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| **Speaking Lesson Plan** |

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| **Topic:** Is Grammar Necessary? |

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| **Instructor:**  Monica Cho | **Level:**  Intermediate | **Students:** 8 | **Length:**  45 minutes |

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| Materials: Board & Board markers  8 worksheets |

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| Aims: To improve conversational skills when supporting a point of view  To learn some language used when expressing opinions, disagreeing, making comments on other person’s point of view  To lead a short discussion asking the student’s opinion on what they consider to be the most important aspects of learning English well.  To develop arguments using the ideas on the worksheets as a springboard for further ideas and discussion |

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| Language Skills:  Reading Idioms worksheet  Listening Through debating and discussing with their classmates  Speaking Prediction, discussion, debating  Writing Dictation |

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| Language Systems:  Lexis language used when expressing opinions, disagreeing, etc.  Function using formal language when debating |

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| Assumptions:  Students already know:  - How the class is set up and run  -The teacher’s style of teaching and the pace of the course  -The role of grammar in any of language |

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| Anticipated Errors and Solutions:  -Students may not want to argue against the opposite team.  ->Make sure that they pragmatically focus on correct production skills in conversation rather than striving to “win” the argument.  -Students may have common errors.  -> While the debate/discussion, take note on common mistakes and at the end of debate, take time for a short focus on it.  -Students may need more time while debating  ->Make sure that each team has certain amount of time before they start.  -if the debate finishes earlier  -> Let Ss start preparing their homework. |

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| References: <http://esl.about.com/od/conversationlessonplans/a/debate3.htm>  Scrivener, J. (2005). *Learning Teaching.* Chapter 5. Classroom management |

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| **Lead-In** | | | |
| Materials: worksheets, board & markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | Ss read the statement below the topic and think about it.  Have a short discussion. | Give Ss worksheets  Instruction- Introduce the topic that Ss going to learn. Lead a short discussion asking the student’s opinion on what they consider to be the most important aspects of learning English well.  Guiding questions  What would it be the most important thing to learn English? Etc. |

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| **Pre-Activity** | | | | | | |
| Materials: worksheets, board & board markers | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk |
| 3 min  3 min  7 min | | Whole class  Whole class  In groups | | Ss guess and write down on the worksheet.  Ss think and brainstorm.  Ss discuss in their group and prepare notes and make rebuttal to the expressed opinions and make arguments. | | Pre-teach language used when expressing opinions, disagreeing, making comments on other person’s point of view, etc..  Detailed questions  What language would you use when expressing your opinions? Etc.  CCQ  Is “I don’t think…” used when you’re expressing preference?  Ask students to consider the following statement: The most important ingredient of learning English is Grammar. Playing games, discussing problems, and having a good time is important. However, if we don’t focus on grammar it is all a waste of time.  CCQ  Can you tell me what this statement mean by?  Based on students’ responses, divide groups up into two groups. One group arguing for the prime importance of learning grammar, one group for the idea that learning just grammar doesn’t mean that you are able to use English effectively.  CCQ  Are you working in pairs? Etc. |
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| **Main Activity** | | | | | | |
| Materials: worksheets | | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk | |
| 25min | Whole class | | Ss debate.  Each student has 3 minutes to talk. | | After Ss develop arguments using the ideas on the worksheet as a springboard for further ideas and discussion, arrange the seats to opposing teams.  Begin the debate. Each team has 12 minutes to present their principal ideas.  While the debate, take notes on common errors made by the Ss. | |

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| **Post-Activity** | | | |
| Materials: worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class | Ss reflect on today’s class. | At the end of debate, take time for a short focus on common mistakes and have time for reflection of the debate.  Give Ss homework that write a formal essay based on the statement they’ve debated. |

**Appendix Is Grammar Necessary?**

*The most important ingredient of learning English is Grammar. Playing games, discussing problems, and having a good time is important. However, if we don’t focus on grammar it is all a waste of time.*

**Opinions, Preferences:**

**Disagreeing:**

**Giving Reasons and offering explanations:**

**For the Importance of Focusing on Grammar**

* Without grammar, language doesn’t exist.
* How can I feel confident about using grammar if I don’t understand the rules?
* A solid knowledge of all the rules I necessary to speak a language well.
* The best way to learn a language is practice, practice, practice the correct usage.
* Good English means correct English.
* Games do not promote learning, they promote having fun and nothing else.
* Making mistakes reflect poor learning.
* If we don’t learn the rules we will not be able to improve our English when we are not attending English classes.

**Communication Means More than Understanding Rules**

* Communication is possible even when we make mistakes.
* Understanding rules in my head doesn’t mean that I can communicate.
* There are many different styles of learning, some of which do not include “grammar banging”.
* The only thing that is important is that people can understand me and I can understand them.
* Many native speakers make mistakes in grammar usage.
* Doing grammar exercises all the time is boring and therefore leads to lack of attention.
* Playing games is a great way to actually use the language – not just study it.
* It is difficult to become fluent if the teacher interrupts me every 30 seconds to correct a grammar mistake.
* Grammar is boring!