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| Speaking Lesson Plan |

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| *How are you feeling today?* | | | | |
| **Instructor** | **Level** | **Age Group** | **No of Ss** | **Length** |
| Heeyoon Moon | Beginner | Adult | 6 | 50mins |

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| **Materials:**   * Feeling vocabulary sheet (6copies) * “How do you feel?” worksheet(worksheet 1) (6copies) * Feeling discussion topics handout (worksheet2) (6copies) |
| **Aims:**   * To express feeling appropriately by doing worksheet * To develop communication skill through discussion with partner * To learn and remind feeling vocabulary through vocabulary sheet * To learn structure like causation and reason by working on the worksheet * To learn grammar that feeling vocabularies come with verb “feel” and feeling vocabularies are adjectives by working on the worksheet |
| **Language Skills:**   * Speaking : Worksheet with partner, and discussion * Reading : Read the handouts * Listening : Teacher’s instruction * Writing : Writing on the worksheet(Optional homework) |
| **Language Systems:**   * Discourse : Discussion with partner * Lexis : Feeling vocabulary list * Structure : Students use sentences properly through the worksheet while doing speaking activity * Phonology : Students learn how to pronounce the feeling vocabulary. * Grammar : Students naturally learn feeling vocabularies are adjective. |
| **Assumptions:**   * Students already know teacher’s teaching style * Students already know most of vocabulary on the vocabulary sheet. * Students have ability to read and comprehend the discussion topic worksheet. |
| **References:**   * Busyteacher.com (Search for “Feeling”) |
| **Anticipated Errors**   * Ss may not know the vocabulary list * Have Ss help each other to explain the word. If they still don’t know, give them S friendly definition. * If Ss do not understand “pet peeves” or sentences on the worksheet * Have Ss help each other and give S friendly definition. |

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| **Pretask** | | | | | | | | |
| Materials: - | | | | | | | | |
| **Time** | **Set up** | | **Students** | | | **Teacher** | |
| 3min | Whole Class | | Students will answer their feeling | | | Elicit feeling and guiding questions | |
| **Notes:**  General guiding questions. | | | | | | | | |
| **Task Preparation** | | | | | | | | |
| Materials : Vocabulary list | | | | | | | | |
| **Time** | **Set up** | | **Students** | | | | **Teacher** | |
| 3min | Whole Class | | Students will give any vocabulary related to feeling. | | | | Elicit  Make Ss in pair | |
| 6min | Pairs | | Students will look at the handout, get familiar with the words and discuss if needed. | | | | Distribute the vocabulary worksheet  Monitor | |
| **Notes:**  While monitoring, check the pronunciation as well. If some Ss cannot figure out the word, let them use dictionary or give them proper pronunciation with Ss friendly definition. Don’t spend too much time on vocabulary. | | | | | | | | |
| **Task Realization** | | | | | | | | | |
| Materials : Worksheet1, 2 | | | | | | | | | |
| **Time** | | **Set up** | | **Students** | | **Teacher** | | | |
| 15min | | Pairs | | Students will pick at least 5 questions on the worksheet and speak to partners with answers. | | Instruct and distribute the worksheet1.  Monitor  Let Ss change the partner | | | |
| 15min | | Pairs | | Students will pick the topics from the worksheet2 and ask partner and discuss. | | Instruct and distribute the worksheet 2  Monitor | | | |
| **Notes:**  Reassign the Ss into new pairs for the variety of class after the first activity. Monitoring students is essential. Practice feeling expression with reason in short sentences in the first activity. For the second activity, communication skill can be expanded due to discussion with feeling topics. Even if some may finish up early, there are many questions to answer on both worksheets. | | | | | | | | | |
| **Post Task** | | | | | | | | |
| Materials : - | | | | | | | | |
| **Time** | **Set up** | | **Students** | | **Teacher** | | | |
| 5min | Whole class | | Answer and feedback | | Check Ss feeling after the activities  Give Ss optional homework | | | |
| **Notes:**  Students will get the idea how they can express their feeling with variety of situation. | | | | | | | | |

