

STAGE AIMS TIMING	PROCEDURE		
<p>To set the scene. To activate existing knowledge & establish context. To pre-teach key vocab</p> <p>5 minutes</p>	<p><u>INTRODUCING A RAP SONG.</u> In this section the sts discuss their personal responses to rap music (the topic of the lesson).</p> <p>T. shows pictures of rap artists (on p.p. or visuals). T: <i>Who are they? What are they doing?</i> Elicit onto w/b: Rap singer / rapping. (n) - mark stress and drill. Do you like 'rap' music? Why? Why not? This lesson we are going to write a rap song. Pair work: Which rappers do you know? Do you like Rap music? Why / why not? Has anyone written a song before? In English?</p>		
<p>To introduce and practise vowel sounds.</p> <p>To practise producing and repeating vowel sounds</p> <p>10 minutes</p>	<p><u>INTRODUCING PHONEMES.</u> Sts are introduced to vowel sounds and their phonemic symbols and have an opportunity to practise individual sounds. T puts the following phonemic symbols on strips of paper around the wall. /u:/ /l:/ /əʊ/ /ɑ:/ /eɪ/ /ɔ:/ /aɪ/ Check students are familiar with the sounds by pointing to the symbols and eliciting the sounds. In order to elicit the sounds you can: 1. Think and say the sound to yourself observing lip, tongue and jaw position. 2. Mime making the sound to the sts adding exaggeration to the tongue, lip and jaw movement and use any hand gestures that are appropriate. 3. Invite learners to produce the sound aloud. 4. Give feedback to indicate who is making the sound accurately until all the sts are producing the sound effectively. 5. Model the sound aloud and point to the appropriate symbol on the paper around the class. 6. Get sts to repeat the sound chorally and individually as many times as necessary. 7. Elicit a word that has the same vowel sound.</p>		
<p>To elicit rhyming words for the rap song.</p> <p>To brainstorm rhyming words for vowel sounds. To check familiarity with phonemes.</p> <p>10 minutes</p>	<p><u>From SOUND TO WORD.</u> Students make words from their sounds. T. <i>Write a word on the paper with these sounds.</i> Do an example in open class /u:/ (elicit e.g. – blue, two, who etc) Sts (pairs) go around writing one word for each sound.</p> <p>T. (Form groups – per phoneme) T: <i>Check the words on your sheet. Cross out any words that do not rhyme.</i> T. monitors.</p>		
<p>To consider mood and gestures in association with sentence meaning.</p> <p>To provide an opportunity to write creatively.</p> <p>10 minutes</p>	<p><u>From WORD TO SENTENCES</u> T. <i>Organise your words into sentences and write a rap song</i></p> <table border="1" data-bbox="400 1267 1099 1659"> <tr> <td data-bbox="400 1267 740 1659"> <p>/ɔɪ/</p> <p>Boy Enjoy Employ Joy Toy Coy</p> </td> <td data-bbox="740 1267 1099 1659"> <p>Teacher gives the following example singing as a rap song.</p> <p><i>I want to give joy I am not coy But I wana give my boy A little toy For him to enjoy And have joy! Respect.</i></p> </td> </tr> </table> <p>Students in pairs or groups (X3/4) create a rap song and rehearse it (with movements) for performance. Each student in the group needs to say lines in the song.</p>	<p>/ɔɪ/</p> <p>Boy Enjoy Employ Joy Toy Coy</p>	<p>Teacher gives the following example singing as a rap song.</p> <p><i>I want to give joy I am not coy But I wana give my boy A little toy For him to enjoy And have joy! Respect.</i></p>
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<p>Guided speaking practice and performance.</p> <p>Provide feedback and check listening comprehension.</p> <p>20 minutes</p>	<p><u>PERFORMING A RAP SONG.</u> T: <i>You are going to perform your songs. Listen for these questions:</i> <i>What is the sound/ phoneme?</i> <i>How many words with this sound can you hear?</i> <i>What is the song about? Is it happy / sad / romantic song?</i> Students could be judges (one group) as in The X Factor / American Idol etc. Judges have to identify 3 good features of the performance and three tips to help performers develop their rapping skills. Groups perform their rap songs (1 / 2 minutes per group)</p> <p>After each performance get students to check their answers to the listening task in pairs briefly (2 mins) Get brief feedback from the audience after each song nominating sts to answer the three task questions. Judges tell groups their good features and tips for improvement. Encourage applause after each performance (however good) as this generates positive energy.</p>		