



International House Madrid CELTA Lesson Plan

Name		Lesson		Length	
Date		Level		Students	

Skills aim(s) for the students: <i>By the end of this lesson, students ...</i>
Language aim(s) for the students: <i>By the end of this lesson, students ...</i>
Personal aims: <i>Look back at previous tutor feedback to remind yourself of areas to work on.</i>
Timetable fit: <i>e.g. In previous lessons, the students ... (or) After my lesson, the students will ...</i>
What you assume your students already know: <i>Will the language be new to the students or will it be revision?</i>
Resources: <i>Include coursebook material, language reference books and any other additional resources.</i>

Problems that students may have with the tasks	Solution
<p>Anything non-language related that you are worried about with tasks or activities. <i>Example: The listening in the book is exceptionally long.</i></p>	<p><i>Example solution: Break the listening into sections and give students time to compare between sections.</i></p>

Language Analysis
<p>MEANING/USE: State what the language component of your lesson is AND what it means/how it is used. Give an example(s). For lexis, list the words/phrases you intend to teach and the key points of their meaning. Also indicate HOW meaning is going to be conveyed e.g. situation, picture, from a reading / listening text etc. Include concept questions/timelines to check understanding.</p> <p>FORM: State what the form of your language component is, showing a breakdown of the structure/phrase. Include negatives, question forms, contractions etc. Include parts of speech in your list of lexis.</p> <p>PRONUNCIATION: Indicate the key pronunciation features of your language component (stress, weak forms, silent letters, key intonation patterns etc.)</p>

Problems and Solutions

Anticipate problems students may have with **meaning, form** and **pronunciation** and detail these in the left hand column with your proposed solutions on the right. Include concept questions, timelines etc.

Potential problems with meaning:	Solution
<p><i>Example problem: Students may think that 'don't have to' means 'obligation not to do something'.</i></p>	<p><i>Example solution: In worksheet students choose the correct meanings from several options.</i></p>
Potential problems with form	Solution
<p><i>Example problem: Students may think the negative of 'have to' is 'haven't to'.</i></p>	<p><i>Example solution: Ask students to find examples of negatives in the text.</i></p>
Potential problems with pronunciation	Solution
<p>Consider individual sounds, silent letters, unpronounced syllables, word stress, sentence stress and intonation. <i>Example problem: Students may add an extra syllable with /e/ before 'special' and pronounce it especial.</i></p>	<p><i>Example solution: Model and drill example and use phonemic script.</i></p>
Contributing to Written Assignment 2 - Language Skills:	To standard <input type="checkbox"/> Resubmit <input type="checkbox"/> Below standard <input type="checkbox"/>
Tutor comment:	
Tutor signature:	Date: