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| **Speaking Lesson Plan** | | | | | | | | | | | | | |
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| **Title: Advice** | | | | | | | | | | | | | |
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| **Instructors** | | **Taeryong Kim** | |  | | **Level** | **Intermidiate** |  | **# of Ss:** | **14** |  | **Length:** | **20 min** |
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| **Materials** | | | | | | | | | | | | | |
| 14 copies of the worksheets Textbook “Active English Discussion” (Advice)  worksheet for Dialogue and discussion  worksheets for conversation strategies  realia that related to this topic  drawing | | | | | | | | | | | | | |
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| **Aims** | | | | | | | | | | | | | |
| To be able to develop students speaking techniques by the text books and group activities.  To learn Vocabularies and parasail verb for encouraging their speaking capability.  To learn listening and speaking skills from storytelling and students’ experiences.  To encourage speaking ability through playing fun game, role play and dialogue. | | | | | | | | | | | | | |
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| **Language Skills** | | | | | | | | | | | | | |
| Reading: reading copies of worksheet and dialogue.  Listening: student might listen to teacher’s instruction.  Speaking: Student will speak in class by doing activities (role play, sharing experience). | | | | | | | | | | | | | |
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| **Language Systems** | | | | | | | | | | | | | |
| Lexis: To learn about phrasal verbs.  Function: students talk their experience to their class mates.  Discourse: students makes scenarios and do role play in front of the class.  Grammar: Students will learn how to speak grammatically correct. | | | | | | | | | | | | | |
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| **Assumptions** | | | | | | | | | | | | | |
| Students will have a decent amount of time to improve their speaking technique.  Students will accept unexpected information through group work.  Students might be able to get involved with their class mate.  Students will learn the lesson in a easier way through playing game.  Students also have time to double check their speaking capability by role playing. | | | | | | | | | | | | | |
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| **Anticipated Errors and Solutions** | | | | | | | | | | | | | |
| Error  Student might not understand how to play game.  Student will not be aware of time management.  Student might be shy so they do not share their experience to classmates.  Solution  Teacher’s instruction and demonstration will help their misunderstood.  Teacher keeps reminding student how much time they have.  Teacher motivates and encourages to make students feel comfortable with speaking. | | | | | | | | | | | | | |
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| **References** | | | | | | | | | | | | | |
| Andrew Finch, Active English Discussion Pearson Longman P42,43 | | | | | | | | | | | | | |
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| **Leads in** | | | | | | | | | | | | | |
| **Materials** | White board and Board marker, Realia | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 7 minutes | | | Set Up Whole class | | Greeting  Teacher:“ Hello Everyone how are you doing today?  Students: “Good thanks and you  Teacher: “I am pretty good little nervous maybe but that’s fine.  Teacher: does anyone have anything special to talk? How about you Paul anything special?  Paul: No nothing special  Teacher: Ok I have one  (Teacher does story telling)  teacher talks to his students about his personal experience as Ice breaker It will make the atmosphere much smoother and It also focuses on the topic we are going to go through as lesson  Teacher: “Today we are going to talk about Advice | | | | | | | | |
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| **Pre-Activity** | | | | | | | | | | | | | |
| **Materials** | worksheet, | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 10 minutes | | | Whole Class  Individual | | Teacher: Ok Let’s get started.  Demonstration  I will give you guys a hand out and there are conversation strategies. I want you to use those forms and make your own sentence. You could make it creative and fun.  Instruction  It is categorized 3 parts. There are some questions for asking for advice, there are also giving advice too. Finally there is feedback after you have got advice. I want you to work in groups of two. You can make short sentences with using these forms let’s work these out.  You have 3minutes. Since you have limited time, I will keep reminding you how much time is left so don’t worry about it.  CCQ  How much time do you have?  Are you working alone?  What are you going to do if you do not know what to do?  Teacher is walking around the class and check students see if they have any problem. Teacher might be able to interact with their students  Teacher give them a short instruction again if students do not understand the task(activity)  Teacher: Ok are you ready? Does anyone need more time?  If there are some students who need to more time then teacher should set the time again  Teacher: Ok I’ll give you 1 more minute then I want you to complete it.  Once every student gets their work done then Teacher selects some groups so we all can have time for sharing information. | | | | | | | | |
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| **Main Activity** | | | | | | | | | | | | | |
| **Materials** | Worksheet, | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 10 minutes  10 minutes | | | Whole class  ( minutes)  (2minutes)  Set up whole class | | **Speaking Practice one**  There is a worksheet for discussion and this should be done individually  Teacher: Ok. You need more fun right? Good, let’s have another activity. What we are going to do is having discussion  Instruction  There are 8 questions and I want you to answer all of it. You do not have to write them down but you can use pen and paper if you need them. Each one of you works individually and we will have some time to speak and share your answer with classmates. You have 4 minutes  Demonstration  Show them worksheet and go through question 1 together or giving students extra explanation.  CCQ  Are you working together?  Are you working alone then?  How much time you have?  What do you have to do if you do not know what is going on?  Teacher: does anyone need more time?  (if yes, then teacher add extra time for students who have not finished yet)  Teacher and students go through all the questions together, teacher might select a specific student to answer.  Speaking Practice (Dialogue)  Performing Dialogue together will be a great experience for student  It will encourage them to practice their speaking technique and It also can provides students tips of vocabularies or Phrasal verbs such as Get away, It’s my problem, I will sort it out.  Instruction  Teacher asks students to select roles if no one wants perform then Teacher will choose students at teacher’s own way(randomly).  Giving them Dialogue quiz (question) and go through them together.  Teacher also reminds students the key words and expression (phrasal verbs) ask them to make some sentences with using phrasal verbs we went through.  Demonstration  Teacher pretends to be a part of a group and monitors the activity and if they do not understand the task, teacher will demonstrate it again  Teacher can also supports some examples with using phrasal verbs  CCQ  Which role are you taking place?  Are you the Son?  Are you the father?  Are you listening?  Teacher: Excellent let’s have role play | | | | | | | | |
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| **Post-Activity** | | | | | | | | | | | | | |
| **Materials** | Realia, | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 7 to 8 minute | | | Whole class  (3 minutes)  2 minutes  2minutes | | Role playing  Demonstration  Teacher shows students realia he prepared and make them guess.  Teacher need to prepare at least 5 items as realia.  Teacher Makes groups of 3 and gives each group a different item.  Instruction  Teacher explains what each group needs to do. Each group will make their own scenario with using the item they have received and they will perform in front of the class. Each group has to consider what Item they have got and they need to make a good scenario and performance. Each group also needs to do brain storming before they build a scenario. Teacher gives them 3minute to complete  CCQ  Which item have you got?  Are you working alone?  How much time is left?  Has everyone finished?  Teacher work around the class and monitor each group and teacher could be involved with students if needed. Teacher could also give them an extra explanation if needed.  Outline  **Conclude & review vocabulary exercise**  Double check vocabularies and phrasal verbs we have studied.  Teacher also needs to check some errors that students can possibly make.  **Homework**  Teacher: I want you to make 3 sentences with using phrasal verbs we have studied. I also want you to listen carefully to your friends, family members or anyone and give them advice.  **Closing and Feedback**  Teacher: So how did it go today? Did you guys have fun?  I hope today’s lesson help you understating in terms of taking advice and giving advice. I also want to you acknowledge that giving and taking advices each other are very important for us in a daily basis.  I literally enjoyed the time we went through together and I hope you have the same opinion. Don’t forget your homework because we will have a discussion next time.  Ok bye for now and have a great day | | | | | | | | |

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