**Speaking Lesson Plan**

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Course: Times TESOL 110th WK

Instructor: Mr. Roger

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**Speaking Lesson Plan**

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| **TITLE** | | Pyramid discussion about ‘friendship’ | | | | | |
| **INSTRUCTOR** | | | | **Ss’ LEVEL** | **AGE GROUP** | **No. of Ss** | **LENGTH** |
| Joeun Lee | | | | Intermediate | Adult | 12 | 50 mins |
| **MATERIALS** | | | | | | | |
| Whiteboard, markers, worksheets(1-4), 3 pictures about ‘friendship’ | | | | | | | |
| **AIMS** | 1. To practice speaking skills during discussions and presentations  2. To practice listening skills through listening to the classmates’ opinions | | | | | | |
| **LANGUAGE SKILLS** | | | | | | | |
| Speaking | | | Students will be discussing their opinions about ‘friendship’ and make presentations | | | | |
| Listening | | | Students will be listening to the classmates’ opinions during the discussions/presentations | | | | |
| Reading | | | Students will be reading some words/expressions on the board related to the topic | | | | |
| Writing | | | Students will be taking notes during the discussion/presentations | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Students will focus on pronunciation when they talk and listen to each other | | | | |
| Lexis | | | Students will learn, use and get familiar with the words and expressions about ‘friendship’ | | | | |
| Grammar | | | Students will focus on grammatical accuracy during prepare presentations | | | | |
| Functions | | | To give their own opinions and understand other peoples’ | | | | |
| Discourse | | | To exchange various ideas about ‘friendship’ | | | | |
| **ASSUMPTIONS** | | | | | | | |
| Students will be able to exchange their opinions about ‘friendship’ and find out some similarities and differences to other classmates | | | | | | | |
| **PREFERENCES** | | | | | | | |
| Learning Teaching, Jim Scrivener, page 218-219  Pyramid discussions, R. R. Jordan, page 48-54(<http://203.72.145.166/ELT/files/44-1-6.pdf>) | | | | | | | |
| **NOTES** | | | | | | | |
| - Modified activity from the original pyramid discussion  - Students are monitored during every tasks in both active and passive ways  - Prepare some spare worksheets in advance | | | | | | | |

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| **PRETASK TITLE** | | | Lead-in | | | | |
| **AIMS** | | | | | | **MATERIALS** | |
| To familiar with the topic, ‘friendship’ | | | | | | Whiteboard, markers and pictures | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 3 | 3 groups | Look at the picture of their group and describe to the whole class | | | | | Give out a picture to each group |
| 5 | Class | Say the words which they think important or necessary to have/keep friendship | | | | | Elicit the word ‘friendship’ and related words as many as possible |
| **NOTES** | | | | | | | |
|  | | | | | | | |
| **TASK PREPARATION TITLE** | | | | | Study useful patterns before discuss | | |
| **AIMS** | | | | | | **MATERIALS** | |
| To prepare for discussions | | | | | | Whiteboard, markers | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 8 | Class | Learn some useful patterns for suasion, argument and question before they start discussions | | | | | Elicit and help students |
| **NOTES** | | | | | | | |
| - Teacher elicits as many patterns as possible from students what he/she prepared in advance  - Teacher teaches rest of the patterns which are not elicited from the students | | | | | | | |
| **TASK REALISATION TITLE** | | | | | Pyramid discussions and presentations | | |
| **AIMS** | | | | | | **MATERIALS** | |
| To persuade, argue and listen to other people to draw the conclusion | | | | | | Worksheet 1-4 | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 2 | Individual | - Choose 5 things to have/keep friendship which are written on the whiteboard(done at lead-in)  - Make notes on worksheet 1 | | | | | Set task,  ICQ,  monitor passively |
| 7 | Pairs | - Tell their partner what they chose and the reason each other  - Discuss with their partner and make same 5 choices both can agree on  - Make notes on worksheet 2 | | | | | Set task,  ICQ,  monitor actively |
| 10 | 2 Groups | - Tell their group what their pair chose and the reason for the choice  - Discuss with their group members and make same 5 choices all of the members can agree on  - Make notes on worksheet 3 | | | | | Set task,  ICQ,  monitor actively |
| 6 | 2 Groups | - Each group comes out in front of the class and make a presentation about their conclusion  - Students on their seats are listening and make notes on worksheet 4 | | | | | Monitor,  make a note of errors |
| **NOTES** | | | | | | | |
| - Students are not allowed to show their worksheet to other people, but discuss only through talking  - If students finish their group discussion early than given time, teacher goes and participate the group and ask further questions based on what they discussed  - If students are still discussing after the given time, teacher gives 1 more minute and let students know when they have 30 seconds left | | | | | | | |
| **POST TASK TITLE** | | | | Feedback and error correction | | | |
| **AIMS** | | | | | | **MATERIALS** | |
| To find out similarities and differences between 2 groups and improve grammar accuracy | | | | | | Worksheet 4, whiteboard and markers | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 5 | Class | Talk about the similarities and differences between 2 groups | | | | | Elicit from Ss |
| 4 | Class | Correct grammatical errors | | | | | Write the errors |
| **NOTES** | | | | | | | |
| - Teacher encourage to students who talked less during discussions/presentations  - Teacher write some grammatical errors what students made during their discussions and presentations  - Teacher elicit from the students how to correct errors  - Students read the correct sentences repeatedly | | | | | | | |

**Worksheet 1.** Five important factors to have/keep friendship(my own)

\*

why?

\*

why?

\*

why?

\*

why?

\*

why?

**Worksheet 2.** Five important factors to have/keep friendship(pairs)

\*

why?

\*

why?

\*

why?

\*

why?

\*

why?

**Worksheet 3.** Five important factors to have/keep friendship(group)

\*

why?

\*

why?

\*

why?

\*

why?

\*

why?

**Worksheet 4. Comparison**

|  |  |
| --- | --- |
| **Similarities** | **Differences** |

**Useful patterns**(only for teacher)

<Suasion>

- I prefer / choose / propose *X* because……

- I think *X* is better……

- It seems to me……

- It is important / better to have……

<Argument>

\* statements of agreement

- I agree with you……

- I think you are right……

\* statements of partial / qualified agreement

- Yes, but I think……

- Yes, I agree with you, but I believe that……

\* statements of disagreement

- I disagree with you……

- I can’t / don’t agree at all with……

<Questions>

- Do you agree with……?

- What about……?

- What is your choice?

- Why do you think……?

- Do you mean……?