#### Speaking Lesson Plan

#### Lesson Plan

**Classroom English**

**Length :**

25 min

**Students :**

 7

**Level :** pre-intermediate

(10age)

**Instructor :**

Jennifer

 `

**Materials:**

* White board, board markers
* Matching the situations worksheet(9pcs)
* Other classroom English expressions(5pcs)

|  |
| --- |
| **Lead-In**  |
| Materials:  |
| Time3 min3 min | Set UpWhole ClassWhole Class | **Procedure:****<Greetings>** T : Hello, everyone! How are you doing today? S : (Answer) T : (Pick 2 or 3 students and ask their feeling today) S : (Answers will be various) **<Eliciting>**T : (show one of Michael Jackson's pictures) Do you know who he is? S : Michael Jackson. T : Right. He is one of the most famous singers in the world. Do you know his nick name? S : The king of pop music. T : Well done. Do you know what happened to him recently? S : He died. T : Yes. Unfortunately, he passed away due to the heart attack last June. When he was alive, he sang many songs, and most of them made hits. Today, we will listen to one of his famous songs, 'Heal the World' together.  |

* White board, board markers

**Aims:**

* To express to want something in the classroom
* To know various expression
* To understand deeply through creating a drama.

**Language Skills:**

* Reading : description on the worksheet or white board.
* Speaking : expressing a dialogue, practicing and discussing with partner.
* Writing : making a conversation.
* Listening: Teacher’s instructions or other’s speech
* Reading : answering in the tendency test
* Speaking : Singing a song after completing the song
* Writing : Filling in the blank

**Language Systems:**

- Lexis : Knowing new words in the classroom

- Phonology: listening to students’ drama & teacher’s explanations, description.

- Discourse : practicing for using a proper expressing in the classroom

- Function : expressing when you want to know in class

**Language Systems:**

- Lexis : Knowing Words in the song

- Phonology : Differentiating the completed words

- Discourse : Metaphor words and phrases in the song in the context

**Assumptions:**

Students already know :

* Students can make a drama or dialogue themselves.
* When I give some information, students can predict easily.
* Students know how to play the hangman game
*

**Assumptions:**

Students already know :

* The form and function of the words in the song

**Anticipated Errors and Solutions:**

* Students may not be able to work given description.
* → {making a drama activity} Tt shows a example dialogue )
* Students may not be able to need more time to work the task.

→Give extra time by 1-2min.

* Ss may not be able to make a conversation. →Give a example (I prepared)

**References:**

http://bogglesworldesl.com/lessons/archive.htm

|  |
| --- |
| **Lead-In** |
| **Materials:**  |
| Time2 min | Set UpWhole Class | **Procedure:****<Greetings>** **T:** Hello everyone!!  How’s it going?**<Eliciting>*** **Hangman game -**

**T:**  I will say a topic through hangman game.(draw on the board)If Ss don’t know until the game is end, Tt gives some hints more. (e.g. It is very important to communicate between classmates and teacher) |
| **presentation** |
| **Materials:**  |
| Time3 min | Set UpWhole ClassCheck the basic expressions | **Procedure:****Simon said game****<Instruction>** Now we play ‘Simon said game’.(If Ss can’t understand my description, Tt should check the sentences because we have to review at the end of class)T: Simon said ‘listen carefully’.T: Simon said ‘pick up your pen’.T: Jennifer said ’look at the board’.T: Simon said ‘Come to the front’.T: Valerie said ‘go back your chair’T: Simon said ‘raise your hand’.T: David said ‘sit down’T: Simon said ‘sit down your chair’T: Simon said ‘laugh loudly’T: wow! Excellent! (Tt should praise all students.) |

|  |
| --- |
| **Practice** |
| **Materials:**  |
| **Time**4min | **Set Up&****Title** | **Procedure:**1. **Matching the related situation**

**<Instruction>** T: Now we will match the related situation.Let’s learn useful expression together. You have 2minutes. Work individually after demonstration.**<Demonstration>** **(put prepared big sentence papers on the board)**T: when do we use “How do you spell \_\_\_\_\_\_\_\_?”S: when we confuse the word, because of homonym.(Explain ‘homonym’ if I need)(e.i. I red a book→ I read a book.)**<ICQ>**Are you working alone? (y)How many times do you have? (2min)<let finished Ss compare with other Ss>**<check the answer>**1. **d, 2-e, 3-a, 4-c, 5-b**

Who want to complete these sentences?(Only 4 students can come to the board) |
| **production**  |
| Materials: **Board, board markers , extra paper(8pcs), classroom English expressions(3pcs)**  |
| **Time**10min | **Set Up**pairs | **Procedure:****Guessing the picture**1. **Creating a conversation**

**<Instruction>**T: Let’s make a conversation with pair. You can choose a topic on the board and make it. You have 5minutes. **<Demonstration>**Tt show only acting like a mime. And then suddenly give a question paper to someone. Ss read the paper loudly. Tt stop that acting for a second and answer the question. **<ICQ>**Are you going to work pair? (y)How many times do you have? (5min)If some Ss don’t know how to make a role play or don’t have idea, Tt give Ss a classroom English expression paper)**<show the prepared drama>**(Tt should note some errors or advises(during role play, Tt should check errors.)**<Error correction>** **If Ss had many errors, Tt choose 3 errors.****<Close>** **Was this time useful for you?** |