86th WDT MIRI (JENNY)

SB: 93

Speaking Lesson Plan

Titanic

Length:

25 minutes

es

Students:

19

Level:

Intermediate

Instructor:

Jenny (Miri)

**Materials:**

* White board, board markers & tape
* Candies and Cookies
* Wall chart (including pictures related to Titanic such as an iceberg, Leonardo DiCaprio, and blue diamond)
* Wall chart (including general information about the movie Titanic)
* ‘Getting the titles’ Worksheet (Dream Symbol Worksheet)

**Aims:**

* Primary aim: to enable students to improve speaking skills by having students speak about general information, dramatic scenes, and changing stories/plots of Titanic..
* Secondary aim: students will talk about the Titanic by having students speak about general information, dramatic scenes, and changing stories/plots of Titanic.
* Personal aim: to practice speaking by speak about general information, dramatic scenes, and changing stories/plots of Titanic.

**Language Skills:**

* Reading: student will read general information about Titanic (wall chart)
* Listening: students will listen what others know about Titanic
* Speaking: students will talk about scene of Titanic
* Writing: students will write about what they will present the scene of Titanic

**Language Systems:**

* Lexis: the word ‘Shipwreck’
* Discourse: none to discuss.
* Function: none to discuss
* Grammar: none to discuss
* Phonology: none to discuss

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 6 student groups at each table)
* the teacher’s style of teaching and the pace of the course
* most students are college graduates (Age 23 and up)
* most students watched a movie Titanic or have heard about the story.

**Anticipated Problems and Solutions:**

* Students may not be able to follow the what the others speaking easily

🡪 Ask the presenters speak slowly and clearly

* Students may not be able to pick up details from the speaking

🡪 Make the presenter speak it twice

* Students may need more time to work on presenting the scenes of the film

🡪 If it takes longer than 5 minutes, make them get help from others (other team)

* If time is short

🡪 Cut post-activity discussion short

**References:**

* http://en.wikipedia.org/wiki/Titanic\_(1997\_film)
* http://blog.naver.com/egzzang82?Redirect=Log&logNo=90068695891

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| **Lead-In** | | |
| Materials: **Board** | | |
| Time  2 min | Set Up  Teacher  Whole Class | **Procedure:**    Greeting:  Hello everyone.  How are you doing?  Two guides in questions:  “Do you like watching a movie?”  “What kind of movie do you like?” |

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| **Pre-Activity** | | |
| Materials: **Wall char of General Information about Titanic, Tape, Board, Board Markers, Candy, and Cookies.** | | |
| Time  5 min | Set Up  Teacher  Whole Class  Whole Class  Move seats  Group | **Procedure:**  Getting to know about the movie Titanic  (General information)  **Introduction**  Show wall chart with pictures:  (Put the wall chart on the board)  3 Picture of Leonardo DiCaprio  Picture of Kate Winslet  Picture of an iceberg  Picture of a blue diamond  Picture of the most famous scene in Titanic  Ask students:  What do you see in the picture?  Who do you see in the picture?  Do you know who she/he is?  These pictures are about today’s topic.  Do you know what the topic is?  *Today, we will talk about the world famous movie, Titanic.*  Write topic of the lesson on the board:  “Titanic”  “Have you watched this movie?”  “Do you know what this movie is about? Betty, what happen to the ship Titanic in the movie?”  (Ans: It is destroyed/ shipwrecked)  (Do you know the word. shipwreck?  Eliciting the word:  “What do you think if ship is shipwreck?”  “In the movie, the ship Titanic is shipwrecked.”  (“If there is a shipwreck, ship is destroyed in an accident at sea”  “If someone is shipwrecked, their ship is destroyed in an accident at sea but they survive and manage to reach land”)  CCQ’s  What is shipwreck?  **I. Fill in the blank**  Creating groups:  (Distribute candy)  Make 3 groups. 6 students in each group.  If you have a strawberry candy, you are group number 1. Group number 1, raise your hand and seat this side. If you have agrape candy, you are group 2. Group 2 raise your hand and come to this side. If you have an apple candy, you are group number 3. Group 3 should seat this side.  Instruction  *Now we will get to know about general information of Titanic. After talking about main points the first team to speak out the movie Titanic using some information in wall chart in a complete sentence will get the cookies.*  ICQ  *What are you doing now?*  *Who are you working with? (as a group)*  Go over the key point in wall chart  -Director / About a film?  James Cameron. 1997. Romantic disaster film  -Leading actor/actress?  Leonardo DiCaprio (Jack), Kate Winslet (Rose)  -When/Where  1912. from England to U.S.A  - Story?  Different social classes. Fall in love aboard the ship  Now we went over general information about the movie  *Now, work as a group. The first groups who can talk about the movie Titanic using at least 3 points about the movie get the cookies.*  Check answers: one person from a group  - Go through the general information one by one  - Elicit the meaning from students(shipwreck)  - Explain the meaning if necessary |
| **Main Activity** | | |
| Materials: **Pictures of the Dramatic Scenes in movie, and Board.** | | |
| Time  3min  5 min | Set Up  Pairs  Pairs present in front of whole class | **Procedure:**  **1. Talking about the scene of the movie with partner**  Instructions  *You will work in pairs. Look at the series of picture and talk about the scene. You should include what you see in the picture, who do you see in the picture, and what is happening in the picture. First talk about this with your partner and you will present it. You have 3 minutes*  Demonstration  Here is a picture. Who do you see in the picture (Jack and Rose). Why is Rose naked? What is wearing on her neck?  What is Jack doing?  : So when you present the scene you should include all these answers. Jack is drawing naked Rose wearing big blue diamond on her neck  (Distribute the picture)  Pass it by order. The story is connected.  ICQ  *What are you doing now?*  *How long do you have time? (3 min)*  *Now start it!*  *(Time checking: 30 seconds)*  *Times up*  **2. Presenting the dramatic scene**  Instructions  *Now let’s talk about the scene. One person from a pair presents the scene.*  ICQ  *What are you doing now?*  What information should be in? |

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| **Post-Activity** | | |
| Materials: n/a | | |
| Time  5 min  1 min | Set Up  Group  Whole Class  Individually  Whole class | **Procedure:**  **I. Change /Dramatize the Story**  Instructions  *We will change the story in the movie. For examples, what if Jack did not die? You can make it serious or funny. It could be a science fiction or romance. You will work as a group (same group in the first activity) and then you will present it.*  You have 3 minutes  ICQ  *Are you working alone?*  *For how long? (3 minutes)*  Let’s hear new stories  **SOS Activities**  **Bingo**  Instruction  *Bingo is a great ice breaker activity. It is easy to customize for your particular group and situation and everyone knows how to play it. Instead of bingo numbers insert any words about Titanic that come out during class today such as Jack and Rose. Each student will receive a Bingo card, walk around the room and find students who write the same word. The game will give the students an opportunity to talk with each other*  Demonstration  Fill out the boxes with the word related to Titanic. (2 min)  ICQ  Do you work in pairs?  What are you going to do?  Now walk along the class. If you find the person who wrote the same word, check the boxes. If you get the 3 lines, say Bingo! And you are the winner. Now let’s start.  **II. Conclude lesson**  Give homework  *Write a letter to Jack or Rose.*  *Good job today. See you guys tomorrow!* |