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| Speaking Lesson Plan | | | |
| Title: Getting to Know You. 96WD\_Liz | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Mona Liza Secretaria (Liz) | Intermediate / 17 | 10 | 50 mins |
| Materials:  * Celebrities photos * Game boards * Conversation cards or clues in individual pieces. * Interview Charts * Whiteboard, board markers and tape | | | |
| Aims:  * The student will have practiced conversation when meeting someone for the first time. * Students will be practiced to answer and ask questions about personal information. * To have the students get used to speak in English. | | | |
| Language Skills: Listening: Listening to their classmates’ questions, answers and to the teacher’s instruction.  Speaking: Starting a conversation  Reading: Reading the clues in the main activity.  Writing: Completing the chart by writing the information. | | | |
| Language Systems: Phonology: Proper intonation and stress when asking questions.  Lexis: Personal information  Grammar: Yes/No questions, Wh- questions, simple present statements  Discourse: Conversation  Functions: Greeting people, Making introductions, Asking personal information | | | |
| Assumptions: The students can express themselves minimally to other people.  The students at this level have learned how to form Wh- questions and Yes/no questions.  The students are familiar with the famous Hollywood and Korean actors and actresses. | | | |
| Anticipated Errors and Solutions: Students might have difficulties composing questions to ask.  \*A guide on how to make question sentences is provided.  There might be a student in class who doesn’t want to share personal information.  \*Inform the class that they can give “made up answers”. Questions to be given are not too personal.   * + Student's won't talk or say anything   + \*Create a relaxed environment. By doing the Warmer, the student will feel relaxed and enjoy the learning environment of the class.   + When students work in pairs or groups they just end up chatting in their own language.   + \*Make sure you give the students all the tools and language they need to be able to complete the task.   + When all the students speak together it gets too noisy and out of hand and I lose control of the classroom   + \*The teacher can naturally move over to the part of the classroom where the noise is coming from and calm the students down and focus them back on the task without disrupting the rest of the students who are working well in their groups. But if the noise is just because the students are doing the task, which is to speak, then let them create the noise. | | | |
| References: Talk Talk 2 by Pagoda Language Education Center  http://www.teachingenglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems  http://www.eflsensei.com/Bourbon-Street/?path=52 | | | |
| Notes: | | | |

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| Pre Task or Warmer | | | |
| Title: Getting to know you. | | Aims:  \* To create interest and establish the theme.  \*To create a relaxed and friendly learning environment. | Materials: Pictures of famous celebrities.  \*whiteboard and markers. |
| Time | Set Up | Students | Teacher |
| 6mins | Pair works | \*Greetings.  \*Discuss with the group and tell the teacher about the questions they want to ask. | \*Greetings.  \*Show the pictures and ask students what they think about the people on the photo and what would they say if they meet them.  \*Make the class into pairs. (5 pairs)  \*Elicit ideas about how to get information from other people. (What questions to ask).  \*The student will be asked to make questions.  \*First let them discuss with their partners.  \*Each of the students will give at least 1 question.  \*Do the CCQ & ICQ.  \*Monitor the students while they do the activity. |
| Notes: If there still more time left, encourage the students to give more answers. | | | |

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| Task Preparation or Presentation | | | |
| Title: Words Discuss with the students the vocabulary that they don’t know. | | Aims: \*To prepare the student for the activity. \*The student will be able to understand the vocabulary and expressions used in the main activity. | Materials:  1. Visual aids for the vocabulary. |
| Time | Set Up | Students | Teacher |
| 4mins | whole class | \*The student will listen carefully and ask for clarifications about the main activity. | 1. Give one game board worksheet to each student.  2. Explain to the students that there are five houses on Bourbon Street, and they need to find out who lives in each house, the marital status, the pets, the movies, and the free time activities of each person.  3. Give each student two clues, and ask the students to write the information on their worksheet.  4. Collect the clues.  5. Explain to the students that they need to talk to each person in the room to get clues about Bourbon Street. Their task is to complete their worksheet.  *What do you know about Bourbon Street?*  6. The student who finishes first and has the correct information is the winner.  \*Show a demonstration of the activity. |
| Notes: | | | |

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| Task Realization or Practice | | | |
| **Title:** **Jigsaw speaking** Students find out information about five people living on Bourbon Street. A jigsaw speaking activity where each person in the class has two pieces of the puzzle. | | Aims: \*The students will have practiced asking information and answering questions. **\***The students learned how to connect ideas from the information they’ve got. | Materials: (10) copies game board  (10) Conversation cards or clues into individual pieces. |
| Time | Set Up | Students | Teacher |
| 30 mins | Whole class | \*Listen and answer the questions given by their classmates.  \*Need to find out who lives in each house, the marital status, the pets, the movies, and the free time activities of each person they’re looking for.  \*Write the information on their worksheet.  \* Need to talk to each person in the room to get clues about Bourbon Street  \*Complete their worksheet | \*Monitor the whole class while they are doing the activity.  \*Collect the clues from the students.  \*After one student finishes, go over each clue writing  the correct placement on the board. |
| **Notes**: 1. Stress the importance of students relaying their original clue to prevent wrong information from being transferred. | | | |

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| Post Task or Production | | | |
| Title: How about you? | | Aims:The student will be able to practice the expressions learned. | Materials: (10) Interview Charts with visual aid of Expressions Tips & Visual aid of sample conversation (2) extra copies |
| Time | Set Up | Students | Teacher |
| 10mins | Pair work | \*Work with a partner.  \*Fill in the blanks.  \*Interview your partner. Do follow up questions. | \*Teach the correct intonation when asking questions.  \*Hand in the interview worksheet.  \*Ask the student to follow the instructions:  -Complete the questions by using the key words.  -ask partner the questions in the chart.  -complete the chart with the partner’s answers.  -Use the model dialogues given.  -ask follow-up questions for more information.  \*Inform them that they have around 5 minutes to discuss with the group.  \*After 5 minutes the teacher will choose a pair to do the dialogue in front of the whole class.  \* Do the CCQ and ICQ.  Do the wrap-up by acknowledging the students’ effort and participation. |
| Notes: | | | |

# Worksheets, handouts and lesson materials

**Material for Pre Task Activity**

[](http://images5.fanpop.com/image/photos/29400000/Kim-Tae-Hee-korean-actors-and-actresses-29417930-342-391.jpg)[](http://lovequakes.files.wordpress.com/2011/05/joinsung4.jpg)[](http://1.bp.blogspot.com/_0Clke5PtGGA/TJzuSsHs7xI/AAAAAAAAAXc/n5hho_O8Hl0/s1600/Angelina-Jolie.jpg)[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&docid=b8xUUFOEyVWgTM&tbnid=KdvLT2kWg1UJ1M:&ved=0CAUQjRw&url=http://weheartit.com/entry/68624921&ei=c1bwUv7SH4H-kgWeoICQCQ&bvm=bv.60444564,d.dGI&psig=AFQjCNE8psWaB9cgUrhtWr32SL7lmEI-DA&ust=1391568344154123)

**Material for Vocabulary Discussion during Task Preparation activity.**

**Widow**

[a](http://ardictionary.com/A/1) [woman](http://ardictionary.com/Woman/3581) [whose](http://ardictionary.com/Whose/2717) [husband](http://ardictionary.com/Husband/5338) [is](http://ardictionary.com/Is/7341) [dead](http://ardictionary.com/Dead/711) [especially](http://ardictionary.com/Especially/4879) [one](http://ardictionary.com/One/1365) [who](http://ardictionary.com/Who/2654) [has](http://ardictionary.com/Has/1163) [not](http://ardictionary.com/Not/2364) remarried

**Single**

Relating to the unmarried state

**Domestic**

**Partnership**

It is a legal or personal relationship between two individuals who live together and share a common domestic life but are neither joined by marriage nor a civil union.

**Divorced**

Someone whose marriage has been legally dissolved.

Material for Task- Realization activity

**Bourbon Street Clues**

Miss Johnson owns a dog.

The pet at 225 Bourbon Street is a dog.

The dog owner likes to go jogging.

The widowed man and the single woman like to go jogging.

There are five pets: a cat, a dog, a hamster, a fish, and a bird.

The married woman likes to do yoga.

The man who likes to snowboard does not own a pet.

Mrs. Smith is married.

The dog owner living next door to the man in a domestic

partnership likes the movie, *Shawshank Redemption*.

The married woman likes *Forest Gump*.

Mr. Jones likes the movie, *Fight Club*, with Brad Pitt.

Mr. Williams lives between Miss Johnson and Mr. Jones.

Mr. Brown likes *The Lord of the Rings*.

The cycler has a bird.

229 Bourbon Street is the only house without a pet.

The man in a domestic partnership likes the movie, *The Matrix*.

The woman at 223 Bourbon Street has two pets: a hamster and a

fish.

The dog owner and the cat owner do not live next to each other.

Mr. Brown lives at 231 Bourbon Street.

Mr. Brown is widowed; his neighbor is divorced.

Bourbon Street

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| Address | 223 | 225 | 227 | 229 | 231 |
| Name |  |  |  |  |  |
| Marital Status |  |  |  |  |  |
| Pets |  |  |  |  |  |
| Movies |  |  |  |  |  |
| Free time |  |  |  |  |  |

Worksheet 2 for Post Task Activity

