

# Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP8  
PDF Version

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## Changelog

- 15 December 2010 - Prepared for December 16<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

- "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

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LESSON PLAN			
Name: Charles Jeffrey Danoff	Date: 15 December 2010	Week: 3	Lesson number: TP8
Lesson type: Systems Grammar	Level: Upper-Intermediate	Length of lesson: 60 Minutes	Number of students:
<b>Lesson Aim</b> By the end of the lesson, students will... Have clarified and practiced correct usage of articles and determiners.			
<b>Personal aims</b> During this lesson, I will be working on these action points from previous lessons: <ul style="list-style-type: none"><li>Cut out the running commentary, especially if things are not going right, when I am most prone to do it.</li><li>Monitor students unobtrusively while reading, and attentively at other times, taking notes for error correction.</li><li>Limit TTT, eliminate my mumbling.</li><li>Elicit whenever I can for as much STT as possible.</li><li>When analyzing language on the board, include phonemes, parts of speech and stresses for the words, all of which can maybe be elicited.</li><li>Do not ask "Do you understand?", instead find out if they do, with specific CCQs.</li></ul>			
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>Sears, L. &amp; J. American Headway 4B, Oxford University Press, 2005, ISBN: 978 0194392761</li><li>Swan, M. Practical English Usage 3rd Edition, Oxford University Press 2009, ISBN: 978 0 19 442099 0</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>			
<b>Comments on the lesson plan and language analysis</b>			
This lesson was	BELOW	AT	ABOVE STANDARD
for this stage of the course			
Tutor	Signature		

**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)

P1) Ss will find the articles/determiners too easy to learn, and I will be left with a lot of remaining time.

P2) The freer practice activity will be too difficult for ss and they'll not be able to complete it alone.

**Solutions to these problems:**

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.

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

Name: Charles Jeffrey Danoff  
Lesson: TP8

Date: 12/16/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
4 min	T-S	1) <u>Lead-in</u> 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) <u>Writing practice task</u> 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/lighthouseing]. You take the sentence from column A, an article from B and a sentence from C. To demonstrate, lets 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.	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
8	T-S	3) <u>Language focus</u> For error correction and/or introduction of articles to the ss.	<p>3)</p> <p>A) T "The items in column B, what are they?" (articles)</p> <p>B) "Why do we use articles?" (Show whether we are talking about things that are known, or unknown).</p> <p>C) Look at this sentence, where is the article? "They live in a lovely box."</p> <p>D) Look at this sentence, where is the article? "They live in the box by the river."</p> <p>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.)</p> <p>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.)</p> <p>G) Go over pronunciation and intonation of different "a's" and "the's".</p> <p>H) What is the form of the example sentences? (article + definite/indefinite noun)</p> <p>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 <i>a/an</i> is used for professions.)</p> <p>G) Elicit corrections from ss for any mistakes I noticed whilst monitoring.</p>	
5	S-S & T-S	4) <u>Follow Up Controlled</u>	<p>4)</p> <p>A) T: "We will play a game with 3 teams. 1</p>	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
8	S-S & T-S	<p><u>Practice</u> Test the students new knowledge of articles.</p> <p>5) <u>Determiners Test 1</u> Ss complete an exercise to see how well they know determiners.</p>	<p>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?"</p> <p>B) Put the ss into 3 standing teams. "Now, choose a team name."</p> <p>C) On the OHP move down slowly, revealing one sentence at a time. Keep track of how many points for each team.</p> <p>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</p>	
8	T-S	<p>6) <u>Teach determiners</u> Present the MFP of determiners and correct errors.</p>	<p>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</p>	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
7	S-S & T-S	7) <u>Controlled Practice</u> – Giving ss a chance to test their new knowledge. running dictation, with missing determiners.	<p>make some example sentences?  D) Put the two example sentences from LA grammar sheet on the board. Ask which words are the determiners? (little &amp; 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> <p>7)  A) T "Lets do exercise 1 on page 99. Work alone. I'll do the first one. I have enough time to relax.' Are you the same way? ICQ: "Are you working in pairs?" (No.)  B) Pair check answers.  C) WCFB  D) T "Now we are going to play a game called running dictation. Choose one person to run and one person to write. The runner will go to the board, read the dialogue then go back and report to their partner. The determiners are missing, so you have to put those in yourself."  E) Put the dialogue on the board.  F) When done, have ss check their answers with another group.  G) WCFB</p>	
10	S-S	8) <u>Freer Practice</u>	<p>8)  A) T "I will give you a short prompt to write about. In partners, I want you to write 4</p>	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
5	T-S	<p>Test the ss in a free way letting T see how they have retained marterial.</p> <p>9) <u>Error Correction</u> Go over errors I've noticed as I've monitored and answer any final questions of the ss.</p>	<p>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?"</p> <p>B) As groups finish, give their stories to another group to read.</p> <p>C) Ask if any of the groups they are reading they want to share?</p> <p>9) A) Do error correction on the white board or with the OHP. B) Do you have any more questions?</p>	



Name Charles Jeffrey Danoff Date 14 December 2010 Lesson # TP8

Complete this sheet for all grammar lessons that you teach.

**Language area and use:** 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 & determiners

**Target language:** provide an example sentence (that you *will* use in the class)

articles: They live in **a box**. / They live in **the box** by the river.

determiners: I have a **little box**. / I have **little time**.

**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

determiner + 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.

o O O o

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.

# Language Analysis Sheet - Vocabulary

<b>Word/phrase</b> 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.)	
Form collocation	Pronunciation o o O o O / itz nevr tuu læte /
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 ...	

<b>Word/phrase</b> 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? <ul style="list-style-type: none"> <li>Is a trip on a plane a cruise? (No.)</li> <li>Is a trip on a small boat a cruise? (No.)</li> <li>Is a trip with thousands of other people on a big boat to the Bahamas a cruise? (Yes.)</li> </ul>	
Form noun	Pronunciation O o / kruze /
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?

# Determinants Dictation

Dictate the following article to your partner,  
and fill-in the missing words.

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 ...