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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 image Picture B:Picture from Google image  Video A: http://www.youtube.com/watch?v=unFVGNr9K6I  Video B: http://www.youtube.com/watch?v=EneFfGDSxuQ  Worksheet: 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: Picture1,2  White 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 answer  Guessing 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? |
| Notes: | | | |

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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 |
| 22mins  4mins | **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 do  To 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 B  White 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?”

”

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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