**CELTA Lesson Plan**

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| **Name:**  | Sangulova Altynay | **Level:** | Pre-Intermediate an email describing a hobby |
| **Date:** | 27.10.2020 | **Time:** | 45 min |
| **Class Profile** *(Who are the students; consider their first language(s), ages, interests, language level(s), motivation, etc.)* |
| 7th grade students, first language is Russian, 12-13 years old, interests video games, language level- Pre-Intermediate  |
| **Main Lesson Aim** *(By the end of the lesson students will be able to review, use, develop, learn, practise… in the context of………….)* |
| By the end of the lesson the students:Will be able to write an email describing a hobby  |
| **Subsidiary Lesson Aim** *(By the end of the lesson students will be able to review, use, develop, learn, practise… in the context of………….)* |
| By the end of the lesson the students:Will be able to fined topic sentences from the textWill be able to use linkers  |
| **Personal Aims** *(Teaching skills YOU want to improve on in this lesson; consider feedback from your previous observed lessons)* |
| I want to improve on in this lesson:Feedback Time management  |
| **Materials** *(Write what materials you are using, page numbers etc. Reference all your handouts here and attach a copy of each to your lesson plan)* |
| Students bookEXCEL for Kazakhstan 7 grade  |
| **Assumptions** *(What your students already know about the language, an activity, or the topic that will help them in this lesson)* |
| Students might be already know most of linkers and can use. |
| **Anticipated problems:** |
| Some students might be don’t have any hobbies  |
| **Solutions:** |
| students can write about his\her interests  |

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| **Stages**  | **Aims**  | **Procedure**  | **Focus**  | **Timing**  |
| Organizational moment Lead in | To introduce the topic and stimulate interest  | Greeting studentsTeacher pays students attention to the picture and elicit information by asking questions related with hobby.  | T-SsSs Ss-T | 2-3 min  |
| Pre – writing  | To present 'topic sentences' and read for specific information | Teacher draw Ss' attention to the Study Skills box about topic sentences.Read through the box about topic sentencesTeacher explains the task and allow time to read the email and answer the questions.Checks answers, give feedback | T-SsSs Ss-T | 4-5 minutes |
|  | To present and practise using 'linkers' | Teacher draw Ss' attention to the Study Skills box about 'Linkers' and read it. Elicit some more examples from the Ss.

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| Use a variety of linkers (and, with, but, also, however, though) to make your piece of writing more interesting. To join similar ideas, we use and, as well, too. My hobby is interesting and fun. To join opposing ideas, we use but, however, though. Skateboarding is fun, but you can't do it in bad weather. |

Check Ss' answers. give feedback | T-SsSs Ss-T | 5-6 minutes |
| Follow up | personalise the topic | Teacher explains the task and allow Ss time to think of their answers.

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| 1 What is the name of your hobby?2 How/Where do you do it? 2 How/Where do you do it?3 What do you need to do it?4 How do you feel when you are doing it? |

Monitor the activity around the class.Elicit answers from some Ss.Checks answers, give feedback | T-SsSs Ss-T | 8-10 minutes |
| Writing  | To write an email describing a hobby | Teacher explains the task and asks ss to use the answers to ex. for their email and to follow the plan given.

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| **Para 1**: greetings, reason for writing**Para 2:** name of your hobby, how/where you do it, equipment**Para 3:** how your hobby makes you feel**Para 4:** closing remarks |

Allow Ss time to the email. Check answers, Ask some read their email aloud to the bass. Alternatively assign the task as HW and it the next day. |  T-SsSs-T | 10-15 |
| Conclusion |  | Checks answers, give feedback | T-Ss | 5-6 minutes |