

Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP9
PDF Version

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Changelog

- 20 December 2010 - Prepared for December 21st 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 started by singing "Sitting by the Dock of the Bay" you could sing a different song yourself.

Contact Information

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LESSON PLAN

Name: Charles Jeffrey Danoff	Date: 21 December 2010	Week: 4	Lesson number: TP9
Lesson type: Receptive Listening Skills	Level: Upper-intermediate	Length of lesson: 60 Minutes	Number of students:

Lesson Aim *By the end of the lesson, students will...*
have practiced their receptive listening skills for gist and detail, as well as their productive writing skills.

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

- Focus on the way I'm speaking by not mumbling, slowing down my speech, cutting out the running commentary and not using my typical tags like "or something" following a question.
- Elicit whenever I can for as much STT as possible.
- When analyzing language on the board include phonemes, parts of speech, word stress and intonation, all of which can be elicited.
- Check understanding with CCQs, not "Do you know what ____ means?"
- In my own mind try to relax and be conscious of treating ss as adults, not children as I'm more accustomed to teaching.

Tutor: Appropriate personal aims? **Yes No N/A**

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

- Overhead projector
- Soars, L. & J. & Sayer, M. American Headway 4 Teacher's Book. Oxford University Press, 2005, ISBN: 0 19 439283
- Soars, L. & J. American Headway 4B, Oxford University Press, 2005, ISBN: 978 0194392761

Tutor: Sources acknowledged: **Yes No N/A**

Language Analysis:

I have completed a) a language analysis sheet (grammar)
(please check all that apply) b) **a language analysis sheet (vocabulary)**
c) a language analysis sheet (functions)

Tutor: Sufficient analysis: **Yes No N/A**

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 _____

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

I assume the students will be comfortable with listening attentively to music for information and able to write a few sentences for a music review.

Anticipated problems (skills and classroom management – NOT language)

P1) Planned activities may be too easy for the ss and they might finish early.

P2) Ss may find the productive activity too difficult to do in pairs.

Solutions to these problems:

S1) Added an "Extra Time" section to the procedure page, outlining how we'll practice singing the song if we have additional time.

S2) If that occurs, I'll have them work in groups and if that still doesn't work we'll write positive and negative reviews together as a class.

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

Singing a song and then asking them questions about it to draw their interest and practice for the rest of the lesson's tasks.

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

- A) Sitting on the Dock of the Bay
- B) That's Life
- C)
- D) Maybe use to answer some ss questions.
- E)

O o
rhythm (n.) /'rɪðəm/ (do the same for other vocabulary words)

- F) Hopefully work from ss.
- G) Ss errors.

Name: Charles Jeffrey Danoff
 Lesson: TP9

Date: 12/21/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
5 Min	T-S	A) <u>Lead-in</u> Engage ss, personalize topic and and set the stage for the song "That's Life"	A) 1) T has "Sitting on the Dock of the Bay" on the board. 2) Once Ss settle, teacher starts lesson by singing a verse or two of "Sitting on the Dock of the Bay" 3) WCFB about the song "What was I doing?" "Did you like the song?" "Did you like my singing?" "What is the Dock of the Bay?" 4) Now we will listen to another song. Do you know who this man is? [Show pictures of Robbie Williams]	
5 Min	S-S	B) <u>Listening for gist</u> Ss practice global listening comprehension.	B) 1) T: The name of the song is "That's Life" [write on board]. What is "that's life" not a phrasal verb, its a _____ (collocation) What do you think it means? Please discuss with your partner (hand gestures to assign partners), and write down your prediction. You have 2 minutes. ICQ: Are you working alone? Are you writing down your answers? 2) Play the song. 3) What do you think it means? Discuss with your table partner. 4) Group check. 5) WCFB and explain the meaning of the phrase to them.	
10 Min	S-S	C) <u>Listening for detail</u> Ss practice listening to comprehend details.	C) 1) While chesting/lighousing T: Now I'm going to give you a hand-out with some words from the song. There are some wrong words. Please listen again alone, and circle all the	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
5 Min	T-S	D) <u>Post-teach Comprehension of the Song</u> Clarify the song's meaning and answer any ss questions.	incorrect words. ICQ: What are you circling? 2) Do you want me to play it again? 3) Pair check. 4) WCFB 5) Give them a copy of the correct lyrics. D) 1) Now, let's talk about the song. We'll go through each part and say what it means. 2) Loosely go through the lyrics, giving general definitions for the various sections, moving quick to clear up any confusion, but not delving in too deeply.	
5 Min	T-S	E) <u>Pre-teach Vocabulary for Productive Task</u> Cover the m/p/f of vocab words for the productive task.	E) 1) Elicit the meanings of "review", "lyrics" and "rhythm", ask CCQ's, then model and drill for pronunciation.	
25 Min	S-S	F) <u>Productive Speaking Task</u> Ss practice productive writing skills and how-to review a song.	F) 1) When we give a review to our friends about music, what do we say? Talk with your partner. 2) WCFB, have students come to the board and write something, or write it myself. 3) Now we will look at a music review about my performance. Go over the example review with the OHP. 4) While chesting & lighthousing T: On this worksheet you are going to write a music review of the song we just heard in pairs. In your review, mention the rhythm, lyrics, instruments and signer's voice. Half of you are	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
5 Min	<p>T-S</p> <p>T-S & S-S</p>	<p>F) <u>Error Correction</u> Correct ss mistakes and answer any questions.</p> <p>G) <u>Extra Time</u> Use remaining time in the lesson in a fun way.</p>	<p>going to write a positive review saying the song is "good". Half of you will write a negative review saying the song is "bad". You have 7 minutes. ICQ "What are you writing?" "Are you writing the song is good?"</p> <p>5) As the ss are working, T monitor and take notes for error correction.</p> <p>6) OK, now if you wrote a good review please exchange it with someone who wrote a bad review. Please check if they wrote about the lyrics, rhythm, instruments and singer's voice. You have 2 minutes.</p> <p>7) Now, some people will read their reviews to the class. Please listen, then tell me what did they say about the "lyrics, rhythm, instruments and singer's voice."?</p> <p>F) Go over any errors I heard while monitoring and answer any additional ss questions.</p> <p>G) 1) Since we have some extra time, we will practice singing the song. Go through it line by line, then verse by verse together practicing, then sing with the track. Have the observing teachers sing the choral "That's life."</p>	

Language Analysis Sheet - Vocabulary

Word/phrase that's life	
Meaning (keep it simple!) Said when something happened that can't be changed and there's nothing else to say. Another way to say "that's the way it is."	
How will meaning be conveyed? What do you say when you don't want to say anything? If your friend is sad and says his girlfriend is pregnant, what can you say? (That's life) If your friend says he met an old girlfriend after ten years and they fell in love, what can you say? (That's life) If you love your dog and your friend says eating dog is delicious, what can you say? (That's life) Depending on the intonation, the meaning can be a little positive, negative or neutral. Under the word on the board draw rising, falling and neutral intonation. Say them then ask the ss to identify and differences.	
What are your CCQs? Could I say that's life if my friend said she got into a car accident? (Yes.) What kind of intonation would I use? (rising / positive) Could I say that's life if my friend won the lottery? (Yes.) What kind of intonation would I use? (falling / negative) Could I say that's life if my friend says they had a lot of sleep and now feel fine. (Yes.) What kind of intonation would I use? (neutral / neutral)	
Form collocation	Pronunciation o o that's life /'ðæts laɪf/
Anticipated problems and solutions P1) Ss might have trouble noticing the subtle differences in intonation. S1) Monitor and if they struggle, model and drill.	

Word/phrase rhythm	
Meaning (keep it simple!) A song's repeating pattern of sound.	
How will meaning be conveyed? Play the song, and ask the student's to listen to the drum "de de de de de". Ask if they know a term for that sound?	
What are your CCQs? Is a guitar solo (do an air guitar) the rhythm of a song? (No.) Is the singer's voice the rhythm? (No.) Are the drum beats the song's rhythm? (Yes.)	

Language Analysis Sheet - Vocabulary

Form noun	Pronunciation O o rhythm /ˈrɪðəm/
Anticipated problems and solutions P1) Ss may have trouble pronouncing the “-thm” portion of the song because its not spelled phonetically. S1) If they have trouble and are unable to read the phonemes, I will spell it phonetically “rithem”.	

Word/phrase lyrics	
Meaning (keep it simple!) The words for a song.	
How will meaning be conveyed? <ul style="list-style-type: none"> • Does the song “That's Life” have only instruments playing? (No.) • What else do you hear? (Man singing.) • What do you call the words for a song? (lyrics) 	
What are your CCQs? <ul style="list-style-type: none"> • Are the drum sounds the lyrics of a song? (No.) • Does the guitar sing the lyrics of a song? (No.) • What does the singer sing? (The lyrics.) 	
Form noun	Pronunciation o O lyrics /ˈlɪrɪks/
Anticipated problems and solutions P1) The ss may think lyrics applies to any words, e.g. in a book. S1) Clarify with CCQ “Are words in a book lyrics?” (No.)	

Word/phrase review	
Meaning (keep it simple!) Saying whether something is good or bad and why.	
How will meaning be conveyed? In the newspaper when a big new song comes out, do they write about it? (Yes.) What is an article about a song called? (A review.) When you talk to your friends about a movie you liked, what are you doing? (giving a review)	
What are your CCQs? If I say a song is bad, am I giving a review? (Yes.) If I say a song made me sad, am I giving a review? (No.) If I say a song was the “best ever!” am I giving a review? (Yes.)	

Language Analysis Sheet - Vocabulary

Form noun	Pronunciation O o review /rɪ'vjuː/
Anticipated problems and solutions P1) Ss may be more familiar with the verb form of "review". S1) If I hear ss using it in this form, I will correct them and then clarify with CCQs "Can I review a song with a music review?" (Yes.)	

Bibliography

The Free Dictionary <http://www.thefreedictionary.com/>

Cambridge Dictionary Online <http://dictionary.cambridge.org/>

Merriam-Webster's Learner's Dictionary <http://www.learnersdictionary.com/>

“That's Life” Productive Task

Please write a music review about the song “That's Life”.

This is an example of a negative review about Charlie's performance of “Sitting on the Dock of the Bay”.

Song: *Sitting on the Dock of the Bay*

Singer: *Charlie*

“Sitting on the Dock of the Bay” is a fun and relaxed song. The lyrics are about a man sitting down watching the sea. They are boring, but in an interesting way. The rhythm is slow and clam, like the waves of the sea. The sound was plain, because there were no instruments, only Charlie sung the song and his voice was awful. It made silence sound like a symphony.

Now, please write your review of the recording of “That's Life”.

Remember to mention the lyrics, rhythm, the instruments, and the singer's voice.
