

## CELTA LESSON PLAN



Name of teacher: Jamen	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.
<u>1. I will focus on giving feedback that is about the language and content</u> <u>2. I will focus on reducing TTT</u>	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)

CELTA LESSON PLAN

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



STAGE AND AIM <i>Note the aim of each stage</i>	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	<ul style="list-style-type: none"><li>● Nominate 2-3 Ss to share their answer about the question regarding places in their city</li></ul>	
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	<p><b>Example</b></p> <ul style="list-style-type: none"><li>● Explain to Ss they will read a brochure</li></ul> <p>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</p> <ul style="list-style-type: none"><li>● Tell Ss they will have 10 seconds to read each of the pages</li></ul> <p>ICQ: Will you read in pairs? No How much time? 10 seconds on each side</p> <ul style="list-style-type: none"><li>● Nominate 1 S to read the question</li><li>● Elicit correct response from Ss</li></ul> <p><b>Layout</b></p> <ul style="list-style-type: none"><li>● Open Google Form and tell Ss they will have 3 minutes to answer questions 1-3 with their partner</li><li>● Demo first question and send link</li><li>● Open breakout rooms</li></ul> <p>ICQs: Will you answer the questions with a partner? Yes How much time? 3 minutes Will you submit your answers? No</p> <ul style="list-style-type: none"><li>● Send Ss answer key and go over question 3</li></ul> <p>CCQ: Which option did I use in my brochure? 2</p>	

STAGE AND AIM <i>Note the aim of each stage</i>	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  S-S T-Ss        T-Ss Ss	<b>Language</b> <ul style="list-style-type: none"><li>● Open Google Form and tell Ss they will have 5 minutes to answer the questions with a partner</li><li>● Demo question 1 and 4</li></ul> ICQ: Will you submit your answers? No How much time? 5 minutes Are you supposed to answer the questions alone? No with a partner  <ul style="list-style-type: none"><li>● Open breakout rooms</li><li>● Send answer key and do OCFB</li></ul> 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  <ul style="list-style-type: none"><li>● If time permits, get Ss to identify language from the text by underlining it on Jamboard</li><li>● If time permits, get Ss to think of synonyms and other examples to write about brochures</li></ul>	
Writing  To get the students to produce their own brochure using personalized ideas and TL	15 min	T-Ss	<ul style="list-style-type: none"><li>● Open Google Slides and tell Ss they will now write their own brochure about their city for 15 minutes</li><li>● Demo how to edit text box</li><li>● Remind Ss to use TL on first slide</li><li>● Remind Ss that I will write corrections and feedback in the speaker notes section</li></ul> ICQ: Will you write a brochure in pairs? No How much time do you have? 15 minutes	





STAGE AND AIM <i>Note the aim of each stage</i>	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...
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>MEANING</b>
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”

<b>MEANS TO CHECK UNDERSTANDING</b> (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 <i>Note the aim of each stage</i>	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

