

Lesson Plan

Title:	Mathematics
Name:	Stephen Easley-Walsh
Level:	A2
Date & Time:	5/09/14 14:00
Room:	10X
Number of Ss:	3
Aim:	<p><i>By the end of this lesson Ss will have developed their speaking and listening skills in the context of basic mathematical numeracy.</i></p> <ul style="list-style-type: none"> <i>That is, Ss will be able to recognize (by listening) Mathematical chunks, such a “ ___ plus ___ ”, “ ___ minus ___ ” etc</i> <i>Ss will need to able to use these chunks in speaking for example “Twenty divided by four is five, so we have to pay four each...”</i> <i>Listening for specific (Mathematical) information</i>
Language Items:	Use of Mathematical vocab in speaking and listening.
Lexical Items:	Vocab related to the four basic operations in Mathematics (+-*/) such as; add, plus, onto sum, minus, subtract, difference, times, multiply, product, divided, over, into, quotient.
Phonology:	Stress on the “teen” and the “ty” eg seventy (oO) seventeen (oO)
Materials:	Hand-outs
Personal Aims:	Delivering an integrated lesson (speaking and listening)
Rationale:	<p>I feel basic mathematical vocab is often overlooked in TEFL books/courses. Furthermore the problems faced by L2 English speakers are (at least in my opinion) similar to that of Elementary school children learning Mathematics for the first time.</p> <p><i>“ ... Consider, for example, the differences in meaning between: (a) ‘divide 25 by 10’ and ‘divide 25 into 10’; (b) ‘reduce this price by £20’ and ‘reduce this price to £20’; ... ’.”</i></p> <p>– Key Concepts in Teaching Primary Mathematics</p>