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| Speaking Lesson Plan |
| Title : Shopaholics (Live today, pay tomorrow) |
| Teacher | Student Level& Age | No of Students | Length |
| JINNY (KWON, EUNJIN) | Intermediate (above 20) | 12 adults | 50 mins |
| Materials:1. Worksheet (15 copies each)
2. White board, board markers, and erasers
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| Aims: Students can have a chance to* Improve their speaking skills by doing group discussion and role play.
* Learn some idiomatic expressions related to money and shopping
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| Language Skills:Speaking : Giving reasons, explaining choices, and talking about shopping habits.Listening : Listening to teacher’s instructions and students’ partner or group talking.Reading : Reading the dialogue and the exercise directions in the worksheet.Writing : Writing about the advantage and the disadvantage for paying by credit card. |
| Language Systems:Phonology : Rising intonation for polite question formsLexis : Idiomatic expressions related to money and shoppingGrammar : to-infinitiveDiscourse : Dialogue with the partnersFunctions : Exchanging information about where to shop, and personal shopping habits |
| Assumptions: |
| Anticipated Problems and Solutions:Some of the students cannot be active in the group discussion.→ encourage the students by asking for their opinion of what others are saying. Students may not be able to finish their task in time.→ ask concept checking questions. If they fully understood the questions, give them more minutes to finish. If not, solve the questions together by encouraging as much as students to be involved. And give them time warning (before 1 minutes and before 30 seconds)Students may find it difficult to get correct answer→ give students some hints |
| References:English Connections vol.3, Yong & Son Global, Inc. 2006<http://www.youtube.com/watch?v=k80wiT0t2rc> |
| Notes:SOS activity - A ball is passed to a student randomly, and the student who got the ball tells others about their own idea to prevent people from shopping spree. |
| Pre Task |
| Title:Introduction | Aims:To let students get interested in the topic by stimulate their interest.To help them participate in the topic actively. | Materials: Worksheet(page 1), board, marker, and eraser |
| Time | Set Up | Students | Teacher  |
| 9 mins | Whole classGroups | Greetings. Listening to the teacher and answering the questions.Matching the idiomatic expression and definition. | GreetingsTry to reflect students’ mood and find out if they are ready to learn.Elicit Shopping & ShopaholicsIntroduce the topicWrite down the topic on the board. Grouping (make 3 groups)Ask groups to answer the question on page 1-A.After matching it, find out the answer together. |
| Notes: |

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| Task Preparation |
| Title:Preparation of speaking | Aims:To give the students right instruction so that they get ready to speak with their partner or group.To expose students to idiomatic expressions related to money and shopping. | Materials: Worksheet (page 1) |
| Time | Set Up | Students | Teacher  |
| 6 mins | Groups | Filling in the blanks with their group members. | Grouping (make 2 groups; A role & B role)Ask groups to answer the question on page 1-BICQWhich team was the team ‘A’?CCQAfter filling in the blanks, read it together as a group.(By applying the words from 1-A again, teacher can check if students have been fully understood the new expressions related money and shopping) |
| Notes: |

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| Task Realization |
| Title:Speaking | Aims:To improve their speaking skills by doing discussion with their partners.To facilitate understanding and accurate production of ‘to-infinitive’ | Materials: Worksheet (page 2) |
| Time | Set Up | Students | Teacher  |
| 23 mins4 mins | Pair workWhole class | Ask and answer with their partners for the page 2-CListen their teacher while teacher is explaining grammar and read and make the example sentences together. | GroupingDivide into groups of two (make 6 pair-groups)Ask groups to answer the question on page 2-CICQWho are you working with?How many minutes do you have for this discussion?Grammar Focus (to-infinitive)Explain and ask students to make sentences (page 2-D) |
| Notes:If time is tight, some of questions from 2-C can be skipped. |

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| Post Task |
| Title:Comprehension | Aims:To help students remind the lesson and apply it again | Materials: Worksheet (page 2) |
| Time | Set Up | Students | Teacher  |
| 4 mins4 mins | Whole class | Watch the pronunciation video clipWriting | Pronunciation Rising intonation for polite question forms(Watch the video clip)WritingAsk students to write about the advantage and the disadvantage for paying by credit card. |
| Notes:If time is tight for writing, students can submit their writing paper as an assignment. |

1. **Match the phrases on the left to the definitions.**

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| 1. to max out a credit card2. a high interest credit card3. your credit rating4. to take out a loan5. to pay off a bill6. to pay in installments7. to pay back money8. to go bankrupt9. to go on a spending spree10. to be broke | a. to borrow money from a bankb. to be unable to pay your billsc. to borrow the maximum amount possibled. to have no moneye. a card that charges a lot of money to borrow moneyf. to pay a bill in fullg. your ability to pay back money you borrowedh. to pay in many small payments over a long periodi. to return money that you borrowedj. to spend a lot of money on many things in a short time |

1. **Fill in the blanks with the words and expressions from above.**

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| A: I’m broke! When can you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the money you owe me?B: I went to the bank to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I was refused because of my poor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.A: If I don’t pay my mortgage soon, I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.B: Don’t worry. I’ll have it in a week or two. I finally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my student loan last month, so I’ll have more money now.A: Really? How many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do you still have to pay on your car?B: Only 14 more and it’s all mine.A: All this talk about money is stressing me out. Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and buy some clothes.B: Good idea! My card or yours? |

1. ***Pair work* – Ask and answer the following questions with a partner.**
2. How many credit cards do you have? Do you know what your card’s interest rate is?
3. How often do you use your credit card? Have you ever maxed your card out?
4. Have you ever paid for anything in monthly installments?
5. Have you ever bought something expensive and then regretted it later?
6. Has a friend ever borrowed money from you and not paid you back?
7. Do you know anyone who has gone bankrupt? Do you know why they went bankrupt?
8. Can you think of any reasons why someone might become a shopaholic?
9. What kinds of problems would a shopaholic have?
10. **Grammar Focus : *to-infinitive***

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| ***to + verb phrase*** | I rushed to the mallI went to the bank | to cheer myself up.to buy a handbag.to take out a loanto pay back money |

1. **Pronunciation : Rising intonation for polite question forms**

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| How many credit cards do you have? | \*Ref.: <http://www.youtube.com/watch?v=k80wiT0t2rc> |

1. **Writing**

Try to write about the advantage and the disadvantage for paying by credit card.