

CELTA Lesson Plan

Name: Yulia Speroff	Date: 21.01.13	Length of lesson: 40 mins	Level: Elementary
<p>Main Aim(s): For students to have clarification and controlled practice of past simple question forms</p> <p>Secondary Aim(s): For students to have clarification and controlled practice of pronunciation of past simple questions For students to have clarification and controlled practice of pronunciation of past simple regular verbs</p> <p>Personal Aim(s): Provide sufficient clarification and controlled practice Give clear instruction and ICQ appropriate to the level Efficiently use technology available (PowerPoint) Make sure grammar presentation is elicited rather than lectured</p> <p>Provide a variety of interaction patterns to suit various learning styles</p> <p>Provide sufficient number of student-centered activities</p>	<p>Evidence of achievement: Students correctly complete controlled practice exercises</p> <p>Evidence of achievement: Students produce questions with correct intonation and stress.</p> <p>Students correctly place regular verbs in corresponding columns according to pronunciation.</p> <p>Evidence of achievement: Students correctly complete exercises Students are clear on what they are doing at all stages Technology is utilized to help achieve lesson aims Students participate in completing the charts with negative and question forms Students with all the learning styles are provided with an activity appropriate to that style (V – board presentation/PowerPoint, A – a mingling activity, R –written exercises, K – a mingling activity</p> <p>Students are involved in the lesson and spend the majority of the lesson working in pairs and small groups</p>		
<p>Assumptions about students: Students will be familiar with the past simple form of to be and past simple regular statements Students might find confusing the types of questions with <i>to be</i> and <i>main verbs</i> Students vary in their English proficiency within the level Students have different attitude to learning grammar</p>			
<p>Anticipated problems with tasks: Some students will be less competent with grammar</p> <p>Students might find it difficult to recall past target language (past simple of <i>to be</i>)</p> <p>Students might find the instructions unclear</p> <p>Students might become restless after several grammar exercises in a row</p> <p>Students of the same language groups might attempt to communicate in their first language</p>	<p>Solutions: Monitor for problems, encourage students to check in pairs and help each other Elicit that was/were are past forms of to be when setting the task</p> <p>Use ICQs and monitor to make sure students are on the task Switch pairs and introduce a mingling activity Watch pairs to separate language groups, monitor speaking activity to encourage students to use English</p>		

Language analysis

Pronunciation

(sounds – use phonemes, weak forms, contractions, linking)

■ We didn't have much money ■
/dɪdn/

■ Where did her father work? ■

/t/ talked watched
/d/ cleaned received studied moved interviewed
opened
/ɪd/ wanted decided

Form

(analysis as it will appear on the WB or handout)

Past Simple negative and question forms

Past Simple negative			
Subject	+ did not (didn't)	+ base form	
I			
He			
She			
It			
We	_____	have	much money.
You			
They			

Past Simple Questions			
Wh-word	+ did	+ subject	+ base form
Where	_____	I he she it we you they	live?

Past Simple Yes/No questions			
Did	+ subject	+ base form	Answer
	I		Yes, I did/No I didn't
	he		Yes he did/No, he didn't
	she		Yes she did/No, she didn't
	it		Yes, it did/No it didn't
_____	they	have	much money?
	we		Yes we did/No, we didn't
	you		Yes you did/No, you didn't
	you		Yes they did/No, they didn't

Anticipated problems

1. Students might use past simple of verbs in negative statements question instead of the base form.
2. Students might become confused as to when to use was/were and when to use did in past simple questions
3. Students might have difficulties distinguishing between and producing different sounds for past simple regular verb endings (/kɪnd/ instead of /kɪnd/ etc)

Solutions

1. Provide sufficient clarification and highlight base form during presentation
2. Provide guidance during monitoring, if still unclear provide clarification on a handout/PowerPoint

was/were or did?

It was cold yesterday.

Was it cold yesterday?

You were here last year.

Were you here last year?

I lived in Rome.

Did you live in Rome?

Past simple, no verb

Question:

Was/were + subject ?

Past simple, with verb

Question:

Did + subject + base form?

3. Provide clear modelling and drilling.

Whiteboard

(PowerPoint presentation)

Past Simple negative and question forms

Past Simple negative			
Subject + did not (didn't) + base form			
I He She It We You They	_____	have	much money.

Past Simple Questions			
Wh-word	+ did	+ subject	+ base form
Where	_____	I he she it we you they	live?

Past Simple Yes/No questions				
Did	+ subject	+ base form	Answer	
_____	I he she it they we you	have	much money?	Yes, I did/No I didn't Yes he did/No, he didn't Yes she did/No, she didn't Yes, it did/No it didn't Yes we did/No, we didn't Yes you did/No, you didn't Yes they did/No, they didn't

Timing/ Interaction	Stage Aims	Procedure: Teacher and Students	Tutor comment																																
15.30 5 min - S T - S - S	FST have clarification of past simple negative and question forms	<p>PowerPoint presentation Slide: We didn't have money Please look at this sentence. Is it positive or negative? (Negative) Slide:</p> <p style="text-align: center;">Past Simple negative</p> <table border="1" data-bbox="629 389 1019 584"> <thead> <tr> <th data-bbox="629 389 696 427">Subject</th> <th data-bbox="696 389 824 427">+ did not (didn't)</th> <th data-bbox="824 389 920 427">+ base form</th> <th data-bbox="920 389 1019 427"></th> </tr> </thead> <tbody> <tr> <td data-bbox="629 427 696 448">I</td> <td data-bbox="696 427 824 448"></td> <td data-bbox="824 427 920 448"></td> <td data-bbox="920 427 1019 448"></td> </tr> <tr> <td data-bbox="629 448 696 469">He</td> <td data-bbox="696 448 824 469"></td> <td data-bbox="824 448 920 469"></td> <td data-bbox="920 448 1019 469"></td> </tr> <tr> <td data-bbox="629 469 696 489">She</td> <td data-bbox="696 469 824 489"></td> <td data-bbox="824 469 920 489">have</td> <td data-bbox="920 469 1019 489">money.</td> </tr> <tr> <td data-bbox="629 489 696 510">It</td> <td data-bbox="696 489 824 510"></td> <td data-bbox="824 489 920 510"></td> <td data-bbox="920 489 1019 510"></td> </tr> <tr> <td data-bbox="629 510 696 531">We</td> <td data-bbox="696 510 824 531"></td> <td data-bbox="824 510 920 531"></td> <td data-bbox="920 510 1019 531"></td> </tr> <tr> <td data-bbox="629 531 696 552">You</td> <td data-bbox="696 531 824 552"></td> <td data-bbox="824 531 920 552"></td> <td data-bbox="920 531 1019 552"></td> </tr> <tr> <td data-bbox="629 552 696 584">They</td> <td data-bbox="696 552 824 584"></td> <td data-bbox="824 552 920 584"></td> <td data-bbox="920 552 1019 584"></td> </tr> </tbody> </table> <p>To make a negative form in Past Simple we use this structure: <i>(point)</i></p> <p>Subject + did not (didn't) + base form.</p> <p><i>(point)</i></p> <p>She _____ (didn't) have much money.</p> <p style="text-align: center;"> We didn't have much money <i>/didn/</i> </p> <p><i>Model model choral choral one one</i></p>	Subject	+ did not (didn't)	+ base form		I				He				She		have	money.	It				We				You				They				
Subject	+ did not (didn't)	+ base form																																	
I																																			
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Now let's look at questions.

We use this structure: (point)

Where + did +subject + base form.

Past Simple questions

Wh-word	+ did	+ subject	+ base form
Where	_____	I he she it we you they	live?

Where ___ she live? (did)

Where did she live or lived? (live, base form)

Now let's look at yes/no questions.

We use this structure: (point)

Did +subject + base form.

Past Simple Yes/No questions

Did	+ subject	+ base form	Answer
_____	I he she it they we you	have	much money?

--- they have a lot of money? (Did)

Good!

15.35
15 mins

FST have controlled practice of TL

Now please look at exercise 6
(point at the handout).

Complete the questions about Oprah.
You can look at the text about Oprah to help you.

Which exercise? 6
Which tense? Past Simple

Students work in pairs
Teacher monitors for problems/who to nominate

15.45
Please check with a partner.
Students check in pairs.
Teacher monitors for problems/who to nominate

15.47
Let's check our answers.
Use PowerPoint

Answers and tapescript

- 1 Where did her father work?
In a coal mine.
- 2 What **did** her mother do?
She cleaned houses.
- 3 Who **did** Oprah live with?
Her grandmother.
- 4 What **did** she **study**?
Drama.
- 5 When **did** she **interview** Michael Jackson?
In 1993.
- 6 How much **did** she **earn** last year?
\$260 million.
- 7 When **did** she **open** the girls' school?
In 2007.
- 8 **Did** her parents **earn** much money?
No, they didn't.

15.50
Now let's practise asking these questions.
Listen!

Where did her father work?

Model model drill drill
Work in pairs.
Ask and answer these questions with your partner.
Take turns!

S-S

S
S - T
S

- S
T - S
- S

S-S

<p>15.50 15 mins</p> <p>- S T - S - S</p> <p>S-S</p> <p>S S - T S</p> <p>S-S S-S S-S</p>	<p>FST have further controlled practice of past simple question forms including to be</p>	<p>15.50 Thank you! Now we`ll do some more practise with questions. <i>(point at the handout)</i></p> <p>Complete these questions with was/were/did What do you need to do? (complete questions)</p> <p>Students work on their own (ok to help) Teacher monitors for problems/who to nominate</p> <p>15.55 Check in pairs (gesture) Check in pairs Students check in pairs. Teacher monitors for problems/who to nominate</p> <p>15.57 Let`s check the answers! Nominate sts to answer by name/gesture</p> <div data-bbox="616 790 1176 1125" style="background-color: #e0e0e0; padding: 5px;"> <p>Answers</p> <ol style="list-style-type: none"> 1 Where were your parents born? 2 Where did you live when you were a child? 3 Did you live in a house or a flat? 4 When did you start school? 5 Who was your first teacher? 6 Who was your best friend? 7 When did you learn to read and write? 8 When did you get your first mobile phone? </div> <p>16.00 Now please ask these questions to other students. Get up! And move around the room.</p> <p>If finish before 16.05: Exercise 3+4 (Make a sentence about a student in your class. Tell your sentence to your partner).</p> <p>Or Oral feedback</p>	

16.05
5 mins

FST clarification and controlled practice of pronunciation of past simple regular verbs endings.

- S
T - S
- S

S-S

S
S - T
S

Now let's work on our pronunciation!

Listen and repeat.

Pronunciation

4 T 6.6 Listen to three different pronunciations of *-ed*.

/t/ worked

/d/ lived

/ɪd/ started

Now look at this exercise (point)

There are three columns.

/t/ /d/ /ɪd/

Listen and put the words you here in one of these columns.

Let's do one together.

Cleaned /kli:nd/

Which column? /d/

Answers and tapescript

/t/ talked watched

/d/ cleaned received studied moved interviewed
opened

/ɪd/ wanted decided

T 6.7

cleaned received studied wanted moved talked
watched interviewed opened decided

Now check your answers in pairs!

If out of time, distribute handout with answers.