

Lesson Plan

Teacher	Lesson Focus	Tutor	Date	Level	Stds	Mins
Julian L'Enfant	Grammar & Skills		29.08.08	MI		120

Reference & Materials	The lesson is based on book, page, section, text, etc. Were any adaptations made?
Inside Out Intermediate pp. 4 & 5	

Lesson Aims	By the end of the lesson students will have learnt, improved, or practised . . .
Main aim: To review the form, pronunciation & use of Wh-question forms and provide controlled and less controlled speaking practice.	
Subsidiary aim(s): To develop reading for gist.	

Anticipated Problems and Solutions	Task setting, classroom management, instructions, groupings etc. (not language)
Ss will be familiar with question forms but may omit or misuse the auxiliary verb. (Test Ss' first and then correct/clarify as a group the form of WH-question forms) Pronunciation: Rhythm & stress and intonation may cause difficulty for learners. (Drill the questions clearly showing the difference between Y/N & Wh-questions with regards to intonation. Give Ss the opportunity to practise/rehearse before the speaking.)	

Action Points	Areas of your teaching you will be working on or trying to develop

Lesson Procedure

Stage	Time	Focus	Procedure	Aim
(opt.) Warmer	5'	S-S	Write down the names of 3 people who are important to you and why. Ask other people. Find out as much as you can.	To create interest
Pre-reading	5'	S-S	Handout / put pictures of famous faces around the room Ss identify them, <i>“Who are they?”</i> , <i>“What do you know about them?”</i>	To introduce theme of famous people To focus on previous knowledge To create interest
Feedback	4/5'	T-ss	Brief open class question and answer.	To round off activity and share ideas.
Prediction	5-7'	T-ss	<i>“Match each of the famous people to their relation.”</i> <i>“How are they related?”</i> ; <i>“Why do you think that?”</i>	To revise useful communicative language. To encourage pair / group work.
			Brainstorm useful expressions to the board. E.g. <i>He/She looks like...; This one could be...; Maybe it's... It's difficult to say, but ...</i>	To revise useful communicative language. To encourage pair / group work.
		S-s	Ss match and discuss relationship.	
		T-ss	(T. monitors encouraging use of phrases and giving reasons)	
Feedback	2-3'	S-S	Brief open class question and answer.	To round off activity and share ideas
Reading 1			Ss read the interview answers & identify who was being interviewed. (<i>Jade Jagger</i>)	To read for gist
	12-15'	S-S	Feedback	
Language Focus (Test)			Handout the answers from an interview with Jade Jagger (<i>Inside Out Int,p.5</i>) Ss write the questions & compare in pairs *Tell students to write on a separate sheet of paper. (T monitors and helps if necessary)	To test Ss' formation of Wh-questions.

Language Focus (Teach)	8'	S-S	Ss check their answers with the cut up questions and write them on the worksheet.	To focus on form.
LF: Pronunciation	8-10'	T-ss	Elicit first question & write on the board: 'Where were you born?' T: "Where's the main stress?"	To focus on sentence stress in question forms. To raise Ss' awareness of connected speech.
Controlled practice	3'	S-S	(T. beats time and models question form)	
		S-S	Repeat for other questions	
		T-ss	In pairs, Ss practice how to say questions.	To give Ss the opportunity to practice saying the question forms.
Less-controlled practice	5-10'	S-S	Feedback – remedial correction	To personalise language. To develop group dynamics. To practise question forms.
		T-ss	Ss mingle and ask and answer questions. Remember to change some of the information (T monitors and listens to Ss' pronunciation)	
Feedback	5-		CONTENT: What did you find out? LANGUAGE: Remedial correction of question forms / pronunciation	To round off activity