

CEP Lesson Plan – May 9, 2014

Teacher/s: Katie

Level: A2

Date/Time: May 29, 2014

Goal: Students will improve passive production, understand the main topics of a listening and reading passage, and will increase accuracy of stress patterns in pronunciation.

Objectives (SWBAT):

Students Will Be Able To...

1. Practice the passive continuous by describing events currently occurring in the world.
2. Practice passive + modal construction by describing the function of objects.
3. Practice listening, vocabulary, and the passive by listening to and discussing a speech by Steve Jobs.
4. Determine the central idea of a text and understand its development by making graphic organizers of a text and through a reflective writing activity.
5. Understand the primary components of an effective first paragraph.
6. Practice pronunciation stress patterns in compound words.

Theme: Odd Jobs

Extensions: Steve Jobs Commencement Speech, Pronunciation of compound words, Worksheets (see attached)

| Stage/Aim/Skill/Microskill | Activity/Procedure | Interaction | Time |
|--|--|------------------------|---------------------------------|
| <p>Activity 1: What's Being Done? Ball Toss</p> <p><i>Transition to Activity 2: Now let's try an activity using passives along with modals...</i></p> | <p>5.1 Pre-stage: T tells students they are going to review the passive continuous. T suggests a few things that <i>are being done</i> at the present moment somewhere in the world. For example: people are working, cars are being driven, my sister is eating a banana. (2 mins)</p> <p>5.2 During-stage: Ss are asked to stand up in a circle and are given a ball. Ball is thrown, and each time it is thrown, S will say something that is currently happening. (10 mins)</p> <p>5.3 Post-stage: T will write down common errors on the board and Ss will discuss. (2 mins)</p> <p>Tangible outcome: Ss will write down three examples from the board in their notebooks.</p> | <p>TT-SS SS-SS</p> | <p>15 mins</p> <p>7:00-7:15</p> |
| <p>Activity 2: Mystery Grab Bag – “What Can/Should/Might Be Done with this?”</p> <p><i>Transition to #3: Now that we have reviewed the passive, we are going to practice our listening and vocabulary skills...</i></p> | <p>2.1 Pre-Stage: T reviews passive + modal structure on the board. T puts a bag full of objects on the table in front of each group and tells them they will take turns pulling an object out of the bag. (5 mins)</p> <p>2.2. During Stage: Ss pull objects out of bag, one by one, and explain what <i>can/should/might be done</i> with each object. (5 mins)</p> <p>2.3 Post-Stage: One member of each group writes a sentence on the board about their object. Ss from other groups come up to correct any errors. (5 mins)</p> <p>During and post stage is repeated 3 times, and T will switch bags from group to group.</p> | <p>T-SS SS-SS</p> | <p>35 mins</p> <p>7:15-7:50</p> |

| | | | |
|--|---|--------------------------------|---------------------------------|
| <p>Activity 2: Mystery Grab Bag – “What Can/Should/Might Be Done with this?”</p> <p><i>Transition to #3: Now that we have reviewed the passive, we are going to practice our listening and vocabulary skills...</i></p> | <p>2.1 <i>Pre-Stage</i>: T reviews passive + modal structure on the board. T puts a bag full of objects on the table in front of each group and tells them they will take turns pulling an object out of the bag. (5 mins)</p> <p>2.2. <i>During Stage</i>: Ss pull objects out of bag, one by one, and explain what <i>can/should/might be done</i> with each object. (5 mins)</p> <p>2.3 <i>Post-Stage</i>: One member of each group writes a sentence on the board about their object. Ss from other groups come up to correct any errors. (5 mins)</p> <p>During and post stage is repeated 3 times, and T will switch bags from group to group.</p> <p>Tangible outcome: Ss will copy corrected sentences from the board into their notebooks.</p> | <p>T-SS SS-SS</p> | <p>35 mins</p> <p>7:15-7:50</p> |
| <p>Activity 3: Present Perfect Passive Paper Matching</p> | <p>3.1 <i>Pre-Stage</i> – T will ask students to recall why the present perfect passive might be used. (same reason for pres perfect, just in passive form). Someone wrote about this on their exit ticket yesterday. (5 mins)</p> <p>3.2 <i>During Stage</i> – T will give each group an envelope with cut up slips of sentences. They will match the correct sentences with the pres perfect passive. (5 mins)</p> <p>3.3 <i>Post Stage</i> – Group members will go to other tables to check the answer. Additional sentences written on board. (5 mins)</p> <p>Tangible outcome: correctly arranged slips of paper</p> | | <p>15 mins</p> <p>7:50-8:05</p> |
| <p>Activity 4: Steve Jobs’ Commencement Speech – Listening and Vocabulary in Context</p> <p><i>Transition to #4: Now that we have looked at the structure of the passage, let’s talk more about the development of the topic...</i></p> | <p>3.1 <i>Pre-Stage</i>: T will ask students to brainstorm a list of vocabulary on the board relating to Steve Jobs and the article they read last night. Ss will write on the board. T will ask if there are any mistakes, and Ss will correct them. T will add and explain the word “calligraphy” because it is mentioned in the passage and is needed for the gap-fill. (5 mins)</p> <p>3.2. <i>During Stage</i>: T will play Steve Jobs commencement speech which has gaps for all of the passive structures used in the speech, as well as a few vocabulary items. Ss will listen and try to fill in the blanks. When they finish, they will check their answers with a partner. T will put correct answers on display using doc-cam if needed. (10 mins)</p> <p>3.3 <i>Post-Stage</i>: Ss will be asked to write short answers, in pairs, to the comprehension questions on the worksheet (see attached). Ss will share their responses with the class using the doc cam. (15 mins)</p> <p>Tangible Outcome: Speech with blanks filled in, written responses to comprehension questions</p> | <p>TT-SS S-S</p> | <p>30 mins</p> <p>8:05-8:35</p> |
| <p>Activity 5: Graphic Organizer and Reflective Writing</p> | <p>4.1 <i>Pre-Stage</i>: Ss will look at the graphic organizer on page 63 as a model. In pairs, Ss will make a graphic organizer for the speech based on the reading they did last night (Steve Jobs Speech). A few</p> | <p>TT-SS SS-SS S-S</p> | <p>30 mins</p> |

| | | | |
|---|--|------------------------|---------------------------------|
| <p>Activity 6: Pronunciation: Stress in Compound Words</p> <p><i>Transition to Activity 7: Let's think about how you would develop your own essay by looking at some sample topic paragraphs in the book..."</i></p> | <p>5.1 Pre-stage: T explains what a compound word is, and asks students to brainstorm some examples on the board. For example: toothpaste, flashlight, night club, photograph, swimming pool, breakthrough, highway. T will explain how stress patterns apply: primary stress is on the first syllable, and the secondary stress is on the part of the second word that usually receives stress. (5 mins)</p> <p>5.2 During-stage: Ss will be given a sheet of pictures with different images depicting compound words on them. Ss identify the words, then practice saying the words out loud with their partner. T will listen and help Ss as needed. (5 mins)</p> <p>Ss will look at the paragraph on page 61, which contains examples of compound stress. Ss will predict stress patterns by marking the words in the book. (3 mins)</p> <p>5.3 Post-stage: Ss will practice reading the passage to their partner (each reads one paragraph) (5 mins)</p> <p>Tangible outcome: filled out paragraph in book, worksheet with images.</p> | <p>TT-SS SS-SS</p> | <p>18 mins</p> <p>9:05-9:28</p> |
| <p>Activity 7: (if time, probably will do on Monday) Writing Introductions</p> <p><i>Transition to Wrap-up: "Great job today! I'd like you to fill out this slip with 2 things you've learned and one thing you are still confused about..."</i></p> | <p>4.1 Pre-Stage: T will explain the importance of writing a good introduction in analytical essays. Ss will read the paragraph on page 65 which explains the importance. (2 mins)</p> <p>4.2 During Stage: Ss will answer questions to exercise 6 a-c, pg. 65-66, noting the topic, main point, and development of each paragraph (10 mins)</p> <p>4.3 Post Stage: 2 Ss from each table will go to another table to discuss and check answers. T will assist if needed. (3 mins)</p> <p>POSSIBLE extension: workbook activity, page 37, Practice 8</p> <p>Tangible outcome: written response to questions</p> | | <p>15 mins</p> <p>9:05-9:20</p> |
| <p>Wrap-up</p> | <p>Lesson Evaluation Procedures: Ss write one question they have about the passive on a piece of paper. Papers are collected and will be used to facilitate a review of the passive on Monday. (2 mins)</p> <p>Homework: Ss will write in the blog: Textbook activities, page 58-58 Exercise 1 & 2</p> | <p>TT-SS</p> | <p>2 mins</p> <p>9:24-9:30</p> |

Materials:

Paper bags

Items to put in paper bags

Ball

Worksheets

Markers

Passive with cut up slips in envelopes

http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/14_perfectpassives_practice.pdf

WB Markers

Name cards

Anticipated Problems & Suggested Solutions:

1. No sound or no video available – if so, I'll have students watch the video on my computer. There is a version of the video without sound here: https://www.youtube.com/watch?v=9_LLj4_3ZRA
2. Too many activities – if so, cut out activity 5

Contingency Plans (what you will do if you finish early, etc.):

Page 58, exercise 1

Page 59, exercise

Post-Lesson Reflections:

NAME:

Directions: Read the first part of this speech by Steve Jobs. While you read, take note of the topics and main ideas. We will discuss the speech in class tomorrow.

'You've got to find what you love,' Jobs says

This is a prepared text of the Commencement address delivered by Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios, on June 12, 2005.

1 I _____ to be with you today at your commencement from one of the
2 finest universities in the world. I never graduated from college. Truth be told, this is
3 the closest I've ever gotten to a college graduation. Today I want to tell you three
4 stories from my life. That's it. No big deal. Just three stories.
5
6 The first story is about connecting the dots.
7
8 I dropped out of Reed College after the first 6 months, but then stayed around as a
9 drop-in for another 18 months or so before I really quit. So why did I drop out?
10 It started before I _____. My biological mother was a young, unwed
11 college graduate student, and she decided to put me up for adoption. She felt very
12 strongly that I _____ by college graduates, so
13 everything _____ for me to _____ at
14 birth by a lawyer and his wife. Except that when I popped out they decided at the
15 last minute that they really wanted a girl. So my parents, who were on a waiting
16 list, got a call in the middle of the night asking: "We have an unexpected baby boy;
17 do you want him?" They said: "Of course." My biological mother later found out that
18 my mother had never graduated from college and that my father had never
19 graduated from high school. She refused to sign the final adoption papers. She only
20 relented a few months later when my parents promised that I would someday go to
21 college.
22
23 And 17 years later I did go to college. But I naively chose a college that was almost
24 as expensive as Stanford, and all of my working-class parents' savings _____
25 _____ on my college tuition. After six months, I couldn't see
26 the value in it. I had no idea what I wanted to do with my life and no idea how
27 college was going to help me figure it out. And here I was spending all of the money
28 my parents had saved their entire life. So I decided to drop out and trust that it
29 would all work out OK. It was pretty scary at the time, but looking back it was one
30 of the best decisions I ever made. The minute I dropped out I could stop taking the

31 required classes that didn't interest me, and begin dropping in on the ones that
32 looked interesting.

33

34 It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends'
35 rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would
36 walk the 7 miles across town every Sunday night to get one good meal a week at
37 the Hare Krishna temple. I loved it. And much of what I stumbled into by following
38 my curiosity and intuition turned out to be priceless later on. Let me give you one
39 example:

40

41 Reed College at that time offered perhaps the best calligraphy instruction in the
42 country. Throughout the campus every poster, every label on every drawer,

43 _____.

44 Because I had dropped out and didn't have to take the normal classes, I decided to
45 take a calligraphy class to learn how to do this. I learned about serif and san serif
46 typefaces, about varying the amount of space between different letter combinations,
47 about what makes great typography great. It was beautiful, historical, artistically
48 subtle in a way that science can't capture, and I found it fascinating.

49

50 None of this had even a hope of any practical application in my life. But ten years
51 later, when we _____ the first Macintosh computer, it
52 all came back to me. And we designed it all into the Mac. It was the first computer
53 with beautiful typography. If I had never dropped in on that single course in college,
54 the Mac would have never had multiple typefaces or proportionally spaced fonts.
55 And since Windows just copied the Mac, it's likely that no personal computer would
56 have them. If I had never dropped out, I would have never dropped in on this
57 calligraphy class, and personal computers might not have the wonderful typography
58 that they do. Of course it was impossible to connect the dots looking forward when I
59 was in college. But it was very, very clear looking backwards ten years later.

60

61 Again, you can't connect the dots looking forward; you can only connect them
62 looking backwards. So you have to trust that the dots will somehow connect in your
63 future. You have to trust in something — your gut, destiny, life, karma, whatever.

64 This approach has never let me down, and it has made all the difference in my life.

NAME:

Comprehension questions:

1. The words you filled in share something in common. What do you notice about them?

2. Look at the four underlined phrasal verbs in paragraph 3. Based on the context, write a synonym for each phrasal verb.

1. stayed around - _____

2. dropped out - _____

3. popped out - _____

4. found out - _____

3. Look at the context of the sentence. What do you think *naively* means in line 22?

Do not use a dictionary, please! ☺

4. Why was it important for Steve Jobs to take a calligraphy class?

5. What do you think Steve Jobs means when he says, "Again, you can't connect the dots looking forward; you can only connect them looking backwards"?

NAME:

Directions: Make a graphic organizer in the space below to show how the ideas are connected in the speech. Use the graphic organizer on page 63 of your book as a guide.

NAME:

DIRECTIONS: Identify the compound words in the images below:

