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| **Speaking Lesson Plan: Inventions** |

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| **Instructor**  Sunny | **Level**  Intermediate | **Number of students**  12 | **Length**  30 minutes |

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| **Materials**  -Materials: raffles with 2 S and 3 B  -White board and pens  -Worksheet 1: Your invention |

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| **Aims**  -Main aim: To enable students to improve their communicative skills by discussion in the class, sharing their ideas with others  -Secondary aim: Students will learn critical thinking and problem solving by creating their own inventions  -Personal aim: I want the class to be fun enough to engage students |

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| **Language Skills**  -Speaking: Students will be speaking to express their own critical and creative ideas  -Listening: Students will be listening to other students to share ideas in discussion  -Reading: Students will be reading short sentences on the worksheet  -Writing: Students will be writing the details on their ideas onto the worksheet |

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| **Language system**  -Lexis: The vocabularies relating to inventions are discussed  -Phonology: None to discuss  -Grammar: None to discuss  -Function: Advertisement and evaluation on products  -Discourse: Sales action |

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| **Assumptions**  -Students have experienced problematic situations and knows how to approach  -Students are familiar with creative inventions in the comic book Doraemon  -Students are able to follow instructions to run the class |

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| **Anticipated Errors** | **Solutions** |
| Time might be short | Time could be cut down in activities. The whole class discussion can be an group activity. |
| Students might finish early | Be flexible on time in class discussion. Run more presentations by students in product sales |

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| **References**  -Google images: Doraemon |

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| **Lead-in (3min)** | | |
| Materials: None | | |
| Time | Set-up | Teacher talking |
| 3 min | Whole class | **Greeting**  *Good morning students, how are we?*  **Introductory**  *Before starting a lesson, let me tell you a story. I am a person who dreams every night. These dreams are vivid and nearly real, and I sometimes want to record it. So what I thought was a dream recorder which records my dream during the night and I can play it with a monitor. Do you think it’s a good idea? If there is such, would you buy it?*  (Share idea with some students) |

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| **Pre-activity (7 min)** | | |
| Materials: White board and a marker | | |
| Time | Set-up | Teacher talking |
| 2 min  5 min | Whole class  Whole class | **Eliciting**  Show Doraemon picture to students.  *Can you guess who this is?* (Doraemon. He has devices in his pocket and can do everything. He helps his friend out when problematic.)  *How do we call a person make those devices?* (Inventors)  CCQ  Does inventors solve problems by creating new things?(Yes)  **Problem solving**  Stick the pictures of problematic situations on the board. Ask student what device they will use if they have Doraemons with them. Listen to students’ opinions and write them down on the board. Give feed backs; *Wow, that’s really creative of you.* |

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| **Main activity (15 min)** | | |
| Materials: Your invention worksheet(5 copies) and Pens | | |
| Time | Set-up | Teacher talking |
| 7 min  8 min | Group work  Whole class | **Your invention**  Demonstration  Show an example worksheet and explain.  Instruction  *Groups in pairs, or three. You can think of any situation you want to, and you are being a inventor to solve the problem. Discuss and draw your own invention, and write down some features of the device or machine. I’ll give you 5 minutes. Do not start until I said “begin”.*  ICQ  How many minutes do we have?  Do you start as soon as you get the paper?  **Sharing ideas**  Students give short presentation explaining what they invented.  Give positive feed backs |

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| **Post activity (5 min)** | | |
| Materials: | | |
| Time | Set-up | Teacher talking |
| 5 min | Whole class | **Products on sales**  *Thanks for sharing. Now, we are going to sell and buy the product. Two teams come up here and they will have competition to sell the product against each other. Please pick one of raffles here. The buyers, rest of us, will ask questions to them about product.*  The two groups who picked S is for selling. They come up in front, and they tell why to buy their product. Students ask questions and choose what to buy, how much they would cost and why (evaluation). |