

# Speaking Lesson Plan

**Title: TBL?! - Moms vs. Teachers**

<b>INSTRUCTOR</b>	<b>LEVEL / AGE</b>	<b>STUDENTS</b>	<b>LENGTH</b>
Mark Wilson	Advanced / Adult	6	50 mins

**Materials:**

- Whiteboard/Whiteboard markers/erasers
- Role cards/Student profile cards
- Agree/Disagree cards
- Words/phrases of interest sheet

**Aims:**

- Students will have the opportunity to generate authentic language to close the information, opinion and reasoning gaps in a form of pseudo-debate/panel/role-play task. The task realization will be heavy in the discourse/function systems. (eg. Making sure their opinions/reasons are realized by the opposing side during the task realization.)
- Using group dynamics, students will try to activate and share schema to share their thoughts and opinions with one another to achieve a goal. (eg. Prove their point and band together to support their side of the story in the task realization.)
- Students will practice language and vocabulary that can be used practically and beyond the classroom. Some new phrases/vocabulary noted by the teacher during task realization, may be introduced and defined/discussed together during the post task.
- Students will practice their listening capabilities as they listen to the instructor, as well as the opposing team's comments during the task realization. (eg. 'Teachers' must fully understand 'mother's' concern before she can give an appropriate response.)

**Language Skills:**

**Speaking:** Speaking during discussion of pre/post task; discussion during task prep; arguing/rapport during panel debate; asking/answering teacher's questions throughout

**Listening:** Teacher's elicitation, group members' schema/comments during task prep; listening to opposing team's comments/responses

**Writing:** What they issues they will address during the task prep for the task realization; new vocab/phrases used during post task

**Reading:** Reading of the role-play cards

**Language Systems:**

**Functions:** Will argue, inquire, and demand etc. during task realization; Discuss, inquire, recall etc. during pre/prep/post task

**Discourse:** Will practice sentence relationship, especially during discussion and Q&A of panel

**Lexis:** Will go over interesting phrases/vocab noted by teacher during lesson; also new terms that could be used suggested by teacher instead

**Phonology:** Will go over errors noted by teacher throughout lesson in post task

**Grammar:** Using both the past/present/future continuous, especially during task realization

**Assumptions:**

- Students will have a good concept of TBL; previously discussed it in previous class (eg. what it is, why it's used)
- Fairly high in all language skills and functions
- Comfortable with one another, can openly express opinions/schema

**Anticipated Errors and Solutions:**

**Makes mistakes phonetically, grammatically or uses incorrect vocab**

Solution: teacher will take note, and address/explain/define during post task

**Students cannot fully comprehend role card**

Solution: teacher will talk with student one on one to make sure they understand their full role

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### References:

Reference for panel/debate - <http://www.allenglish.org/Activities/activities-Speaking-Panel.html>

### Notes:

#### SOS no lesson plan or materials/thrown into different advanced class:

- Start with introductions; use the gap card warm-up; ask if they think TBL can be easily transitioned into school programs; group discussion/debate

#### Cut off Plan/Task finished too early:

- If task is taking longer than expected, inform the students that we will continue the panel discussion. Suggest that they plan their arguments for the next class and to find the definitions of their vocabulary using an English-English dictionary.
- If task is going along too quickly, or long lull during task, only elicit questions/responses

## Pre Task

**Title:** Agree Disagree Cards

Description:

Activates schema and warms students up for 3 different gaps

### Aims:

- Activate schema and warm up the students thoughts/opinions about the theme of the main lesson
- For students to generate authentic language as they give opinion on topic given
- Prepare students in debate/role-play mindset

### Materials:

- Whiteboard/Whiteboard markers/erasers
- Agree/Disagree cards

Time	Set Up	Students	Teacher
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1min	Whole class - Six students arranged around single table	<ul style="list-style-type: none"> <li>- Students will listen to instructions of Pre-Task</li> <li>- Students will pick from 1 of 6 'Agree/Disagree Cards' simultaneously</li> <li>- If 'Agree' card they must argue why they agree with the topic give, if 'Disagree' they must argue why they disagree</li> <li>- Continue until allotted time finishes</li> </ul>	<ul style="list-style-type: none"> <li>- Explain instructions</li> <li>- Give topics, make sure to have enough for allotted time</li> <li>- Check time</li> <li>- Encourage all students to speak</li> </ul>
5min			
6min			

**Notes:**

- **SOS** – If missing cards, have students create their own, should take a very small amount of time
- Encourage all to give opinion, even if fake. (e.g. if they have an 'Agree' card but they actually disagree in reality)
- Make sure to have enough topics to fill in the entire 6 minutes

**Task Preparation**

<b>Title:</b> Panel Prep  <b>Description:</b> Students will be given instructions to begin the Task Realization	<b>Aims:</b> <ul style="list-style-type: none"> <li>- For the students to use their listening comprehension to understand what will happen in the Task Realization</li> <li>- For students to practice closing the information gap by asking instructor questions</li> <li>- Have the students continue to activate schemata</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- role play cards – each assigned to actual name of student</li> <li>- children's profile cards - given to 'teachers'</li> </ul>
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		before the Task Realization	
Time	Set Up	Students	Teacher
3min	Whole class	<b>(Division of groups)</b> <ul style="list-style-type: none"> <li>- Students will be broken and assigned into two groups 'Teachers' and 'Mothers'</li> <li>- Students will become acquainted with others in their group</li> <li>- 'Mothers' and 'Teachers' will receive role cards</li> </ul>	<ul style="list-style-type: none"> <li>- Use chunk instructions</li> <li>- Teacher will read scenario</li> <li>- Answer any questions for clarification</li> <li>- Hand out role play cards/children profile cards</li> </ul>
4min	2 groups 1 group of 2S (teachers) 1 group of 4S (mothers) Desk arrangement for two teams to discuss privately	<b>(Scenario Intro)</b> <ul style="list-style-type: none"> <li>- Students will listen to scenario/instructions from teacher</li> <li>- Students will be encouraged to ask any questions for clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Tell scenario to students</li> <li>- Explain how the panel/debate will work</li> <li>- Check time</li> </ul>
7min			

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**Notes:**

- Chunk instructions/make sure the directions are clear with the students
- Answer any questions clearly and quickly as time is key

**Task Realization**

**Title:** TBL Panel  
'Teacher' vs. 'Mother'

Description:

After preparation  
students will prepare for  
role-play/panel  
discussion

**Aims:**

- For students to generate language in speaking, writing and listening
- For students to work together to practice closing gaps in all 3 fields (information, opinion, reasoning)
- For students to hone in on the discourse and function systems of speaking by way of role-play, debate, panel discussion and rapport

**Materials:**

- role play cards – each assigned to actual name student
- children's profile cards - given to 'teachers'

Time	Set Up	Students	Teacher
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8min	2 groups 1 group of 2S (teachers) 1 group of 4S (mothers)	<b>(Role-Play Card Review/Group discussion)</b> - Both 'teachers' and 'students' will sit in their assigned groups and review their cards and discuss together how they will speak/argue with the opposing group	- When students are reviewing their cards, answer questions or help only if needed - Inform 'Head Teacher Kristie' she will lead and start off the Q&A
2min	'Teachers' sit behind a table opposite of 'mothers'	<b>(Desk Arrangement/Panel Intro)</b> - Students will be arranged and listen to instructions of 'Principal'	- Act as school Principal and introduce Q&A part of the discussion, inform teachers you have an urgent meeting and must leave immediately
20min		<b>(Panel Discussion)</b> - Mothers will begin asking questions concerning the TBL course change and how it concerns their children - Continue panel discussion until time runs out or both sides come to a mutual agreement and all 'mothers' satisfied	- During panel only participate if there is large lull in discussion - Write notes/errors/interesting things that are said - Keep an eye on time
30min			

### Notes:

- Answer any questions students have during their card review, be aware 'Teachers' will have more material to review
- During panel discussion, try to participate as little as possible

## Post Task

<b>Title:</b> Panel Reflection <b>Description:</b> Post panel, students as a whole will discuss how they felt		<b>Aims:</b> <ul style="list-style-type: none"> <li>- Language/opinion generation from the students on how they felt the panel went as a whole.</li> <li>- For the students to use schema recently obtained from the Task Realization.</li> <li>- Introduce any keywords/vocabulary generated by the students during the Task Preparation or Task Realization.</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Whiteboard/Whiteboard markers/erasers</li> <li>- Words/phrases of interest sheet</li> </ul>
Time	Set Up	Students	Teacher
4min	Whole class - desks arranged in either 'u-shape' or 'circle shape'	<b>(Discussion)</b> <ul style="list-style-type: none"> <li>- Students will express how they felt their group and opposing group fared during the panel.</li> <li>- Students will reflect on which areas they felt they did well in and in which areas they struggled.</li> </ul>	<ul style="list-style-type: none"> <li>- Hand out Words/phrases of interest sheets</li> <li>- Only asks the initial questions pertaining to how they felt they did on each topic. Don't speak too much and allow them to generate responses.</li> </ul>
3min		<b>(Vocab/phrases)</b> <ul style="list-style-type: none"> <li>- Students will discuss given phrases/vocab recorded by teacher</li> <li>- Students will write down word/phrases of interest on their sheet if they choose to do so</li> </ul>	<ul style="list-style-type: none"> <li>- Elicit answers/definitions of recorded phrases/vocab</li> </ul>



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7  
mins

**(Wrap –up)**

- Congratulate students on job well done and inform them how they can use language outside of class

**Notes:**

- Cut off Plan: If running out of time ask the students to define the terms in the Hand out Words/phrases of interest sheet using an English-English dictionary for next class.
- Try to continue to elicit during group discussion and vocab/phrases/words of interest definition