

A Daily Lesson Plan for the Experimental Group

Class: Fifth Grade / Preparatory School
Unit: Six
Lesson: 1

Topic: What's on? Page 70 Student book and Page 136 Activity book
Date: 4-3-2019
Lesson Length: 45 minutes

Objectives:

- 1-Develop vocabulary and describe TV programmes.
- 2-Listen and identify TV programmes.
- 3-Ask and answer questions about TV preferences.
- 4-Develop students' accuracy and fluency.
- 5-Enable them to take role play while doing mingle activities.
- 6-Speak without hesitation and embarrassment. Students use their physical body in doing activities.

Language: Wh- questions; frequency adverbs, expressions of quantity, tag question, yes-no question.

Vocabulary: education, world, online, cards, cartoon, chat show, lifestyle, soap opera, drama, decorate (a house), interview.

According to Houston (2012) the procedures of mingle model are:

-Before the mingle { Teachers do this step at the beginning of the course and not needed to repeat it in each lesson }:

Make sure that teachers have everything, they need before they start the activity. If the classroom contains a large number of tables and desks, move them to one side of the classroom. If this is not feasible, consider moving to an empty room or a space outside.

Teachers also plan how they will present the activity to your students. This might be particularly challenging if the students have never done one before. In this case, present these basic rules in card or hang it on the board:

- Stand up. No one sits down during a mingle

- Walk around until you find someone to talk to
- Speak English to do the activity
- When you are finished, move and find another student
- Speak in groups of 2 only
- Move around freely. Don't walk in line behind other students
- Try to speak with students you don't know
- Talk to as many people as you can
- The teacher tells the student or the group that, who will act well and finish the first one, will get prize.

Preparation:

As a **pre activity**, teacher prepares the cards which had information in them or copy a few examples that the students wanted to learn and the rules for the students. The teacher also prepares the needed materials for his lesson such as laptop, data show, coloured marker, etc. Teacher asks the students to sit at semicircle model.

Steps	Materials needed	Estimated time
<p>Routines: {Warmup}</p> <ul style="list-style-type: none"> -Greet students. -Checking attendance (Teacher checks the students' attendance) by asking: Who is missing today? Quick review of past lesson. 	<p>No materials</p>	<p>5 m</p>
<p>Procedures: Act Mingle:</p> <p>Students and teacher do the main activities:</p> <ul style="list-style-type: none"> -Teacher informs the topic "What's on?" and explains the activities which are applied by students on mingle model <p>Teacher starts activity:</p> <ol style="list-style-type: none"> a. The teacher models the expressions which are used by the students b. Teacher asks students to response to 	<p>Students book Activity book Audio recorder Laptop Coloured markers</p>	<p>5m</p>

<p>the expression such as: Can you tell the time? Would you open your books, please? Can you write this word on the board?</p> <p>c. Teacher asks the students to speak to each other and each of students got a chance to speak. The expression is used related to the topic being studied.</p> <p>Doing the mingle: Set the rules: a. Teacher informs the rules of mingle. b. The teacher shares the cards to the students that contain question about lesson “What’s on”? c. Teacher divides students into six groups.</p> <p>Act Mingle model: a. Teacher starts the activity. b. Set the time c. Ask them to read the information firstly, d. Ask them to perform in group, e. Ask them to move around the class while completing the list of questions, and speak to one another f. Teacher monitors students’ activities g. Give a chance for each students and group to do mingle. h. The teacher looks at the students’ activities.</p> <p>- Then the teacher and students do the exercise A and B in the Activity book by using the mingle model. a. The teacher asks the students to listen to the audio. b. The teacher asks the students to conversation in groups. c. The teacher asks the students to move around the class while completing the</p>		<p>12m</p> <p>8</p>
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<p>exercise, and speak to each another</p> <p>d. The teacher monitors the students' activities and facilitates them to students.</p>		
<p>-During the mingle:</p> <p>-The teacher joins the mingle activity. This gives the students a chance to hear their teacher, and provides them with another demonstration of the activity.</p> <p>-The teacher stays alert. Look for signs that things are not going properly. Walk around and encourage students to talk to each other. If the mingle is becoming a muddle, the teacher will get the students' attention and explain again.</p> <p>-The teacher can end a mingle activity when students' enthusiasm starts to flag.</p>		
<p>Presentation{Post Mingle}</p> <p>-The teacher gives a chance to the winner to present himself/herself/themselves in front of the class. It could be single person or group. The teacher asks the rest of students to pay more attention on pronunciation, grammar, fluency, vocabulary, and comprehension.</p> <p>-After finishing the activities, the teacher discusses with the students about the topic which had been studied. He uses data show and coloured mark to write questions on the board.</p> <p>-The students are asked to note the information which they got while speaking. The note taken by the students is shared in their groups.</p> <p>-The teacher gives the clues of the right one. He shows it on the board by data show.</p>	<p>Student book Activity book Laptop Coloured markers Prizes.</p>	<p>5m</p> <p>3m</p>
<p>Conclusion / Reflection</p> <p>Teacher gives reinforcement to the topic.</p>	<p>Cards with question used by teacher to assess the students; questions like:</p>	<p>7m</p>

Homework:

Ask students to do mingle in groups and prepare a real life situation similar to lesson.

-What is the main idea of the subject?

-Can you tell a short conversation about the topic?

-Can you act in pairs in the front of class?

-Who can put this word in sentences? For example, food, what, etc.