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| Speaking Lesson Plan |
| Title: If I’m a writer…? |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Jessica 2 | Pre-Intermediate(Adult) | 12 | 50mins |
| Materials:- Picture A,B (each picture 4)- Worksheet 1 (12copies), (extra 3copies)- Worksheet 2 (Script) (12copies), (extra 3copies)- White board and board markers, pen, clean paper- Computer, internet, Screen, speaker- Video clip A,B- SOS Plan (12copies), (extra 3copies) |
| Aims:- Ss will improve their communicative skills by talking and expressing their thoughts- Ss will learn new words and phrases through the studying new expression- Ss will improve listening attitude by listening teacher’s instructions and other students’ expression |
| Language Skills:-Speaking: asking and answering questions, analogy to the situation while watching the video, sharing their ideas, games-Listening: Listen media file, Ts’ instructions, other students’ expression-Reading: Worksheet (Script) -Writing: : to write bucket lists |
| Language Systems:-Phonology: correction of pronunciation during speaking-Lexis: new vocabulary words and phrases through describing appearance-Discourse: express their ideas, answer and asking questions -Functions: learn how new words and phrases are used in particular situations, ask and answer, describe, express -Grammar: through other students’ expression and describing appearance, correction of grammar during communication |
| Assumptions:-Students are familiar with the pictures(from celebrities) (teachers can elicit the interest from the students)-Students can make story creatively based on the pictures & video clip given.-Students know basic words to express thinking. |
| Anticipated Errors and Solutions:- Ss may not be able to understand an instruction easily: demonstrate an instruction rather than explain again until they get the purpose- Some students may do something unrelated to the topic: let them know the purpose of the activity again and give them an example- Ss may need more time to finish their activity: ask other group members to look or talk again what they did-Some students finish their activity earlier than anticipated: ask them to look or talk again what they did |
| References:Picture A: Picture from Google imagePicture B:Picture from Google imageVideo A: http://www.youtube.com/watch?v=unFVGNr9K6IVideo B: http://www.youtube.com/watch?v=EneFfGDSxuQWorksheet: http://blog.naver.com/victors87?Redirect=Log&logNo=20157498683&jumpingVid=B2A2150637C290C8AC944304CA058CC3AD52 |

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| Pre Task |
| Title:Introduction of my movie & movie star | Aims:- To draw out ideas, vocabulary from the students by asking- To increase students interest to the topic by picture A and B- To connect the topic with students by pictures- Build rapport each other by communication | Materials: Picture1,2White board & board makers  |
| Time | Set Up | Students | Teacher  |
| 6mins | Whole class | - Answer the questions given by teacher- Come up with their ideas  | **<Procedure>**Post picture 1,2 on the board**Instructions**- Greeting- Elicit thoughts by asking guiding questions- Ask them to answer the questions- Ask a CCQ questions**Guiding Question**-What’s your hobby?-Do you like watching movies? Pointing to pictures, -Do you know who this man is?-Who is your favorite actor?-Why do you like him/her?-What genre of movies do you like? -What is most impressive in this movie is it?-Why did impressive?**CCQ**- Can you guess why I ask you? |
| Notes |

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| Task Preparation |
| Title:Let's create a script. | Aims:-Students can try to guess the words the teacher is trying to elicit from them.-Students can discuss with other classmates what they think about each of the word meanings, as well as actively engaging in a class discussion | Materials:White board & makers, Worksheet(Mini Script)  |
| Time | Set Up | Students | Teacher  |
| 15mins | **Whole class**Individually**Whole class** | - Think about a worksheet activity- Think about situation and fingerprint free to look at the handout-Written on the worksheet-Share their opinions together- Answer the questions | **Instruction**- Give students a worksheet.- Give students guiding questions to answerGuessing game-“Let's have fun from now. Try to think about the situation and fingerprint free to look at the handout, let's complete the scenario which you are thinking.” -Give time to think about 5 minutes.**Monitoring** I check the time. 10 seconds before, I will tell in advance. Check whether there are students who could not understand. -Students to complete, Ss try to announce each scenario.**Guiding Questions**-What did you thinking? -Why did you think so?- Ask a CCQ question**CCQ**- Do you know why I did this activity?  |
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| Task Realization |
| Title: Fun activity:=Make a story | Aims:-To let the students practice their English speaking skills by participating with others in open discussion. -To share students thinking by talking-To build rapport | Materials: White board and board markers, pen, clean papers,Computer, internet, Screen, speaker, Video clip A  |
| Time | Set Up | Students | Teacher  |
| 22mins4mins | **Whole class**Group of 4**Whole class** | **Procedure**:- Answer the questions- Listen teachers instructions- Answer questions- Watch the video- Do this activity with each group-After finishing, show their talking with each group- Answering & questions | **Procedure**- Check before play the movie if students could understand background information properly.- Please check if everything works properly.(Computer, internet, video clip etc..)**Guiding Questions**- Have ever wanted to try to change the story when you watch the movie?**Instruction**-Let them know they will do a fun activity- Make groups of three- Give clean papers each group- I will prepare the video movie. (Video A)-Before showing the video, once again, it is confirmed that the students have a good understanding on the subject. -Show the video. -Try to talk about the status of the given scene, students have created a situation such as the following. (If Ss can not understand the video movie, once again gives the play). -Once the story is completed, each group to be announced .-Share the opinion of other students**Demonstration**- Show them how to doTo provide a 15-minute time to discuss. **Monitoring** I make sure that the students are familiar with this activity. Can you tell the time remaining before the limited time. A limited time if it is, it is induced to finish the discussion quietly.**Questions and answers****ICQ*** What are we doing?
* What is the point of a movie?

**CCQ**- How was this movie?- How did you think about?- Should you explain specifically?-Listening or speaking, which one is more important when you do this activity?-Before the discussion, we should know if they could get all information correctly and understand fully.-Please check everybody is in discussion and if they have any difficulty for that. |
| Notes: |

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| Post Task |
| Title:**a humorous writer** | Aims:-To let students improve their fluency in speaking English. Allow students to freely form and practice their own sentences. | Materials: Computer, internet, Screen, speaker, Video clip BWhite board and board markers |
| Time | Set Up | Students | Teacher  |
| 12mins | Whole Class or / Individual | - Answer questions- Listen teachers instructions- Watch the video-Think about the scene during watching video.- Share their fun opinions with other classmates-Answer the questions-Speaking | **Questions and answers**-How was try to made a story? -Which part was it hard? -What was the hardest part is thinking?-What was the most interesting part of it?- Finally, let's look together video of one.**Procedure**-I will prepare the video movie. (Video B)**Instruction**-I will prepare the video B. -Look at the video as main activity, so let's think about the scene that follows. (Put the focus of the surrounding environment, the expression of the human face) -To give time to think. -Time limit has passed, the student speak scene was their own way to raise your hand.**Comprehension Questions**-What about activities of it today? -A little bit of help speaking, writing and thinking it? **CCQ**- Was this game helpful to your practice?**Finish**-I want you to feel that it is not difficult in any way and sentences creative thinking. -Something like a movie happy fun is always to be generated to you guys.Thank you for your big help!You did good jab day!! ☺Thank you Ss |
| Notes:SOS plan-Read mini script together in their group- Talk about it together in their group |

# Worksheets, SOS Plan

**Worksheet 1**

Dan : Who’s there?

Young: Hi, I’m Young from next door.

Dan: What can I do for you?

Young: I think your car is blocking my car.

Dan: There was no room on the street last night.

Young: Do you think you could move it for me?

Dan: I’ll move it after breakfast.

 I Shouldn’t be more than 20 minutes.

Young: But I need to go to work right away.

Dan: What do you want me to do?

 I’m in the middle of my meal.

Young: i can’t drive to work because of where you parked your car!

Dan: I said I’d move my car in 20 minutes.

Young:

Dan:

Young:

Dan:

Young:

**Worksheet 2**

Barney: Ted, I’m going to teach you how to live. Barney, we met at the urinal.

Ted: Oh, right. Hi.

Barney: Lesson one,.

Ted:

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Barney: Lesson two,

Lesson three, .

Ted: .

**SOS plan**

Barney: I thought I was your best friend. Ted, say I’m your best friend.

Ted: You’re my best friend, Barney.

Ted: Hey.

Barney: Where’s your suit!? Just once when I say suit up, I wish you’d put on a suit.

Ted: I did that one time.

Barney: It was a blazer!

Ted: You know, ever since college it’s been Marshall and Lily and me.

Now it’s going to be Marshall and Lily… and me. They’ll get married, start a family

—before long I’m that weird, middle-aged bachelor their kids call “Uncle Ted”.

Barney: I see what this is about. Have you forgotten what I said to you the night we met?

Barney: Ted, I’m going to teach you how to live. Barney, we met at the urinal.

Ted: Oh, right. Hi.

Barney: Lesson one, lose the goatee. It doesn’t look good with your suit.

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Ted: I’m not wearing a suit.

Barney: Lesson two, get a suit. Suits are cool. Exhibit A.

Lesson three, don’t even think about getting married till you’re… thirty.

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Ted: Thirty, right. You’re right. I guess it’s just, you’re best friend gets engaged—you start thinking about that stuff.

Barney: I thought I was your best friend. Ted, say I’m your best friend.

Ted: You’re my best friend, Barney.

Barney: Good! And as your best friend, I suggest we play a little game I like to call… “Have you met Ted?”

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Ted: Wai—no, no, no. We’re not playing “Have You Met Ted?”

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Barney: Hi, have you met Ted?

Ted: Hi, I’m Ted.

Yasmine: Yasmine.

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