

CELTA Lesson Plan No. 9

Lesson Plan

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Abstract

This is a 60 minute speaking and listening lesson plan. It aims to develop spoken fluency in the context of Auckland tourism. Written in October 2010 while instructor was studying for his Certificate in English Language Teaching to Adults (CELTA) in New Zealand.

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Lesson Plan Cover Sheet

| | | | | | |
|---|------------------------|-------------------------------------|---------------------------------------|-------------------------|----------------------------------|
| Name: Jay Cederholm | Date: 20 Oct | Level: Upper Intermediate | Lesson type: Spoken Fluency | Lesson No.: 9 | Lesson length: 60 mins |
| Main aims: To develop spoken fluency in the context of Auckland tourism To develop intensive reading skills with authentic materials | | | | | |
| Subsidiary aims: To provide controlled written practice based on information in an authentic material | | | | | |
| For this lesson: What do the Ss know already? Ss will be familiar with most of the vocabulary in the reading texts Ss will be familiar with the context of Auckland tourism and are always learning about new activities to do Ss are familiar with the infinitive form of verbs but may lack confidence when to use them What have the Ss done already? Ss have learned and practiced note taking strategies Ss have read brochures for gist and detailed scanning | | | | | |
| What problems do I think Ss will have in this lesson? <ul style="list-style-type: none"> • language: <ol style="list-style-type: none"> 1. Ss have not had much experience using note taking strategies 2. Ss may not use reduced clauses 3. Ss may have difficulty identifying how many syllables are in the word itinerary • materials: <ol style="list-style-type: none"> 4. The font may be too small on the brochure • management: <ol style="list-style-type: none"> 5. I want them to work in groups the whole time and face each other | | | | | |
| What am I going to do about these problems? <ol style="list-style-type: none"> 1. I will provide a sample itinerary that shows bullet points, parentheses 2. If it arises, I will pay particular attention to this as I monitor and correct 3. I am prepared to write in on the w/b in phonemic script 4. They are working in groups and can help each other find the information 5. I will move the tables into position before class starts | | | | | |
| These are the materials and / or teaching aids I will use in the lesson: Handouts adapted from 360 Discovery Cruises: Tiritiri Matangi Island, Auckland Harbour Handout adapted from Fullers: Waiheke Island, Rangitoto island Questions adapted from Jasons: Auckland & Northland | | | | | |
| My personal teaching aim for today is: To effectively monitor the class so activities progress and Ss have a lot of spoken fluency practice | | | | | |
| Tutor evaluation of plan: S* N* *for this stage in the course | | | | | |
| Comment: | | | | | |

Lesson plan cover sheet continued –

Use this side of the sheet if your lesson contains any language i.e.

grammar, vocabulary, phonology

What is the meaning of the language?

brochure – a small book with pictures and information about something

itinerary – a plan of a journey, including the route and the places that you will visit

Reduced clauses – an informative list

What is the form of the language?

brochure - noun

itinerary - noun

Reduced clauses – no subject

Imperative + suggestion

What is important about the phonology of the language?

brochure -

itinerary -

| Time | Stage | Aim | Procedure | Inter-action |
|---------|---|--|--|--|
| | | | <ul style="list-style-type: none"> - T tells Ss, “In groups, talk about what strategies you can use to win? “Will you write the answer down? Will you divide the reading into sections?” - Ss discuss, T writes group member names by group number on table with Q - T conducts brief plenary f/b – ask 2 groups - T walks to table, picks up first Qs - T says, “Ready, set, go!” - Ss complete activity, T monitors - Prizes awarded to the first team finished | <p>T > Ss</p> <p>Ss > Ss Ss > T</p> <p>T > Ss Ss > Ss T > Ss</p> |
| 12 mins | Follow on - Intensive reading | <p>To develop intensive reading skills in the context of developing an itinerary</p> <p>To develop spoken fluency</p> | <p>T says, “In your groups, you will read a brochure about activities around Auckland. Each letter ABCD will read the brochure for specific information. Then your group will make a 6 hour itinerary. Let’s look at the information each letter has to find.”</p> <ul style="list-style-type: none"> - T puts OHT, distributes handout, elicits examples - T says, “A’s work here, B’s here, etc.” - T distributes brochures. Ss move to letter tables - Ss discuss/write answers, T monitors | <p>T > Ss</p> <p>Ss > T</p> <p>Ss > Ss</p> |
| 18 mins | Follow on – Controlled written practice | <p>To provide controlled written practice in the context of developing an itinerary</p> <p>To develop spoken fluency</p> | <p>T says, “Return to your group.” Ss move. “Talk about the information you found.”</p> <ul style="list-style-type: none"> - Ss discuss answers, T monitors <p>T says, “In groups, write one 6 hour itinerary using the information you found. We will put them on the wall. Everyone will look at them.”</p> <ul style="list-style-type: none"> - “Think back to Monday in Amelia’s lesson. What note taking strategy would make it easier to write an itinerary?” - T puts OHT w/ sample itinerary, only show bullet points first. “What are these?” - T shows sample itinerary. “What part of speech do these start with?” (verb, inf.) - T asks, “Do they describe the activity with a lot of detail? (No, basic info) - T says, “You have 10 minutes, start.” - Ss write itinerary, T monitors - As groups finish, T tapes to different corners of room | <p>T > Ss Ss > Ss</p> <p>T > Ss</p> <p>Ss > T</p> <p>Ss > Ss</p> |
| 5 mins | Follow on – Freer spoken practice | <p>To allow Ss to personalize the topic</p> <p>To develop spoken flu.</p> | <p>T says, “In pairs, look at the different itineraries and discuss what you like and don’t like about each one.” It is okay to discuss with other people.”</p> <ul style="list-style-type: none"> - “A’s raise your hands, partners/partners, etc.” - Ss/T discuss itineraries | <p>T > Ss</p> <p>Ss > Ss Ss > T</p> |

How many children did Alfred Buckland have? (21)

Rainbow's End is at the corner of what two roads? (Great South & Wiri Station)

How much does it cost to taste honey at BeesOnline? (Free)

How many private acres does Pacific Rendezvous have? (26)

What kind of boat does Poor Knights Divers use? (Catamaran)

What kind of experience does Spot-X provide? (fishing)

How high can you jump out of a plane over the Bay of Islands? (15,000 feet)

At Sky Dive Zone, can you go skydiving on Christmas? (Y)

How many days can you rent a yacht with Great Escape Yacht Charters? (5)

How much does it cost to charter a yacht with Great Eascape? (590 per person)

What is the name of New Zealand's first farm? (Te Waimate Mission)

Where is the birthplace of New Zealand? (Waitangi Treaty Grounds)

What time does the Waikokopu Cafe open on Sundays? (9)

What are three things you can buy at The Cabbage Tree?
(traditional Maori bone/jade carvings, kauri bowls and boxes, handblown glass, ceramics, jewellery)

What is the phone number at Claphams National Clock Museum? (09 438 3993)

How much can you save on the adult price of the SkyJump or SkyWalk? (\$20)

The Alberton House is closed on what days of the week? (Mon & Tues)

Group 1 – Waiheke Island

Directions: In your groups, you will read a brochure about activities around Auckland. Each letter will read the brochure for specific information. Then your group will make a 6 hour itinerary.

A: 1. When to begin the trip/Where to depart. When to return.

Depart from downtown Auckland at 8 am/9 am/10 am.

Return from Matiatia Wharf at 2 pm/3pm/4pm. Last boat at 5 pm in summer.

2. How long does the ferry take to get to the island?

B: 3. What should you bring?

4. How much money do you need to bring?

C: 5. How will you get around once you are on the island?

6. Are there any restrictions or rules you need to know?

D: 7. List 3 activities to do on the island:

1.

2.

3.

8. How long will each event take?

Group 2 – Rangitoto Island

Directions: In your groups, you will read a brochure about activities around Auckland. Each letter will read the brochure for specific information. Then your group will make a 6 hour itinerary.

A: 1. When to begin the trip/Where to depart. When to return.

2. How long does the ferry take to get to the island?

B: 3. What should you bring?

4. How much money do you need to bring?

Adult: \$26 ferry, \$58 ferry and tour, \$20 snacks/water, \$65 Kayak

Senior: \$23 ferry, \$58 ferry and tour, \$20 snacks/water, \$65 Kayak

Child: \$13 ferry, \$58 ferry and tour, \$20 snacks/water, \$65 Kayak

Early Bird Adult: \$15.60 ferry, \$58 ferry and tour, \$20 snacks/water, \$65 K

C: 5. How will you get around once you are on the island?

6. Are there any restrictions or rules you need to know?

D: 7. List 3 activities to do on the island:

1.

2.

3.

8. How long will each event take?

Group 3 – Tiritiri Matangi Island

Directions: In your groups, you will read a brochure about activities around Auckland. Each letter will read the brochure for specific information. Then your group will make a 6 hour itinerary.

A: 1. When to begin the trip/Where to depart. When to return.

2. How long does the ferry take to get to the island?

B: 3. What should you bring?

4. How much money do you need to bring?

C: 5. How will you get around once you are on the island?

6. Are there any restrictions or rules you need to know?

D: 7. List 3 activities to do on the island:

1. Go swimming on Hobbs Beach

2.

3.

8. How long will each event take?

Group 4 – Auckland Harbour Cruise

Directions: In your groups, you will read a brochure about activities around Auckland. Each letter will read the brochure for specific information. Then your group will make a 6 hour itinerary.

A: 1. When to begin the trip/Where to depart. When to return.

2. How long does the ferry take?

B: 3. What should you bring?

4. How much money do you need to bring?

C: 5. How will you get around?

Take the ferry between islands, walk on the islands

6. Are there any restrictions or rules you need to know?

D: 7. List 3 activities to do:

1.

2.

3.

8. How long will each event take?

A: 1. When to begin the trip/Where to depart. When to return.

2. How long does the ferry take?

B: 3. What should you bring?

4. How much money do you need to bring?

C: 5. How will you get around?

6. Are there any restrictions or rules you need to know?

D: 7. List 3 activities to do:

1.

2.

3.

8. How long will each event take?

Sample Itinerary

- Prepare packed lunch, swimming suit, etc. the night before
- Leave apartment at 8:30 and walk to downtown Auckland
- Ferry departs from Auckland pier at 9:15
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