

CLOSING A LESSON

WAYS OF CLOSING A LESSON

- Provide a clear indication of a closure for the lesson
- Briefly summarise lesson materials and preview what lies ahead
- Relate lesson materials to previous and future contents
- Ask students to summarise the lesson's key contents
- Answer any questions raised at the beginning of the lesson
- Ask for questions from the audience and answer them
- Re-emphasise what you expect the students to gain from the lesson materials

	LANGUAGE EXPRESSION
Summarising	<ul style="list-style-type: none"> • Before we end the class, <u>let me summarise</u> today's lesson. • Before we go, can anyone here <u>sum up</u> what we have learned today?
Linking present topic to future topic	<ul style="list-style-type: none"> • <u>Today you learned</u> about the functions of glass fibre. <u>For our next class</u>, we will focus on the functions of aluminium silicate fibre. • <u>In our next meeting</u>, you will try to apply the topic we have discussed today.
Giving conclusion	<ul style="list-style-type: none"> • From today's lesson on safety measures in industries, <u>we can conclude</u> that everyone has to follow the regulations strictly to ensure safety at the workplace. • <u>To conclude</u>, semiconductor electronics is an important area today.
Posing questions to students	<ul style="list-style-type: none"> • Do you have any questions? • Can you see the connection between the two processes? • Can someone briefly tell the class the steps involved in?
Responding to students' questions	<ul style="list-style-type: none"> • In answering to the question regarding equipment, • Pertaining to the earlier question posed, I think we

CLOSING A LESSON: SUMMARY

- Answer any questions raised at the beginning of the lesson.
- Provide closure for the lesson by summarising lesson material and preview what lies ahead.
- Restate what you expect the students to gain from the lesson material.
- Ask for and answer students' questions.

MASTERING LESSON DELIVERY TECHNIQUES

Vary the pace at which you speak	If you tend to speak quickly, try to repeat major points so that students can absorb them.
Project your voice or use a microphone	Ask whether students can hear you and try not to let your voice drop at the end of sentences
Vary your voice	Consider the pitch, volume, intonation and the intensity of your voice.
Pause	Pauses can be used as punctuations – to mark a thought, sentence or paragraph and also for emphasis, before or after a key concept or idea.
Watch out for vocalised pauses	Try to avoid saying “um”, “well”, “you know”, etc. Silent pauses are more effective.
Adopt a natural speaking stance	Do not try to be what you are not and deliver the way you feel comfortable doing
Breathe normally	Be calm and composed in delivering the information. This will help you to breathe normally.