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| Speaking Lesson Plan |
| Title: Superhero |
| Teacher | Student Level & Age | No of Students | Length |
| Darae Sophie Jeon | Intermediate | 15 | 50 mins |
| Materials:Board and markers, computer and projector beam, blanked comic strip worksheet(20 copies), Q&A worksheet(20 copies), pictures on PowerPoint formant |
| Aims:To help the Ss improve their speaking skill by roll-playTo help the Ss learn new vocabulary through explaining and understanding by worksheets and a group discussionTo help the Ss are able to catch the main idea clearly through the activities with worksheets |
| Language Skills:Listening: Listening to the teacher’s instruction and the classmate’s takingSpeaking: Role-play in group and present the Ss’ personal opinion to the classmatesWriting: Vocabulary related to superheroes and activity worksheetsReading: Creating a short dialogue for the blanked comic strip related to superheroes for role-play and then read it |
| Language Systems:Lexis: Vocabulary related to superheroesGrammar: The subjective mood “If I were…, I would/should/could/might + verb~”Discourse: Interaction between the teacher and the Ss / the student and the Ss through discussion and presentationFunction: Sharing the idea in groupPhonology: pronunciations and its vocabulary |
| Assumptions:The Ss already know how to make sentences and can speak expressions basicallyThe Ss already know who are superheroes basicallyThe Ss already know what is role-playThe Ss already know each other fairly well |
| Anticipated Errors and Solutions:The Ss may not be able to understand some words in the worksheets* Demonstrate and explain difficult words for the Ss

The Ss may have some difficulty about creating a short dialogue for comic strip of role-play * Monitoring their activities and then giving the Ss some guide lines

The Ss may need more time for the comic-worksheet to create dialogues with the group members* Giving the Ss little more time to finish an activity with their group members and then cutting off time of introducing each superheroes
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| References:<http://www.capstonesuperhero.com/assets/DLs/Activities/Design_DC_Comic.pdf><http://www.psephizo.com/wp-content/uploads/2013/11/3164668-superman.jpg.png><http://rack.1.mshcdn.com/media/ZgkyMDEzLzA3LzE4LzI4L0JhdG1hblRodW1iLmFmNjMzLnBuZwpwCXRodW1iCTk1MHg1MzQjCmUJanBn/9bea478e/d73/BatmanThumbWEB.jpg><http://nerdreactor.com/wp-content/uploads/2013/02/spidermanmovieposter.jpg><http://www.comicbookdaily.com/wp-content/uploads/2013/04/images-11.jpg><http://static.comicvine.com/uploads/original/10/105919/2737175-hulk_marvel_uk.jpg><http://en.wikipedia.org/wiki/Superman><http://en.wikipedia.org/wiki/Batman><http://en.wikipedia.org/wiki/Spiderman>[http://en.wikipedia.org/wiki/Hulk\_(comics)](http://en.wikipedia.org/wiki/Hulk_%28comics%29)<http://avengersearthsmightiestheroes.wikia.com/wiki/Iron_Man> |
| Notes: |

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| Pre Task or Warmer |
| Title:Lead-In | Aims:To help the Ss understand what the teacher is going to talk aboutTo help the Ss pay attention | Materials: Board and markers |
| Time | Set Up | Students | Teacher  |
| 3mins | Whole class | The Ss listen to what the teacher says and predict what they are going to discuss. | The teacher monitors the Ss discreetly.The teacher introduces what the Ss will discuss through using the bottom-up model.CCQ |
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| Task Preparation or Presentation |
| Title:Pre-activity | Aims:To help the Ss get interested in the main topicTo help the Ss practice their listening and speaking skill through sharing their own experiences related to the main topic | Materials: Blanked comic strip worksheet(20 copies) |
| Time | Set Up | Students | Teacher  |
| 17mins | Whole class / Group | The Ss get together to work in groups of 3 or 4 people.The Ss look through the worksheet and thinking for a moment first, and then share their idea to fill the blanked comic strips with the group members.One student in each groups describe what their group did to all the classmates | The teacher monitors the Ss discreetly.The teacher gives the instruction to the Ss for what they have to concern about the blanked comic stripThe teacher stimulates the Ss are able to create what the characters in a comic strip sayICQ* How much time do you have?
* What do you need to do in your group?
* Discuss and create a dialogue for the comic strip with the group member
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| Task Realization or Practice |
| Title:Main activity | Aims:To help the Ss practice speaking through explaining their individual idea to the peer and the classmatesTo help the Ss learn new vocabulary related to the topic through working with worksheetsTo help the Ss develop their listening skill through understanding what the teacher explains about superheroes | Materials: Computer and projector beam, prepared pictures on PPT, Q&A worksheet(20 copies) |
| Time | Set Up | Students | Teacher  |
| 24mins | Individual↓Peer↓Whole class | The Ss understand what the teacher explains pictures The Ss do the exercise individually and learn some of the new vocabulary through the Q&A worksheet.The Ss explain what they wrote on a worksheet to their peer and the classmates * Some of the Ss explain what they wrote on a worksheet to the whole class
 | The teacher monitors the Ss discreetly.The teacher gives the Ss explanations and open questions about superheroes through showing the photos, so the Ss get some idea to answer the Q&A worksheet CCQ* Questioning about superheroes that the Ss created
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| Post Task or Production |
| Title: ConclusionPost activity | Aims:To check the students get the clear idea, concept, and the content of superheroes | Materials:  Computer and projector beam |
| Time | Set Up | Students | Teacher  |
| 6mins | Whole class | The Ss review the topic and what they did.The Ss expect what they are going to do the next class | The teacher monitors the Ss discreetly.The teacher summarize the class with checking the Ss’ understanding at the same timeThe teacher gives a short information about the next lesson |
| Notes: |