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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 ideasListening: 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  | GreetingWatch the commercial video clip Give responses based on the clip  | GreetingPlay 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  |
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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’ descriptionsOthers:1. Wait silently until the teacher says “begin” 2. Take turn to describe the pictures for “it”  | Explain the activity rules1. 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
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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 4Read the instructions togetherFill 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 4Distribute the worksheets Read the instructions togetherGive 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 family2. 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 |  |
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| **Reasons Why You Want To Visit**  |
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