**Speaking Lesson Plan**

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| **Topic: When I grow up, I want to be; Dream job** | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| Sofia | Intermediate | 17(first year in high school) | 7 | 50 minutes |

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| **Materials:** |

Whiteboard, markers; pen and paper; picture (flashcard)s of some jobs (singer, plumber, soccer player); props for the play (materials around the class); computers or smartphones to search for information;

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| **Aims:** |

1. To improve speaking skills through discussions with classmates about the play they are doing and also practicing situational language.
2. To improve listening skills by listening to other’s opinion and guessing the situation and the job in the play.
3. To improve writing skills when students gather information and write it down as a script form for the role they’re taking in charge of in the play.

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| **Language skills:** |

Speaking: Having verbal discussions and presentations.

Listening: Listening to other speakers and situational language.

Writing: Gathering information, narrowing it down in to a script.

Reading: Reading information searched about the job.

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| **Language systems:** |

Phonology: Students focus on clear pronunciation to ensure successful communication during discussion and presentation.

Function: Situational language of the role when preparing for the role play presentation.

Discourse: Students do a role play presentation in pairs; and a group of three.

Grammar: Students talk about their future when discussing about dream jobs using future tense ex) I will be helping…., I will have …….

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| **Assumptions:** |

Students would have thought of their dream jobs.

Students will be able to understand the concept of a real play.

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| **Anticipated Errors and Solutions:** |

Students will be uncomfortable sharing their dream job thinking it is silly.

* Teacher shares own dream job when teacher was their age.
* Teacher shows respect and importance of every job to encourage students.

Students might be unfamiliar to some jobs mentioned by other students.

* Encourage the student who mentioned the job to explain what the job is to others.

Since there is uneven number of students, one group will be a sum of three and student will think it isn’t fair.

* Give more time to the students in groups of three for the role play presentation.

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| **References:** |

<http://www.mes-english.com/flashcards/files/people_flash.pdf>

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| **Notes:** |

Make sure every student participates in discussions

Students must be monitored through task preparation

Get SOS (Plan B) activities ready for students to do if they are finished with their tasks early.

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| **Pre-task:** Warmer | | | | |
| **Aims:** To understand the concept of dream jobs, express personal thoughts and listen to others through verbal discussion. | | | **Materials:** Whiteboard, markers, picture (flashcard)s of some jobs (singer, plumber, soccer player etc.) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins | Whole Class | Students answer guiding questions and state job. | | Greetings  Elicit “job” from students through guiding questions and pictures. |
| 3 mins | Whole class | Students comes up to the whiteboard and starts writing all the jobs they know of on thewhite board | | Invite student to the whiteboard to write down jobs. |
| 6 mins | Whole class | Students discuss which job is their favourite and their “dream job” | | Ask questions about their favourite and lead them in to thinking of their “dream jobs” |
| **Notes:** Encourage students to share their opinions about their dream job | | | | |

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| **Task Preparation:** Discussion and gathering information | | | | |
| **Aims:** To gather more information about the job and understand what the jobs do and organize it into a script. | | | **Materials:** Pen and paper,computers or smartphones to search for information | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins | Whole class | Students will understand the concept of “dream job” | | Give instructions  ICQ |
| 15mins | In groups of 2.2.3 | In groups, students will each choose a job to do a play, use search engines for information about the job and make a script for a real play to perform; practice presentation | | Group students in to groups of 2.2.3 ( two groups of two, one group of three)  Set up task and monitor |
| **Notes:** Monitoring students is essential to check they are using the computers and smartphone in an appropriate way of use and to check if they are struggling with searching for information. | | | | |

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| **Task Realization:** Real play presentation | | | | |
| **Aims:** To confirm and present full understanding of the job and practice speaking as the job they chose. | | | **Materials:** Pen and paper, props for the play (materials around the class | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 7 mins | In groups 2. 2. 3 | Students do real-play presentation acting as they have the job they have dreamed of for 1minute per each student ( 2 minutes for groups of two, 3minutes for groups of three) | | Monitor |
| **Notes:** Ensure students are taking part in the play equally. | | | | |

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| **Post Task:** Feedback | | | | |
| **Aims:** To confirm understanding of the conversation in the play and share information through discussion. | | | **Materials:** Whiteboard, markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 8 mins | Whole class | Students guess what job each student chose and have a big group discussion why they chose the job | | Monitor  Guide students buy making one person speaking at a time. |
| 5 mins | Whole class | Students give feedback to each other about how they were in the play playing the job. | |
| 2 mins | Whole class | Students give feedback about the usefulness of the class | | Elicit feedback |
| **Notes:** Monitoring is important through-out discussions and students giving feedback to each other to make sure they don’t get off-track and also being respectful to classmates. | | | | |