

CELT ATHENS CERTIFICATE IN TEFL COURSE



LESSON PLAN

STUDENT: GEORGIA GEORGOGIANNI
DECEMBER 2005

CELT ATHENS

Lesson Plan Preliminary information

Class Profile

Level:	Intermediate (C Class)
Age:	11-13 years
No in Class:	8 pupils
Previous Contact with English:	Four years, two junior and two senior
With this Teacher:	Since October (this is their 3 rd month)

Aims of Lesson

Primary aim: To introduce and practise the Present Simple Tense in the Passive Voice

Forms: Sweets are made
The Streets are decorated
Cards are sent all over the world

Meaning: To describe customs or rituals, where the speaker is interested in the object or the action and not in those who use the object or do the action.

Context for presentation: Song and pictures that deal with Christmas customs around the world.

Secondary aim: To revise the Simple Past (regular and irregular verbs) and the Past Participle.

Skills involved: Listening, Speaking, Reading, Writing.

Materials/ aids: Flashcards of various Christmas objects, tape, handouts, whiteboard.

Assumed knowledge:

- Present Tense (verb “to be”)
- Simple Past and Past Participle

New Lexis: Christmas carols, New Year’s Eve, carnival floats, ribbons.

ANTICIPATED PROBLEMS:	STRATEGIES / REMEDIES:
Learners may attempt to make passive forms of verbs which do not meaningfully take the structure: <i>e.g. I am laughed.</i>	Make clear the difference between transitive and intransitive verbs by careful concept checking.
Some learners are sometimes unwilling to use the past participle form for the present meaning and they replace it by the Present Participle. <i>eg: I am boring for I am bored.</i>	Highlight the difference between bor<u>ing</u> and bore<u>d</u> through example and checking questions.
Students may not have enough background knowledge to talk about Carnival customs.	Show flashcards with word prompts ready or pre-teach the new lexis.

Description of the Procedures in Lesson

STAGE	ACTIVITY	PURPOSE/AIM	MATS	ORG	TIME
WARM-UP	<p>Tell Ss that they are going to listen to a song. It is a Christmas song. Play Silent Night or any other Christmas tune available.</p> <p>Show flashcards or give Ss pictures with Santa Claus, Christmas tree, decorations, gifts etc.</p> <p>Ask Ss to think about Christmas customs, what they do and write their ideas on the board.</p> <p>e.g, <i>we give presents, mum makes sweets</i> etc.</p>	<p>To set the situation. To motivate Ss.</p> <p>To stimulate curiosity, motivate Ss, raise expectations.</p> <p>To elicit ideas in active voice</p>	<p>Tape</p> <p>F/Cs, pics</p> <p>board</p>	<p>Class</p> <p>Class</p> <p>class</p>	7-8 mins
PRESENTATION	<p>Give Ss a text on Santa Claus (HO1) and ask them underline the ideas that match with those on the board.</p> <p>Write the ideas from the HO1 on the board next to the ideas given by the Ss.</p> <p>Ask Ss to notice the new pattern. Is it the same or different? Ask them to underline all the verb forms in the paragraph.</p> <p>Ask Ss to answer concept questions in ex 2 from HO1.</p> <p>Ask Ss further Concept questions like:</p> <ol style="list-style-type: none"> 1. <i>Do we know who sends the cards at Christmas?</i> 2. <i>Do we know who sings the Christmas carols?</i> <p>T organizes examples on the board (substitution table) so that the mechanics of passive sentences are clear; asks Ss to copy in notebook</p>	<p>To give a purpose for reading the text;</p> <p>To elicit / introduce the new pattern</p> <p>To introduce the new pattern / contrast with the old one.</p> <p>To make sure the Ss understand the new pattern and the concept that it expresses.</p> <p>To check understanding through indiv. Responses</p> <p>To provide a written record of the structure presented.</p>	<p>HO1</p> <p>Board</p> <p>HO1</p>	<p>Indiv Ss</p> <p>Indiv Ss</p> <p>Indiv Ss</p> <p>Indiv.Ss</p> <p>class</p>	10-12 mins
CONTROLLED PRACTICE 1	<p>Pre-teach necessary vocabulary for HO2 (place, decorate, etc)</p> <p>Give Ss HO2 and ask them fill in the gaps with the right form of the verb "to be" and the verb in the Past Participle.</p> <p>Ask Ss to repeat each verb phrase chorally and individually.</p>	<p>To check understanding through indiv. responses. To provide written practice of target structure.</p> <p>To check, promote accuracy with regard to form and pronunciation.</p>	<p>HO2</p>	<p>Indiv.Ss</p> <p>Class & indiv.</p>	5 mins

STAGE	ACTIVITY	PURPOSE/AIM	MATS	ORG	TIME																		
FREER PRACTICE	Teacher invites Ss to think about customs during the Christmas season* in different places in their country. Each group decides which place to talk and write about.	To motivate & involve Ss in a discussion.		Class																			
	Teacher draws a grid on the board to help Ss organize their ideas and use new vocabulary and grammar.	To brainstorm ideas	Board	Class	5-7 mins																		
	<table border="1"> <thead> <tr> <th></th> <th>Place 1</th> <th>Place 2</th> </tr> </thead> <tbody> <tr> <td>Christmas Eve</td> <td></td> <td></td> </tr> <tr> <td>Christmas Day</td> <td></td> <td></td> </tr> <tr> <td>New Year's Eve</td> <td></td> <td></td> </tr> <tr> <td>New Year's Day</td> <td></td> <td></td> </tr> <tr> <td>Epiphany</td> <td></td> <td></td> </tr> </tbody> </table>		Place 1	Place 2	Christmas Eve			Christmas Day			New Year's Eve			New Year's Day			Epiphany			To develop thinking skills		Groups	
		Place 1	Place 2																				
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Teacher divides Ss in two groups. Each group has to note down the customs in one place and the other group of another. T monitors Ss actively & helps them.	To collaborate and use the target language in a more personalized way		Groups	5 mins																			
Ss work in groups and list as many customs as they can within a strict time limit.	To establish a competitive atmosphere.		Groups	3-4 mins																			
Ss report their ideas.	To encourage oral fluency and listening to the other group		Groups																				
	<i>* This lesson can be taught to a multicultural group as well. At this stage, the students can talk about important religious festivals in their own home town or country.</i>																						
FEEDBACK	If serious errors have been noticed, T writes them on the board and invites Ss to correct their own and each other's mistakes	To raise language awareness	board	class	2-4 mins																		
	T praises for ideas and language use.	To motivate and reward Ss.																					
	If the learners have used active voice mainly, accept it as correct but ask them to think which of the two forms is more appropriate to speaking and which to writing.	To further raise language awareness																					
Elicit the idea that the passive form is more suited to writing. (to lead to homework)	To prepare Ss for homework task																						
HOMEWORK	T asks Ss as homework to write a short description of		board	class	2-3 mins																		
	1. either the Christmas season customs they talked about during the previous stage	To allow choice and motivate Ss to write homework																					
	or 2. a custom or celebration that they enjoy																						
Advise/Elicit/Encourage the Ss to use the Present Passive Form and to read the passage about Christmas for ideas on how to organize it.	To remind them of the correct use of the TL																						
If Ss can find photographs or drawings (even their own) tell them to add to their description	To motivate learners, especially visual learners.																						

PICTURES FOR WARM-UP STAGE



1. Read about Christmas. Does this paragraph have any of your ideas?

Christmas is good fun. Everyone enjoys it. Trees are decorated, presents are given and cards are sent all over the world. Santa Claus visits every house secretly and puts presents under the Christmas tree. The streets are decorated with lights and many Christmas songs are sung round the Christmas tree.



2. Read the paragraph about Christmas again. Underline the verbs in passive form

3. Answer the following questions

1. Do I know who decorates the trees?

Yes No

2. Do I know who secretly puts the presents under the tree?

Yes No

3. The streets are decorated.

Do I know who decorates the streets?

Yes No

SANTA CLAUS

Fill in the gaps with the correct form from the verbs listed below:

place	decorate	pack	see	prepare
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Every year, on Christmas Eve, Father Christmas gets ready to give presents to everyone. All the presents _____ and ready from the previous day and his red coat _____.

Everyone expects him with great joy and the Christmas trees _____ in all the houses. Father Christmas has to be careful so that he _____ not _____ by anyone. When everybody is asleep, he visits every house secretly. His gifts _____ under the Christmas trees, so that the children can find them the next morning.