

<b>NAME</b> Alina Stanhret	<b>STAGE 2</b>	<b>Tutor:</b>	<b>LENGTH-45"</b>
<b>LEVEL</b>	<b>DATE</b>		<b>TP #</b>
<b>TOPIC/THEME:</b> <i>Gadgets</i>	<b>LESSON FOCUS:</b> <i>Functional language, writing</i>		
<p><b>AIMS:</b>  <b>Main:</b> By the end of the lesson students will have written a report, comparing the factors while people choose smartphones.  <b>Subsidiary:</b> Students will improve skills of reading for gist</p>			
<p><b>PERSONAL AIMS:</b> (<i>refer to your previous TP Tutor's feedback sheet: 'Areas to work on'</i>)  To practice CCQs, to provide language feedback to the students.</p>			
<p><b>CLASS PROFILE:</b> (<i>include numbers, gender ratio, nationalities, strong vs. weak Ss, motivation, interests, class dynamics</i>)  There are 9-10 Ss. One man and the others, women. Students are from Ukraine, but many are currently in other countries, such as Spain and France, due to the war. All Students are upper-intermediate and quite strong. Viktoriya and Olena are a bit weaker than the others. They interact with each other very well. Their main motivations are to improve their English for their careers and everyday use.</p>			
<p><b>ASSUMPTIONS:</b> (<i>what language do you expect students to know that you are not planning to teach? What language items have students looked at in previous classes that are relevant to your aims? Students' interest/general knowledge in relation to the material/context you will be using?</i>)  Sts will not be able to spot the mistakes in the works of their peers  Check the works of the students by myself.</p>			
<p><b><u>CLASSROOM MANAGEMENT:</u> ANTICIPATED PROBLEMS AND SOLUTIONS</b></p> <p>Sts might have difficulties with the access to the google doc to write their report. Suggest them to use Viber.</p>			
<p><b><u>TEACHING SKILLS:</u> ANTICIPATED PROBLEMS AND SOLUTIONS</b></p> <p>P1: Some Ss may not speak enough during the assigned activity.  S1 : Use more group activities</p>			
<p><b>SOURCES OF MATERIALS:</b> (What course books, listening materials, texts, internet sites etc. did you use?)  Ppt, Textbook Speak Our upper intermediate. google dog.</p>			

### CELTA TP LESSON PLAN

STAGE	PROCEDURE	AIMS	TIME & INTERACTION
Lead-in	Sts try to come up with the definition of the word gadget. A gadget is an often small mechanical or electronic device with a practical use but often thought of as a novelty. Sts answer the question: "What influences you when you buy a new gadget?"	To generate interest in the theme	T-S
Pre –reading/ writing	Students look at the bar chart of the characteristics valued by men, women and children. Sts choose and rank 4 factors in the order of their importance for the students.	To prepare students for reading.	S-S
Presentation of a model text with a gist task	Gist reading. Sts look through the text and in groups answer the questions: Which factors are mentioned in the text? 2 What kind of text is it? 3 Is it formal or informal?	To focus on sub-skills of writing( layout)	S-S
Focus on sub-skills of writing ( layout)	Sts analyze the text according to its structure and linking elements.	To prepare Sts for writing	T-S
Pre-teaching vocabulary and fixed expressions	PPT affect, affect smb more or less equally, influence smb's choice of, significant, there are significant differences in the results for .., is far more important for .. that for..	To generate ideas and to help students prepare to write	S-S-S
Writing	Sts write a 3 paragraph report, based on the tips (PPT)	To give students practice at writing	S-S-S T-S
Content feedback	Sts exchange written works and check them before the whole class feedback	To provide content feedback to writing	

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PAGE

STAGE	PROCEDURE	AIMS	TIME & INTERACTION

**NAME:**

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**CELTA TP BOARD PLAN**

**NAME:**

**TP #**

*Use this page to decide what you will put on the board, where you will put it (maximising use of the space) and how you will put it up (use of colours, boxes, etc.)*

**Stage of the lesson** .....