

LESSON PLAN

NAME: Fărcaș Adina Mariana

SCHOOL: Școala Gimnazială „Gheorghe Lazăr” Zalău

DATE: 28th January

GRADE: VII A

NUMBER OF STUDENTS: 32

LEVEL: pre-intermediate

LESSON: Music in my life

TYPE OF LESSON: consolidation of knowledge

TIMING: 50 min

SKILLS: Listening, Speaking, Reading, Writing

DIDACTIC STRATEGIES:

METHODS AND PROCEDURES: question patterns, elicitation, explanation, scanning/skimming, conversation, discussion, role-play

ORGANISATION: whole class, individual work, pair work, group work

MATERIALS AND EQUIPMENT: laptop, interactive board, board, handouts, audio recording, worksheet, quiz, video

CLASSROOM MANAGEMENT: the classroom must be comfortable and bright; the chairs must be adapted for the activities;

teacher's attitude: moves around the class, keeps eye contact, focuses attention to whom is speaking, encourages and makes positive remarks, varies the tone of the voice, doesn't interrupt students rudely for correcting mistakes, smiles, encourages.

EVALUATION: continue: through analysis of answers, activities, observation, stimulation, error correction;

final: through feedback and the writing assignment

OBJECTIVES:

By the end of the lesson students will be better able

- to use vocabulary related to music
- to listen for gist and specific information an interview related to music
- to write a short text about their favourite musician or band

ANTICIPATED PROBLEMS: some students might need further help and extra indications in solving the tasks; some students might have some pronunciation difficulties when reading;

SOLUTIONS: T explains whenever the case so that every student understands the tasks;

STAGES:

The teacher greets the students, talks with them and gets ready for the class.

ACTIVITY 1: Lead-in

AIM: to warm the SS up, to motivate them for the lesson

PROCEDURE: T tells the students that they will play a game. They will have to guess the singer from some emojis. T starts the video and shows the first emojis and Ss try to guess the singer. After 10 seconds the answer appears on the video to see if they guessed it. The video continues in the same manner until all the emojis are guessed. Then T asks to write the date and the title of the lesson, 'Music in my life' in their notebooks.

INTERACTION: whole class

TIMING: 5 min

TEACHING TECHNIQUE – elicitation, conversation, video

ACTIVITY 2: Pre-listening

AIMS: to practice vocabulary related to music

PROCEDURE: T divides the class into groups of four and tells them that they are going to do a quiz on music and the team with the most correct answers wins. They will have to read the questions and circle their answers. There are 10 questions and they get one point for each correct answer. Ss have 3 minutes to solve the quiz. T starts the timer and the groups start solving the quiz. After 3 minutes T shows the correct answers and Ss calculate their points to find out the winner. Then Ss will individually complete a quiz to find out how important is music for their lives. Ss complete the quiz and calculate their points according to the instructions. When they finish T discusses their scores and see if they really match with their feelings on music.

INTERACTION: whole class, group work, individual work

TIMING: 15 min

TEACHING TECHNIQUE - conversation, quiz

ACTIVITY 3: While-listening

AIM: to practice listening for gist and for specific information

PROCEDURE: T tells that now they will listen to an interview with Tom and they have to say what is Tom talking about in the interview. Ss listen to the recording and write the answer in their notebook. T checks the answer with the class and tells Ss to look at the questions on their worksheet because they will have to choose the correct answer for each question after they hear the recording again. T draws attention to the fact that there may be more than one correct answer. Ss listen and solve the exercise and then T checks the answers with the whole class. Then Ss will listen to a girl, Sara, answering the same questions and this time they will

have to complete the sentences with information from the recording. Ss solve the task and then T checks the answers with the whole class.

INTERACTION: individual work, whole class

TIMING: 10 min

TEACHING TECHNIQUE – listening for gist/specific information, multiple choice exercise, conversation, complete the sentences

ACTIVITY 4: Post-listening

AIM: to practice speaking in an interview

PROCEDURE: T tells Ss that now they are going to create and then role play their own interview. T divides the class into pairs and tells Ss that Student A is the journalist and Student B is the famous musician. They can take the role of a well-known musician or a fictional one. T gives Student A some prompts for the questions. The journalist writes down the questions and the musician writes down his or her answers. Ss work in pairs and T monitors the activity. When they finish T asks a pair to come in front of the class and role-play the interview.

INTERACTION: pairwork, whole class

TIMING: 10 min

TEACHING TECHNIQUE: active writing, role-play

ACTIVITY 5: My favourite singer/band

AIM: to practice writing about their favourite singer/band

PROCEDURE: T asks them to write a short text about their favourite musician or favourite band in about 40-50 words. Ss should mention the name of the singer/band, nationality, where is he/she from, the musical genre, the instruments they play, why do they like him/her, the age, songs or any other information that they consider important.

INTERACTION: individual work, whole class

TIMING: 10 min

TEACHING TECHNIQUE: active writing

FEEDBACK: T praises all the Ss for their participation during the lesson and for their work.