


Productive Skills Lesson Plan - (Speaking Skills Demonstration Lesson (1))

<p>Anticipated problems:</p> <ul style="list-style-type: none">- Students may not understand what to do with the word cards in the pre-teach language stage.- Some students may not understand the word/expression written on their cards.- Odd number of students for pair work.- 2 or 3 students are stronger in speaking than the rest of the group.- Some students may want to talk to the teacher rather than their partner(s).	<p>Solutions:</p> <ul style="list-style-type: none">- Check instructions and demonstrate the first example.- Encourage students to guess and help each other (peer-teaching).- Create a group of 3 students- have an extra set of questions ready.- Put them together for the speaking activity so they can challenge each other.- Using hand gestures indicate students need to work in pairs and move on to monitor other students while keeping an eye on the student(s) in question.
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Stage and aim	Time and interaction pattern	Procedure						
Lead-in To engage students with the topic of the lesson.	5 mins S-S T-Ss	Teacher asks students to have a short 2 minute discussion about shopping. Pairs discuss: <ul style="list-style-type: none"> Where do you usually do your shopping? What kind of shop is it? What did you buy the last time you went there? Feedback to the class: Students share with the whole class what they were talking about or what their partner told them.						
Pre-teach language To scaffold the fluency task by giving students language they can use to generalise about their habits.	10 mins T-Ss S-S-S T-Ss	Teach: 1) Functional language for generalising <ul style="list-style-type: none"> Teacher gives personalised examples to demonstrate the task and get students started. Give each student a card or 2 with a word/phrase on it and ask them to match the cards in the correct column on the board. (Guided Discovery Approach) <table border="1" data-bbox="831 922 2004 1214"> <thead> <tr> <th data-bbox="831 922 1223 959">GENERALISING</th> <th data-bbox="1223 922 1615 959">FREQUENTLY</th> <th data-bbox="1615 922 2004 959">LESS FREQUENTLY</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 959 1223 1214"> Usually, Generally, In general, As a rule, In most cases, </td> <td data-bbox="1223 959 1615 1214"> Often Many times Most of the time Again and again Time and again </td> <td data-bbox="1615 959 2004 1214"> Sometimes Occasionally Every so often From time to time Every now and then </td> </tr> </tbody> </table> <p data-bbox="831 1214 2004 1321">Teacher clarifies MFP.</p> 2) BARGAIN	GENERALISING	FREQUENTLY	LESS FREQUENTLY	Usually, Generally, In general, As a rule, In most cases,	Often Many times Most of the time Again and again Time and again	Sometimes Occasionally Every so often From time to time Every now and then
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	<p>T-Ss</p> <p>T-S</p> <p>T-S</p>	<p><u>Convey meaning</u> (through a personal story)</p> <p><u>Check meaning</u> (CCQs): What did I buy? (...) How much is it normally? (£45) Did I pay more or less? (less) What is the word in English for a product bought for less than the usual price? (bargain)</p> <p><u>MODEL AND DRILL</u> (chorally & individually)</p> <p><u>Form</u> Is it a verb, <u>noun</u> or an adjective? Is it <u>countable</u> or uncountable?</p> <p><u>Pronunciation</u> How many syllables does it have? (2) Where's the stress? (1st syllable)</p> <p>on board:</p> <p>  bargain(n) X /'bɑ:ɡən/ </p>
<p>Controlled Practice To give students an initial task to practise the use of the target language and, if needed, focus on language students</p>	<p>5 mins T-Ss</p>	<p>Teacher sets the first task:</p> <ul style="list-style-type: none"> ● Rephrase sentences using a given target language expression. ● Teacher does the first example with the whole class. <ul style="list-style-type: none"> ⇒ 'She buys chocolate in this shop almost every day.' (frequently) ⇒ 'She frequently buys chocolate in this shop.' ● Students are given 2 minutes.

find difficult.	S-S T-Ss	<p>Pair-check</p> <p>Feedback to the class: Teacher nominates 2 or 3 students to share with the whole class what they were talking about.</p>
<p>Free(r) Practice (Speaking Fluency Task) To develop interactive listening skills and fluency in speaking.</p>	15 mins T-S S-S 25 mins S-S-S T-Ss	<p>Teacher sets the second task:</p> <ul style="list-style-type: none"> • Discuss these shopping related questions. • Remember to use the language we've learnt today. • You have 7 minutes. <p>Pair work Teacher monitors and makes notes for delayed correction.</p> <p>Teacher regroups students or asks them to mingle so that they can talk to other students.</p> <p>Group work</p> <p>Feedback to the class: Students share what they were discussing in their groups.</p> <p>Delayed error correction: Teacher puts some correct and incorrect sentences on the board. Students identify examples of good language and mistakes. Teacher elicits self and peer correction.</p>