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| Speaking Lesson Plan | | | |
| Title: All around the world | | | |
| INSTRUCTOR | STUDENT LEVEL | NUMBER OF STUDENTS | LENGTH |
| Eunice Eo | Intermediate (adult) | 12 | 50 minutes |
| Materials: 14 sheets of worksheets, pictures of world’s famous landmarks, commercial video clip, laptop, speakers, projector, white board, board markers, writing utensils, paper(s) | | | |
| Aims: To help students:  -improve their speaking skills by describing what they see in the commercial video clip and pictures of world’s famous landmarks  -choose the words and expressions properly by practicing giving vivid descriptions | | | |
| Language Skills: Speaking: to describe pictures, give reasons, and express ideas  Listening: to listen to the teacher’s instructions and others’ opinions  Reading: to read instructions  Writing: to fill in a worksheet and write reasons | | | |
| Language Systems: Phonology: pronunciation of the narrators in the commercial clip and the teacher giving instructions  Discourse: through describing world’s famous landmarks  Functions: describing, narrating language  Lexis: vocabulary related to travel, countries, and landmarks  Grammar: adjective and adverb | | | |
| Assumptions: Students already:  - have a good knowledge of world’s famous landmarks.  - have travel experience.  - have ability of examining and describing. | | | |
| Anticipated Errors and Solutions: - Some pictures are ambiguous >>> Give examples, and GQs; elicit  - Rules of class activities are complicated >>> Explain the rules several times. Speak a little more slowly. Simplify the rules, if possible. | | | |
| References: - http://learning.blogs.nytimes.com/category/lesson-plans/whats-going-on-in-this-picture  - http://www.enchantedlearning.com/checklists/ten/visit.pdf  - https://www.google.com/imghp?hl=en  - http://www.youtube.com/watch?v=GmkSUq\_yDHI  - http://busyteacher.org/18729-travel-agentcustomer-gap-fill-exerciserole-play.html | | | |
| Notes | | | |

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| Pre Task | | | |
| Title: *Dream California* Lead-in | | Aims: To promote interest in today’s lesson | Materials: laptop, speakers, projector, “Dream California” commercial video clip (57 seconds) |
| Time | Set Up | Students | Teacher |
| 7mins | Whole class | Greeting  Watch the commercial video clip  Give responses based on the clip | Greeting  Play the commercial video clip (57seconds)  \*\*play the clip one more time if Ss ask  Ask the class as follows:  - What’s going on in this clip? What is it about?  - What do you see that makes you say that?  - What more can you find?  - Have you ever been to California?  - What do you think of California?  Let 2 or 3 volunteers for each question |
| Note | | | |

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| Task Preparation | | | |
| Title: *Picture Talk*  Pre-activity | | Aims: To give a detailed description about each picture | Materials: laptop, projector, pictures of world’s famous landmarks, eye patch |
| Time | Set Up | Students | Teacher |
| 19mins | Whole class | Listen for the activity rules  Determine who will be “it”  “it”:  1. Come sit in the middle of the classroom  2. Wear an eye patch  3. Guess the country after hearing others’ descriptions  Others:  1. Wait silently until the teacher says “begin”  2. Take turn to describe the pictures for “it” | Explain the activity rules   1. Determine “it” by having a volunteer or drawing lots 2. Have “it” sit in the middle of the classroom, wearing an eye patch 3. Let other Ss to take turn describe the pictures for “it” 4. Ask GQ when Ss are struggling |
| Notes | | | |

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| Task Realization | | | |
| Title: *The Best Place* Main activity | | Aims: To provide practice in speaking by discussing within groups | Materials: worksheets, writing utensils |
| Time | Set Up | Students | Teacher |
| 17mins | Groups of 4 | Get into groups of 4  Read the instructions together  Fill in the worksheet  Have a group discussion  Gather ideas and determine the ranking of places  Write it on the board (1person from each group) | Divide Ss into groups of 4  Distribute the worksheets  Read the instructions together  Give 6mins to discuss  Have Ss come up with the ranking  Share the overall result with the class |
| Notes | | | |

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| Post Task | | | |
| Title: *Why there?*  Post activity | | Aims: To develop thinking and writing skills by finding reasons | Materials: worksheets, writing utensils |
| Time | Set Up | Students | Teacher |
| 7mins | Individually | Write reasons why you want to visit the chosen place  Share with the class | Ask Ss to write 3 reasons for the chosen place  Have 2 or 3 volunteers to share the reasons |
| Notes | | | |
| SOS Activity | | | |
| Title: *Family vacation* | | Aims: - To be able to write a script  - To develop communication skills by doing a role-play | Materials: paper, writing utensils |
| Time | Set Up | Students | Teacher |
| 7mins | Pair | Write a role-play script  Present to the class | Pair up the Ss  Instructions:  1. Explain what to write – deciding where to go during summer vacation this year with the family  2. Let Ss practice their role-play scripts  Give feedback after the Ss’ presentation |
| Notes | | | |

**Places I would like to visit**

List 10 places you would like to visit someday. They may be parts of the city you live in, a nearby park or an exotic location.

Then, rank the places in the order of priority.

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| **Places** | **Have you ever been there?** | **Ranking** |
|  | Yes / No |  |
|  | Yes / No |  |
|  | Yes / No |  |
|  | Yes / No |  |
|  | Yes / No |  |
|  | | |
| **Reasons Why You Want To Visit** | | |
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