

# CAMBRIDGE CELTA COURSE - LESSON PLAN – C1/2020

NAME	DATE	LESSON NUMBER
Maik Wiedmann	30/01/2020	8
<b>LEVEL</b>		<i>B2</i>
<b>LESSON LENGTH (MINS)</b>		<i>60</i>
<b>LESSON AIMS (state whether the aims are '<u>main</u>' or '<u>subsidiary</u>')</b>		
<p><b>Main aim:</b> At the end of my lesson, the students should be familiar with the basic properties of adjectives and the order of adjectives in a sentence.</p> <p><b>Subsidiary aim:</b> The students can make a given text livelier and more interesting by adding a given range of adjectives.</p>		
<b>PERSONAL AIMS (consider recent feedback; having 1 or 2 personal aims is sufficient)</b>	<b>How exactly will you try to achieve these aims?</b>	
<ol style="list-style-type: none"> <li>1. I will try to skip tasks if the time requires it so that I can focus on the most important exercises for the students.</li> <li>2. I will try to improve my hand writing on the board (I will especially try to make the difference between 'n' and 'u' clearer).</li> </ol>	<ol style="list-style-type: none"> <li>1. I incorporated potential time issues in the 'anticipated problems' column of the lesson plan with an action plan of how I will try to solve the issue during the lesson.</li> <li>2. I practiced my board work yesterday in the teaching input room (see 'what will be on the board at different stages of the lesson?' section).</li> </ol>	

## LANGUAGE ANALYSIS – LEXIS

<ul style="list-style-type: none"> <li>Lexical item(s) &amp; part(s) of speech</li> <li>Example sentences (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>Meaning(s)</li> <li>How meaning(s) will be conveyed</li> </ul>	Potential issues with meaning (including level of formality and regional use):	Solutions:
<p><b>artificial</b> (adjective)</p> <p>Instead they wrap up warm and get out in the fresh air, skiing and playing in the snow, even if it's under <b>artificial</b> light.</p>	made or produced to copy something natural; not real	The word 'artificial' is very different from the German equivalent 'künstlich'. So, I expect some problems with meaning from the German students (the word is also fairly advanced). However, the one Spanish student in the class will probably know the meaning as the Spanish equivalent is exactly the same: 'artificial'.	<p>I could ask the Spanish student to explain to the rest of the class what the word 'artificial' means.</p> <p>Otherwise, I could point towards the lamps in the room and say to the students: 'They produce artificial light. The real light comes from the sun.'</p>
	Spoken form	<ul style="list-style-type: none"> <li>Relevant collocations</li> <li>Form at sentence level</li> </ul>	Potential issues & solutions:
	/ˌɑːtɪˈfɪʃl/  artificial	e.g. an artificial light/flower/fertilizer	<p>I do not expect too many difficulties after I clarified some potential uses of the word 'artificial': The word usually comes together with certain words like light (an artificial light) and once the students know them, they should be able to use the word correctly.</p> <p>However, I do expect issues with the pronunciation: German students have the tendency to stress the first syllable while the main stress is actually on the third syllable.</p>
<ul style="list-style-type: none"> <li>Lexical item(s) &amp; part(s) of speech</li> <li>Example sentences (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>Meaning(s)</li> <li>How meaning(s) will be conveyed</li> </ul>	Potential issues with meaning:	Solutions:
<p><b>cosy</b> (adjective)</p> <p>You might think that everyone would stay indoors, nice and <b>cosy</b>, but they don't.</p>	warm, comfortable and safe, especially in a small space	The word is very different from the German equivalent 'gemütlich'. Likewise, the Spanish equivalent 'acogedor' is not similar. Thus, I expect some problems with the meaning of the word among the students.	I could tell the students a little anecdote: 'When I come home today, I will relax at my cosy sofa at home. The sofa has many pillows and is therefore very comfortable. Instead of comfortable we could also describe the sofa as cosy. Cosy is a different word for comfortable.'
	Spoken form	<ul style="list-style-type: none"> <li>Relevant collocations</li> <li>Form at sentence level</li> </ul>	Potential issues & solutions:
	/'kəʊzi/	-	I do not expect difficulties with this word as the pronunciation is pretty straightforward.

	<u>cosy</u>		
<ul style="list-style-type: none"> <li>• Lexical item(s) &amp; part(s) of speech</li> <li>• Example sentences (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning(s)</li> <li>• How meaning(s) will be conveyed</li> </ul>	Potential issues with meaning:	Solutions:
<p><b>lively</b> (adjective)</p> <p>The nights are as <b>lively</b> as the days, with people going to the beach and to outdoor concerts to celebrate the midnight sun.</p>	Full of life and energy; active and enthusiastic	I don't expect many issues with the meaning of the word as it is pretty similar to the German equivalent 'lebendig'. However, the one Spanish student might have some difficulties with the word as the Spanish equivalent is 'animado'.	I could ask the German students in the group to explain the meaning to the Spanish student.  Alternatively, I could tell the students the following anecdote: "Today I walked thirty minutes through the lively city centre to the Berlin School of English. There were many people in the city centre – it was lively".
	Spoken form	<ul style="list-style-type: none"> <li>• Relevant collocations</li> <li>• Form at sentence level</li> </ul>	Potential issues & solutions:
	/'laɪvli/  <u>lively</u>	<p><b>a lively debate/discussion</b></p> <p>e.g. The students had a lively debate today in class.</p>	I don't expect too many issues with the pronunciation of the word as it is fairly straightforward.
<ul style="list-style-type: none"> <li>• Lexical item(s) &amp; part(s) of speech</li> <li>• Example sentences (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning(s)</li> <li>• How meaning(s) will be conveyed</li> </ul>	Potential issues with meaning:	Solutions:
<p><b>silk</b> (noun)</p> <p>I'm planning to wear a black-and-white <b>silk</b> shirt to the wedding.</p>	A type of fine smooth cloth made from silk thread; a piece of this cloth	The word is somewhat similar to the German equivalent 'Seide' (both start with an -s-). The same applies to the Spanish student (Spanish equivalent is 'seda'). Thus, I don't expect too many difficulties with the meaning of the word.	I prepared a picture of a silk scarf and will show the students the picture to clarify the meaning of the word.
	Spoken form	<ul style="list-style-type: none"> <li>• Relevant collocations</li> <li>• Form at sentence level</li> </ul>	Potential issues & solutions:
	/sɪlk/  <u>silk</u>	<p><b>a silk dress/blouse/scarf/tie</b></p> <p>e.g. He usually wears a silk scarf in winter when it is cold.</p>	I do not expect issues with the pronunciation of the word as it has only one syllable and the entire word is stressed.

<ul style="list-style-type: none"> <li>Lexical item(s) &amp; part(s) of speech</li> <li>Example sentences (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>Meaning(s)</li> <li>How meaning(s) will be conveyed</li> </ul>	Potential issues with meaning:	Solutions:
<b>sewing</b> (noun)  She makes all her own clothes on a beautiful old <b>sewing</b> machine.	The activity of making, repairing or decorating things made of cloth using a needle and thread	Not all German students might understand the word as it is completely different from the German equivalent 'Näharbeit'. Same applies to the Spanish student (the Spanish equivalent is 'de coser').	I prepared a picture that shows the students a sewing machine to clarify the meaning of the word.
	Spoken form	<ul style="list-style-type: none"> <li>Relevant collocations</li> <li>Form at sentence level</li> </ul>	Potential issues & solutions:
	/'səʊɪŋ/  <u>sewing</u>	-	I don't expect too many issues with the pronunciation of the word as it is fairly straightforward.

<ul style="list-style-type: none"> <li>Lexical item(s) &amp; part(s) of speech</li> <li>Example sentences (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>Meaning(s)</li> <li>How meaning(s) will be conveyed</li> </ul>	Potential issues with meaning:	Solutions:
<b>dressings table</b> (noun)  In the corner of the room, there was an antique French <b>dressings table</b> .	A piece of bedroom furniture like a table with drawers (=parts like boxes in it with handles on the front for pulling them open) and a mirror on top	I could imagine that some students confuse the word 'dressings' with 'salad dressings' (completely different context).	I prepared a picture of a dressings table for the students to clarify the meaning of the word.
	Spoken form	<ul style="list-style-type: none"> <li>Relevant collocations</li> <li>Form at sentence level</li> </ul>	Potential issues & solutions:
	/'dresɪŋ teɪbl/  <u>dressings table</u>	-	I don't expect too many issues with the pronunciation of the word as it is fairly straightforward.

<ul style="list-style-type: none"> <li>• Lexical item(s) &amp; part(s) of speech</li> <li>• Example sentences (if relevant)</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning(s)</li> <li>• How meaning(s) will be conveyed</li> </ul>	Potential issues with meaning:	Solutions:
<p><b>concrete</b></p> <p>(uncountable noun)</p> <p>His back against a low <b>concrete</b> wall.</p>	building material that is made by mixing together cement, sand, small stones and water	I don't think that many students will know what 'concrete' means as the German equivalent 'Beton' is very different.	I will place my hand on the wall in the classroom and say to the students 'I am right now touching a concrete wall'.
	Spoken form	<ul style="list-style-type: none"> <li>• Relevant collocations</li> <li>• Form at sentence level</li> </ul>	Potential issues & solutions:
	/'kɒŋkri:t/ <u>concrete</u>	-	Some of the students might stress the first syllable of the word. In that case, I will model and drill.

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## LANGUAGE ANALYSIS – GRAMMAR or FUNCTIONAL LANGUAGE

Examples of structure(s)/expressions.  Include example sentence(s).	Meaning, Form ( <i>only relevant aspects</i> ) and Phonological features ( <i>only difficult aspects</i> )  When analysing meaning, include information regarding register if relevant (i.e. level of formality).	Anticipated <u>problems</u> and <u>responses</u> in relation to <b>Meaning (and register), Form, Phonology.</b> <i>(if meaning is a potential problem, show how you will check understanding; include actual questions, time-lines etc. if relevant)</i>
<p><b><u>The basic properties of adjectives:</u></b></p> <ol style="list-style-type: none"> <li>1. It's a magical sight, with the lights of the bridges shining against the still-bright sky.</li> <li>2. Whatever you end up doing in St Petersburg, the city feels lively.</li> <li>3. Anna is a lively person.</li> </ol>	<p><b>Meaning</b></p> <p><u>An adjective is used to describe people or things (without an adjective in a sentence, the sentence does not sound very interesting).</u></p> <p>Example: It's a <b>magical</b> sight. → Here the adjective 'magical' describes the thing 'sight' further.</p> <p>Example: The city feels <b>lively</b>. → Here the adjective 'lively' describes the thing 'city' further.</p> <p>Example: Anna is a lively person. → Here the adjective 'lively' describes the 'person' further.</p>	<p><b>Meaning</b></p> <p>The students might not be aware of the importance of adjectives in sentences or texts to make them more interesting.</p> <p>→ Should this be the case, I will point the students to the last writing task where I did not include any adjectives (I only described actions) and read the text out to them. I will then ask the students: 'What do you think about the text? Did you find the text interesting and engaging?' (Answer: Not really interesting and engaging). I might then go on to read out my sample text at the back of the sheet with plenty of adjectives in the text so that the students can experience a direct difference.</p>
<p><b><u>The order of adjectives:</u></b></p> <ol style="list-style-type: none"> <li>1. An enormous grey crocodile.</li> <li>2. A low concrete wall.</li> <li>3. Long black leather boots.</li> </ol>	<p><b>Form</b></p> <p><b><u>The basic properties of adjectives:</u></b></p> <p>Adjectives can be used in two main positions in a sentence: (1) Before a noun OR (2) after a verb</p> <p><b>(1) Before a noun</b></p> <p>Example: It's a magical sight. → Here the adjective 'magical' is used before the noun 'sight'.</p>	<p><b>Form</b></p> <p>I assume that some students might get confused with the adjectives '<b>lively</b>' and '<b>curly</b>'. Both adjectives have the ending "-ly" and some students might associate this ending with adverbs instead of adjectives.</p> <p>→ Should this be the case, I will explain the students that there are adjectives that might at first look like adverbs but are not. To illustrate this point, I would write down the following two sentences to explain the students that both adjectives are used to further describe a person or thing and NOT to say more about verbs or adjectives (this would then be an adverb):</p>

Example: Anna is a lively person. → Here the adjective 'lively' is used before the noun 'person'.

**(2) After a verb (usually be, but could also seems, looks, feels etc.)**

Example: The city feels lively. → Here the adjective 'lively' is used after the verb 'to feel'.

1. An intelligent and **lively** young woman.

→ Here the adjective 'lively' is used to further describe the woman and is thus an adjective.

2. I wish my hair was **curly**.

→ Here the adjective 'curly' is used to further describe the thing 'hair' and is thus an adjective.

**The order of adjectives:**

The general order of adjectives in a sentence is:

**opinion/value → size → age → shape → colour → origin/nationality → purpose → material/function/definition**

Examples:

1. An **enormous grey** crocodile.

size (enormous) → colour (grey)

2. A **low concrete** wall.

size (low) → material (wall)

3. **Long black leather** boots.

size (long) → colour (black) → material (leather)

**The lesson focuses specifically on the following six adjectives:**

1. artificial
2. cosy
3. depressing
4. dramatic
5. lively
6. magical

**Phonology**

→ Students need to get comfortable with the idea of **dropped syllables** when pronouncing some of the target adjectives in the lesson (syncope).

→ In some of the words the syllable that comes after the syllable carrying the main stress can be dropped in normal speech (sometimes unstressed syllables can be dropped).

BUT: No syncope is happening with the six main adjectives in the lesson. However, students could mention some of their own adjectives where this is the case such as:

1. **comfortable**
2. **different**
3. **family**
4. **favourite**
5. **interesting**
6. **miserable**

**Phonology**

The students might not be aware that sometimes unstressed syllables in adjectives can be dropped.

→ Should this be the case, I will write down the pronunciation of the adjectives on the board and model and drill if necessary:

adjective	pronunciation (stressed syllable is in capital letters)
1. <b>comfortable</b>	KOMF-ter-bul
2. <b>different</b>	DIF-rent
3. <b>family</b>	FAM-lee
4. <b>favourite</b>	FAV-rit
5. <b>interesting</b>	IN-trest-ing
6. <b>miserable</b>	MIZ-ruh-bul

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**MATERIALS (mention title of course book and unit number, exercise numbers, page numbers...) & RESOURCES TO BE USED**

- Book: 'Navigate Coursebook with video and Oxford online skills' written by Caroline Krantz and Rachael Roberts (2015), Oxford University Press. Unit 9 'Nightlife' page 86-87, exercises 1-7 and unit 10 'Senses' page 96-97, exercises 6-9.
- Workbook: 'Navigate Upper-Intermediate workbook with CD' written by Caroline Krantz and Rachael Roberts (2015), Oxford University Press.

**Have you adapted/omitted/added any materials? Please give details.**

Yes, I adapted almost all the exercises from the book: I made sure that the exercises contain only adjectives and no adverbs.

**Why?**

The focus of my lesson is on adjectives and not on adverbs. Unfortunately, the book material only contains exercises that focus on both adjectives and adverbs. That's why I had to slightly adapt all the exercises to make sure that they only contain adjectives.

**ASSUMPTIONS****WHAT YOUR LEARNERS CAN DO/WILL KNOW/HAVE DONE**

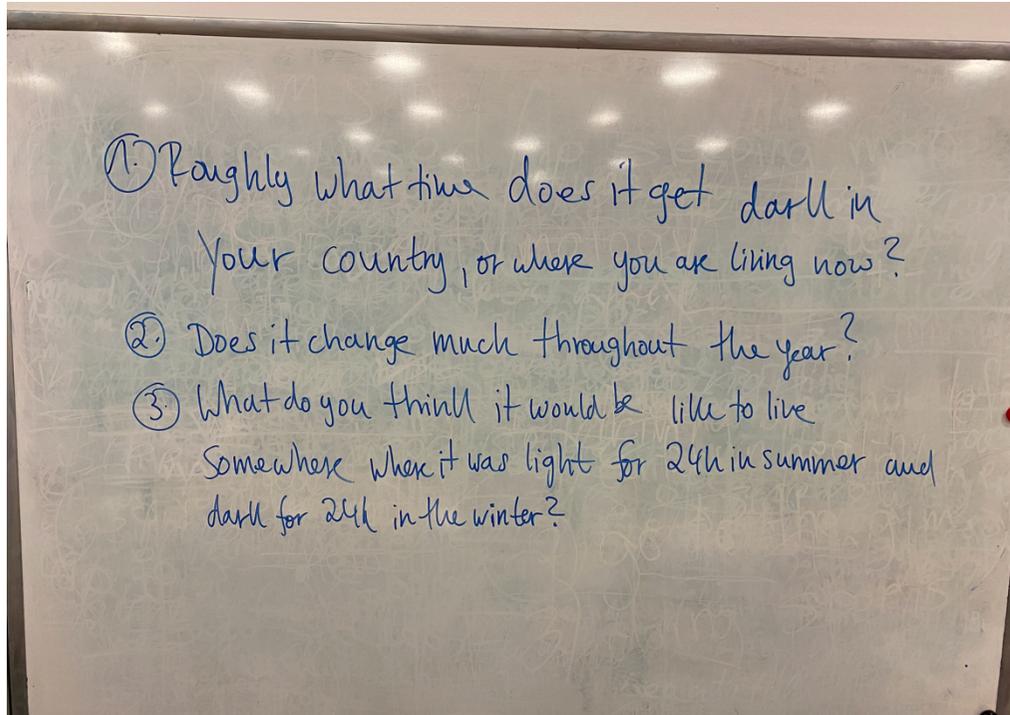
I assume that the learners have some basic familiarity with adjectives.

**WHY THIS IS RELEVANT IN THIS LESSON**

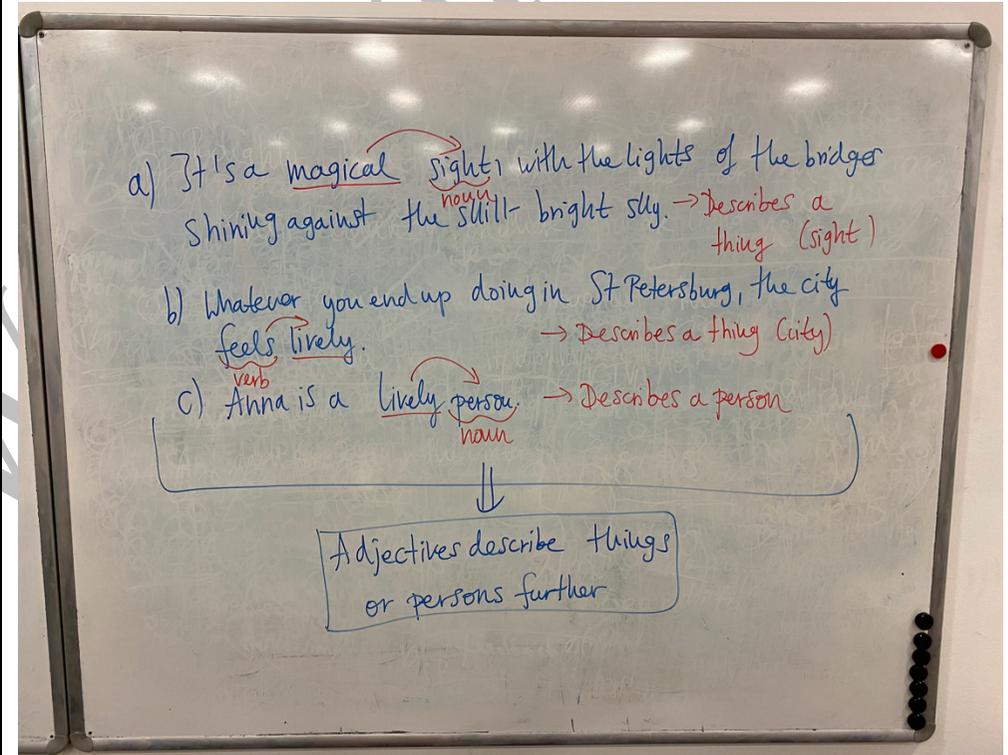
I will remind them of the basic properties of adjectives but it is still necessary that they have some understanding of adjectives in order to successfully complete the exercises.

**What will be on the board at different stages of the lesson? How will the board work be organised?**

**Lead-in:** Contains some questions that the students are asked to think about prior to the listening task.



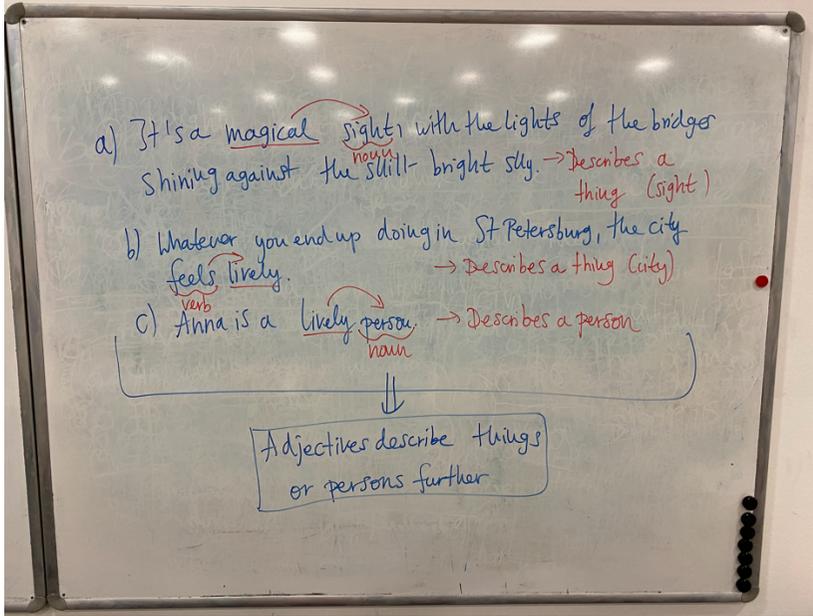
**Way-through:** Board contains clarification on the basic properties of adjectives.



TIME & Interaction patterns (e.g. St-St)	STAGE NAME	PROCEDURE What's happening? (i.e. What are the students doing? i.e. What are you doing?)	(i) What could go wrong?  (ii) How will you avoid/deal with this?
3 minutes	<b>Lead-in: Thinking about the climate in your home country</b>	<p>→ I will write down the following questions on the board together with a picture of a 'dark day' and 'white night':</p> <div data-bbox="649 515 1368 746" style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Roughly what time does it get light and get dark in your country, or where you are living now?</li> <li>2. What do you think it would be like to live somewhere where it was light for 24h in the summer and dark for 24h in the winter?</li> </ol> </div> <p>→ I will say to the students: "I wrote down two questions on the board for you to discuss together with your partner. I would like to know at what time it gets light and dark in your country or where you are living now. Next, I would like to know how you think it would be like to live somewhere where it was light for 24h in the summer and dark for 24h in the winter. You have 2 minutes for this."</p> <p>→ the students discuss in pairs → <b>PAIRWORK</b></p> <p>→ I will briefly discuss some of their responses in class → <b>COMPARE ANSWERS IN CLASS</b></p>	<p>(i) The students might ask me follow-up questions such as in which regions of the world 'dark days' and 'white nights' frequently occur.</p> <p>(ii) Should this be the case, I will explain the students the following and show them a picture of the world:</p> <div data-bbox="1534 694 2130 1161" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>- In countries on or near the equator, the sun rises and sets at roughly the same time every day.</li> <li>- countries which fall closer to either of the poles have a very noticeable variation, with the sun never or barely setting in the summer, and barely or never rising in the winter.</li> <li>- The phenomenon with 'dark days' and 'white nights' occurs in <b>Norway, Alaska, Canada, Russia, Greenland, Finland and Sweden.</b></li> </ul> </div>

5 minutes	<b>Listening to the city of Tromsø</b>	<p>→ I will say to the students: “You are going to listen to Amna who is talking about her experience in Norway. She is talking from the perspective of someone who previously lived in a country with a very different climate. While you are listening to the recording, I would like you to pay attention to which one she prefers: Long days or long nights and why? You will briefly discuss these questions with your partner afterwards. ”</p> <p>→ <b>WRITE DOWN THE QUESTION ON THE BOARD</b></p> <div data-bbox="689 536 1417 641" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Which does she prefer: Long days or long nights? Why?</p> </div> <p>→ <b>PLAY THE RECORDING</b></p> <p>→ <b>STUDENTS QUICKLY DISCUSS WITH PARTNER:</b> “Please quickly discuss with your partner. You have 1 minute for this.”</p> <p>→ <b>COLLECT ANSWERS IN CLASS</b></p>	<p>(i) Not all of the students might get the answer the first time they listen to the recording.</p> <p>(ii) To still enable them complete the task successfully, I will replay excerpts from the recording that contain the answer to the question.</p>
5 minutes	<b>Gap-fill exercise</b>	<p>→ <b>I will say to the students:</b> “You just listened to the recording. Here you have the audioscript of the recording and a box with six adjectives. Please put the adjectives in the right gap. You don’t need to read the entire script for the task – just read the sentence with the gap and a few sentences before and after the sentence to select the right adjective. You have three minutes for this. Go!”</p> <p>→ <b>STUDENTS QUICKLY COMPARE WITH PARTNER</b></p>	<p>(i) Not all students might know the word ‘artificial’.</p> <p>(ii) In that case, I will turn to the lexis clarification section of the lesson plan to clarify the meaning of the word for the students.</p>

3 minutes	<b>Matching exercise</b>	<p>→ <b>TELL STUDENTS THAT ANSWER IS AT BACK OF THE SHEET</b></p> <p>→ I will say to the students: "Here is the same box with the six adjectives. Please match them to the right description in the table. You have 2 minutes for this. Go!"</p> <p>→ <b>STUDENTS QUICKLY COMPARE WITH PARTNER</b></p> <p>→ <b>TELL STUDENTS THAT ANSWER IS AT BACK OF THE SHEET</b></p>	<p>(i) The students might still request further clarification of the meaning of some adjectives.</p> <p>(ii) In that case, I will turn to the lexis clarification section of the lesson plan to clarify the meaning of the word.</p>
5 minutes	<b>Controlled practice exercise: 'Summer nights in St Petersburg'</b>	<p>→ I will tell the students: "You are now going to read a text about summer nights in St Petersburg in Russia. You are given two adjectives at four places in the text. Please circle the right adjective. You have 3 minutes for this. Go!"</p> <p>→ <b>STUDENTS QUICKLY COMPARE WITH PARTNER</b></p> <p>→ <b>TELL STUDENTS THAT ANSWER IS AT BACK OF THE SHEET</b></p>	<p>(i) The students might have problems with the cosy/lively option (both make sense in the context of bars and restaurants).</p> <p>(ii) However, the more suitable answer is 'lively'. I will point the students towards the previous sentence where it says: '...when the white nights mean that the city basically never sleeps.' (=lively city).</p>
8 minutes	<b>Grammar exercise: Basic properties of adjectives (function and common word order)</b>	<p>→ I will say to the students: "I have taken two sentences directly from the text 'Summer nights in St Petersburg'. Note that I also added a third sentence that is NOT from the text. Please answer the four questions about the three sentences. You have 3 minutes for this. Go!"</p> <p>→ <b>STUDENTS COMPARE WITH PARTNER</b></p> <p>→ <b>DEVELOP THE BASIC PROPERTIES OF ADJECTIVES TOGETHER WITH THE STUDENTS ON THE BOARD</b></p>	<p>(i) I assume that most of the students will already be familiar with the basic properties of adjectives.</p> <p>(ii) In that case, I will not spend too much time on the clarification of the basic properties of adjectives.</p>

			
8 minutes	<b>Word order of adjectives exercise</b>	<p>→ I will tell the students: “Here you have six sentences that are descriptions of two pictures. The first two sentences refer to the first picture while the last four sentences refer to the second picture. At the back of the page, you have both pictures in large. Take a moment to look at them and then put the words in the right order. You have 4 minutes for this. Go!”</p> <p>→ <b>STUDENTS COMPARE WITH PARTNER</b></p> <p>→ <b>HAND OUT THE SOLUTIONS TO THE STUDENTS AND LET THEM COMPARE THEIR ANSWERS</b></p>	<p>(i) I expect that the students have some difficulties with this task and don’t get all of them right.</p> <p>(ii) I will help individual students who are struggling. They don’t need to get all answers right as I haven’t yet clarified the grammar of the order of adjectives. This exercise basically ‘tests’ their understanding of the order of adjectives in sentences.</p>
5 minutes	<b>Grammar Focus: order of adjectives box</b>	<p>→ I will say to the students: “Please have a look at the grammar focus box. Find sentences from exercise 5 for each of the three categories. Also read through the</p>	<p>(i) The students might have more questions about the exact order of adjectives in sentences and request some further</p>

		<p>grammar box and ask me questions if you have some.”</p> <p>→ <b>STUDENTS COMPARE ANSWERS WITH PARTNER</b></p> <p>→ <b>GO OVER RIGHT ANSWERS AND BASIC PROPERTIES OF ORDER OF ADJECTIVES TOGETHER IN CLASS</b></p>	<p>practice.</p> <p>(ii) In that case, I have a controlled practice exercise prepared in which they can further practice the order of adjectives.</p>
18 minutes	<b>Writing task and extended speaking practice</b>	<p>→ I will say to students: “I prepared a short text for you about the morning I had today. Please listen while I am reading out the text and tell me afterwards what your impression of the text was.”</p> <p>→ <b>READ OUT THE TEXT TO THE STUDENTS</b></p> <p>→ <b>ASK STUDENTS ABOUT THEIR IMPRESSION</b> (probably boring, not really interesting and engaging text)</p> <p>→ I will say to the students: “The text is not really interesting. Please make the text more engaging by rewriting the text using some of the adjectives from the box. You have 7 minutes for this. Afterwards please read out your text to your partner. Then walk around the room and read out the text to one another. Afterwards, tell me which text you found most interesting.”</p> <p>→ <b>GIVE LINGUISTIC FEEDBACK ON BOARD</b></p>	<p>(i) The students might use their own adjectives instead of the adjectives in the box.</p> <p>(ii) I will closely monitor and intervene should I observe that they go off track.</p>



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## CHECKLIST

*Have you included the elements relevant for your lesson?*

*If not, is there a good reason or have you just forgotten?*

READING/LISTENING		WRITING		SPEAKING		LEXIS/ GRAMMAR	
A lead-in to the theme of the text		A usable model text and task to focus on content		Model and/or other stimulus for speaking		Focus on meaning in context	
A strategy for dealing with unfamiliar lexis		Tasks focusing on the style and/or organisation of the text		Focus on useful language and/or other aspects of the type of speaking being practised		Checking understanding	
Tasks which focus on your skills aims		Tasks focusing on the useful language in the text		Time for learners to gather ideas prior to speaking		Focus on form	
Opportunities for feedback on tasks		Stimulus for learners to produce their own texts of the same type		Time for learners to engage in talk		Focus on pronunciation	
Follow-up speaking or writing tasks on theme of text (where time allows)		Feedback on learners' texts (in-class or after lesson)		Feedback on learners' performance and language use		Controlled practice	
						Freer practice	
						Feedback on practice	