CELTA LESSON PLAN

Name of teacher: J. Nicole	Date: July 11ᵗʰ, 2023	Lesson No. 8
Level: B1	Lesson length: 45 minutes	Lesson Type: Writing

LEARNING OUTCOMES (*These should be your aims in terms of what you want the students to achieve*)

MAIN AIM: *By the end of the lesson the SS will be able to/have developed...*
(Skills: Writing) Write a brochure about things to do in my city

SUBSIDIARY AIM(S):
(Systems: Grammar) Understand how to create sentences in a brochure using the imperative mood
(Systems: Lexis) Use a variety of positive adjectives to talk about my city

CHECK LIST – Have you…
   ✔ *Ensured your main aim is related to the target language (Language Focus) or skills focus?*
   ✔ *Phrased your aims from the learners' point of view?*
   ✔ *Listed your aims according to importance?*

PERSONAL OBJECTIVES (*limit this to one or two areas of your teaching that you want to focus on in **this** lesson*)

What you will focus on.	How you will achieve this/these.
1. I will focus on giving feedback that is about the language and content 2. I will focus on reducing TTT	1. I will achieve this by closely monitoring the written work of the students in live time while they are on Google Slides 2. I will use ICQS so as not to repeat the instructions

ASSUMPTIONS (*What you assume the students will know or not know, be familiar with, have experienced or have been taught*)

I assume that Ss will understand the meaning of "commands" and "suggestions"
I assume that Ss will understand what an adjective is
I assume that Ss will be familiar with breakout rooms and websites from Google (Slides, Forms, Jamboard)

ANTICIPATED PROBLEMS AND SOLUTIONS   (Classroom Management)

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Possible problems with procedures and classroom management	How will you achieve these solutions?
1. Ss may be unfamiliar with Google Slides 2. Ss may not realize that there is a speaker notes section with feedback	1. Demo how to edit the text boxes 2. Get students to identify the section where feedback will be

STAGE AND AIM *Note the aim of each stage*	TIME	INT'R	PROCEDURE TEACHER AND STUDENT ACTIVITY	TUTOR'S COMMENTS
Lead in To get the students thinking about places in their city	3 min	Ss	• Nominate 2-3 Ss to share their answer about the question regarding places in their city	
Sample Analysis To model the brochure so that students get an idea of how to eventually make their own To check if students get the gist of the brochure's topic, which is things to do in a city when travelling To help the students learn the layout of a brochure	15 min	T-Ss S T-Ss T-Ss S-S	**Example** • Explain to Ss they will read a brochure CCQS: Is a brochure like a book? No Does a brochure have lots of words? No How many sections does a brochure have? 3 on each side • Tell Ss they will have 10 seconds to read each of the pages ICQ: Will you read in pairs? No How much time? 10 seconds on each side • Nominate 1 S to read the question • Elicit correct response from Ss **Layout** • Open Google Form and tell Ss they will have 3 minutes to answer questions 1-3 with their partner • Demo first question and send link • Open breakout rooms ICQs: Will you answer the questions with a partner? Yes How much time? 3 minutes Will you submit your answers? No • Send Ss answer key and go over question 3 CCQ: Which option did I use in my brochure? 2	

STAGE AND AIM *Note the aim of each stage*	TIME	INT'R	PROCEDURE TEACHER AND STUDENT ACTIVITY	TUTOR'S COMMENTS
To help students identify and learn how to use words and phrases relevant to a brochure		T-Ss	**Language** ● Open Google Form and tell Ss they will have 5 minutes to answer the questions with a partner ● Demo question 1 and 4 ICQ: Will you submit your answers? No How much time? 5 minutes Are you supposed to answer the questions alone? No with a partner	
		S-S T-Ss	● Open breakout rooms ● Send answer key and do OCFB CCQS: Question 3: Do we conjugate base verbs? No Question 3: What is an example of a base verb? Question 6: Why can we be informal in our brochures? To build a connection with the reader Question 7: Can we directly address the reader to make suggestions and commands? Yes	
		T-Ss Ss	● If time permits, get Ss to identify language from the text by underlining it on Jamboard ● If time permits, get Ss to think of synonyms and other examples to write about brochures	
Writing To get the students to produce their own brochure using personalized ideas and TL	15 min	T-Ss	● Open Google Slides and tell Ss they will now write their own brochure about their city for 15 minutes ● Demo how to edit text box ● Remind Ss to use TL on first slide ● Remind Ss that I will write corrections and feedback in the speaker notes section ICQ: Will you write a brochure in pairs? No How much time do you have? 15 minutes	

STAGE AND AIM *Note the aim of each stage*	TIME	INT'R	PROCEDURE TEACHER AND STUDENT ACTIVITY	TUTOR'S COMMENTS
		S-S	● Assign them a spot, send link, and open breakout room	
Feedback To helps students become more independent at assessing written work To congratulate students for their great writing skills and to help them improve as well	10 min	T-Ss S-S T-Ss	● Explain to Ss they will read their partner's brochure for 2 minutes checking to see if they achieved the checklist ICQ: Will you read your own brochure? No ● Tell Ss they will share their feedback with their partner ICQ: How much time will you have to share your feedback? 3 ● Open breakout rooms **DEC** ● Point out positive and language/content in need of correction	
			●	

CANDIDATE NAME:	Jamen Willis		
TP NUMBER:	8	**LESSON TYPE:**	Writing

TARGET ITEM (e.g. Vocab, Marker Sentence, Functional chunk)

STAGE AND AIM *Note the aim of each stage*	TIME	INT'R	PROCEDURE TEACHER AND STUDENT ACTIVITY	TUTOR'S COMMENTS

Imperative mood verbs
Don't miss the chance to….
Explore….

Positive adjectives
Perfect
Fun
Beautiful

Addressing the reader language chunks
You can experience….
You have to try…

MEANING

The imperative mood is used to give commands, make requests, or offer suggestions.

Perfect, fun, and beautiful are positive adjectives

Addressing the reader means using "you"

MEANS TO CHECK UNDERSTANDING (eg CCQs, Timelines, synonyms, etc.)

CCQS
Are the adjectives in the brochure positive? yes
Directly addressing the reader makes the brochure more... informal

STAGE AND AIM *Note the aim of each stage*	TIME	INT'R	PROCEDURE TEACHER AND STUDENT ACTIVITY	TUTOR'S COMMENTS

Why do we often use the imperative mood in brochures? To convince readers

POTENTIAL PROBLEMS & SOLUTIONS WITH MEANING

Ss may not understand that addressing the reader is another way to make a suggestion
CCQs

Ss may not understand than imperative mood is used to make suggestions
Elicit examples and CCQs

FORM (Part of speech, or grammatical breakdown)

You have to try +ing verb or noun
(Don't) + base form of verb

POTENTIAL PROBLEMS & SOLUTIONS WITH FORM

Ss may not understand that imperative mood verbs are not conjugated
Elicit examples, CCQs

Ss may not understand how to conjugate the verbs in the addressing the reader language chunks
GD question, CCQs