**Lesson Plan: Lesson 7**

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| Subject | Teaching Methodology for English |
| Domain | 4. How to support students’ learning |
| Topic | Teaching methodology for speaking skills |
| Objective | By the end of lesson 7, learners will be able to describe and explain the features and sub-skills used in meaningful speaking |
| Teaching methods | Explanation, discussion, pair work and group work |
| Teaching Learning Materials | Students’ handout, worksheet |
| Time allocation | 50 min |

**Teaching Learning Process**

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| --- | --- | --- |
| Teaching Learning Activities | Time  allocation | Teaching Learning  Materials |
| **Introduction**  Teacher tells the students to learn the features and sub-skills used in meaningful speaking lessons in coming periods.  Teacher gives a situation and asks the question concerned it.   * + The situation: When you say something to someone, he cannot understand what you say.   + The question: How can you make him understand what you say?   Teacher says, there are several skills to speak meaningfully such as gestures, facial expression, etc. Now, we are going to learn these speaking skills and the features in meaningful speaking. | 5 min | Blackboard |
| **<Activity-1 Mime Game>**  Teacher divides the class into groups of four or five and gives every group a card on which is written a message.  Teacher explains how to play mime game.  Students in groups discuss how to mime according to the respective sentences they got.  After discussion, the group shows mime and the rest of groups guess the meaning, write down the similar meaning of the sentence they saw, and read out to the class.  The group who has original sentence confirms whether the sentence is right or wrong. | 15 min | Cards |
| **Activity-2 Explanation**  Teacher distributes the handout written about “1.1 The aspects of speaking skills” and asks students to read silently about the aspects of speaking skills for 5 minutes. | 5 min |  |
| **Activity-3 Checking understanding**  Teacher gives each group the worksheet (1) and each group discusses and answers the questions about the aspect of speaking skills. | 10 min | Handout |
| **Activity-4 Explanation**  Teacher explains the key points in the sub-skills of speaking which already mentioned in the handout distributed and makes the students take notes the important points.  After explanation, teacher gives a few time for the students to ask some questions if they want. | 10 min | Handout |
| **Conclusion**  Teacher sums up the main points they have learned the lesson. | 5 min |  |

**Lecture Notes: Lesson 7**

**< Before the lesson >**

**Key points for facilitation**

* Teacher needs to prepare 5 cards with a sentence to act out for mime activity for the groups of 5 (as shown the sentence in the box of <Activity (1) Mime Game>)
* Make sure to copy enough the handouts about the concepts of speaking skills.

**<Introduction >**

**Key points for facilitation**

* Teacher accepts any answer from the students and writes down some notes on the blackboard.

**<Activity (1) Mime Game>**

**Objective of this Activity**

* Students have fun and to get an opportunity to learn and practice gestures, facial expressions and body movement without speaking any words to convey the meaning of what they want to say.

**Key points for facilitation**

* Teacher explains how to play the mime game step by step as follows:
  + First, the members in each group must have one of the following cards on which is written a message to act out without using any words (mime).

|  |
| --- |
| For card-1: Hello! Nice to meet you.  For card-2: That’s a lovely dress. Is it new?  For card-3: Are you free today?  For card-4: I’m sorry. I am too late.  For card-5: Please turn down your radio. It is very noisy. |

* + Second, the group members have to think of meaning of the sentence they got and discuss how to act out it in mime.
  + When they are ready, one from each group mimes an action which can show the meaning of the sentence in the card.
  + Rest of students guess the meaning of mime and discuss in group. They write down the sentence of the one acting out as they guessed.
  + Each group reads out the guessed sentences to the class. The one who mimes tell the right answer and then in turn next group.

**<Activity (2) Explanation >**

**Objective of this Activity**

* Students to know the aspects of speaking skills when they try to develop the ability of speaking for their children.

**Key points for facilitation**

* Unless speaker says something with correct pronunciation, correct stress and intonation and right pause, listener may get misunderstand or the communication between them will break down.
* Teacher tells the meaning of the new words that the students don’t know.

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| --- |
| Example   * **Productive skill** is the skills to express something i.e Speaking and Writing. The opposite word is Receptive skills which acquire some information i.e. Listening and Reading. * **Connected speech** happens when words are pronounced linked each other. In normal conversation, each of words are not separately pronounced and some of them are connected. * **Stress** is the point of strong effort in pronouncing the syllable. |

**<Activity (3) Checking understanding>**

**Objective of this activity**

* Teacher to check the students’ understanding on the interrelationship between the spoken words, type of function and text type.

**Key points for facilitation**

* Teacher tells students to read the instructions in the worksheet carefully to know what to do clearly.
* Teacher goes to each group and encourages students to participate each and every student in discussion session.

**Answer of Questions**

1. Question: Is speaking a “Receptive skill” or a “Productive skill”? Tell the reasons too.

Answer: Speaking is a productive skill because it is the ability to produce the language by putting a message together, communicating the message, and interacting each other.

1. Question: Categorize the following key words to match with verbal speech or nonverbal speech.

Answer:

|  |  |  |
| --- | --- | --- |
| Key words | Verbal speech | Nonverbal speech |
| 1. Correct pronunciation 2. Gestures 3. Intonation 4. Facial expression 5. Stress 6. Body movement | Correct pronunciation  Intonation  stress | Gestures  Facial expression  Body movement |

1. Question: Choose the suitable type of function and text type from the following lists of functions and text types for each sentence given in the table. No.1 has already given as an example.

The lists of functions and text types

|  |  |
| --- | --- |
| Different types of functions | Different text types |
| 1. Greeting 2. Talking about personal habits 3. Explaining 4. Expressing opinion | 1. Interview 2. Presentation 3. Recounting 4. Conversation |

Answer:

|  |  |  |
| --- | --- | --- |
| **Sentence ( spoken words)** | **Type of Function** | **Text type** |
| Example: “Hello, I am Julia. Could I speak to Jamie, please.” | Asking permission | Telephone call |
| 1. “I don’t think global warming is going to be the problem that everybody says it is.” | Expressing opinion | Presentation |
| 1. “The bus broke down on the motor way, so we were all stranded until help could arrive.” | Explanation | Recounting |
| 1. Greta: Tim, hello. Fancy bumping into you here. How are you?   Tim: Oh hi Greta. Yeah, I’m doing fine, thanks.  Wow, what a surprise. | Greeting | Conversation |
| 1. Interviewer: “What do you usually do in the evening?”   Interviewee: “Well, after I have had my dinner I usually watch some TV and chat with my parents.” | Talking personal habits | Interview |

**<Activity (4) Explanation>**

**Objective of this activity**

* Students to identify the sub-skills of speaking clearly and to understand the concepts: fluency, accuracy and appropriateness.

**Key points of explanation**

* Teacher give explanation with examples in textbook.
* Understanding the concepts of fluency, accuracy and appropriateness.
* Fluency- speaking something smoothly, easily and reasonably quickly without hesitation.
* Accuracy- speaking with correct grammar, pronunciation, and vocabulary without any error.
* Appropriateness- speaking by using suitable way: formal or informal according to the situation.
* Teacher gives the suitable answers to the students’ questions and explains by using examples

**<Conclusion>**

**Key points for facilitation**

* Teacher should check weather students to realize what they have already learned for this period.