - the envelope
/ðe/ /ði/

The that is followed by a vowel is the second pronunciation, consonant first.

**Introducing Language:** Which way of introducing language will you use?

Teacher fronted board presentation.

Potential problems and solutions: Meaning

P1) Ss may think “the” is used to refer to people's professions, because the speaker does know which profession they mean.
S1) During the teach section explain that in English, we use *a/an* to refer to people's professions, e.g. Michael Jordan is a basketball player.

P2) Ss may still be confused by the different meanings and usages of “a little” or similar words like “a few”.
S2) Correct ss as mistakes arise and if it happens a lot do some more practice during error correction.

Potential problems and solutions: Form

P1) Ss use *a/an* with plural or uncountable nouns, e.g. “She collects a stamps.”
P2) Ss use a determiner requiring also using “of” and they forget the “of”, e.g. “each those times” instead of “each of those times”.
S1) Monitor during practice, then correct ss immediately when they make the mistake with model and drill. If I hear it a lot, bring it up again in error correction.

Potential problems and solutions: Pronunciation

P1) Ss will use the emphasized for of “a” for items that do not need to be emphasized.
P2) Ss using wrong pronunciation of “the” depending, switching consonants and vowels.
S1 & S2) Monitor during practice, then correct ss immediately when they make the mistake with model and drill. If I hear it a lot, bring it up again in error correction.
### Word/phrase
**it's never too late**

**Meaning (keep it simple!)**
That there is always time to do something.

**How will meaning be conveyed?**
Is there an expression meaning there is always more time? (It's never too late.) It has something to do with being late? Gap fill with "its _____ too _____” on the board?

**What are your CCQs?**
If I my grandfather is 100 and does not want to study, could you say to him "It's never too late?" (Yes.)
If a 50 year-old woman is sad about having no love, what can you say? "It's never too late." If a woman says she is happy she got married when she was 20, would you say "It's never too late"? (No.)

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<th>Pronunciation</th>
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<tr>
<td>collocation</td>
<td>o o O o O</td>
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<tr>
<td></td>
<td>/ itz nevr tuu læte /</td>
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**Anticipated problems and solutions**
P1) Ss may be confused by how death factors in.
S1) If a question about death arises, I will explain this is an expression for the living. Once you die it is too late, unless you believe in reincarnation ...

### Word/phrase
**cruise**

**Meaning (keep it simple!)**
A big boat vacation.

**How will meaning be conveyed?**
If I go for a long vacation on a boat, what is it called? (cruise)
There are many big ships that people like to take for long vacation trips to sunny places, what are they called? (cruise)
What were the people on the titanic on? (A cruise)

**What are your CCQs?**
- Is a trip on a plane a cruise? (No.)
- Is a trip on a small boat a cruise? (No.)
- Is a trip with thousands of other people on a big boat to the Bahamas a cruise? (Yes.)

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<td>noun</td>
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<td>/ kruze /</td>
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**Anticipated problems and solutions**
P1) Ss may have trouble pronouncing the "s" at the end of "cruise", doing it more like a /s/ than a /z/.
S1) Listen while monitoring, correct via model and drill.
Articles Game!

Yell the missing article first and you win!

1) We went to _____ park.
2) The Knicks won ______ game.
3) Did you eat ____ apple I gave you?
4) He is ____ doctor.
5) She likes to cook ______ dinner.
6) He like ______ girls.
7) I thought he was _____ soldier last year.
8) Who is ____ girl he's talking to?
9) Why did you buy _____ same car again?
10) Why do you live in _____ box by the river?
Dear John,

I am sorry that I hit ___ car in the lot. It isn't your car, but ____ sound was very loud. ___ friend told me the sound scared you and you dropped ____ TV you were carrying upstairs, and ___ TV fell down and almost killed your wife. I am very sorry for ___ trouble I caused you.
Determiner Writing Prompts

It is never too late to fall in love …

It is never too late to study …

It is never too late to go home …

It is never too late to go to space …

It is never too late to drink …

It is never too late to study English …

It is never too late to learn music …

It is never too late to write a novel about …

It is never too late to be silly …

It is never too late to say you're sorry …

It is never too late to be silly …

It is never too late to break the law …

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