|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Speaking Lesson Plan | | | | | | | |
| TITLE | I want to buy something! | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Mirae kim | | | | intermediate | 3-4 years old | 8 | 25mins |
| MATERIALS | | | | | | | |
| a computer, ppt slides, pictures and name cards of fruits, a work sheet, | | | | | | | |
| AIMS 1. | | Students can compare names of fruits by watching name cards. | | | | | |
| **2.** | | Students can use sentences about buying something by playing role play game. | | | | | |
| 3. | | Students can use ‘helping sentence’ E.g can I help you or may I help you by practice to speak each sentence. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Students will be listening about some sentences about buying something. | | | | |
| Speaking | | | Students will be talking about fruit’s name and express what they want to buy. | | | | |
| Reading | | | Students will be reading fruit’s name card and some sentences about buying something. | | | | |
| Writing | | | Students will be writing each fruit’s name on the work sheet. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Distinguish /r/ and /l/ sound. E.g /r/ for orange, bird, red and /l/ for like, lemon, melon. | | | | |
| Lexis | | | May, water melon, customer, change | | | | |
| Grammar | | | the singular and the plural verb. Students speak some sentence, especially ‘ | | | | |
| Discourse | | | May I help you? I want to buy two oranges. | | | | |
| Functions | | | To express what they want to buy and studying | | | | |
| ASSUMPTIONS | | | | | | | |
| Students already can know fruit’s name like apple, orange and so on. Students can use ‘helping sentences’ another situation which students can help others in the role play game. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Students may not know about fruit’s name. Students will study names of fruits using name card.  Students can confuse pronunciation /r/ and /l/. Through listen and repeat some words and practice, students can speak each pronunciation. | | | | | | | |
| REFERENCES | | | | | | | |
| <http://www.ebse.co.kr/ebs/flz.AleEclipBankInfo.laf?eclipbkId=35> <http://blog.naver.com/joyillust/80125388474> | | | | | | | |
| NOTES | | | | | | | |
| Plan b : If the computer and the ppt program are not working, teacher show the picture cards. Cut off : If teacher have not enough time, teacher can skip role playing game and can do activity that teacher read sentences and students repeat the sentences.  SOS : Expression of tasty. Teacher tells own experience about fruit’s tasty and ask for student’s experience. After discuss about experience, students does expression and matching game. A student explains fruit’s tasty and another student answer the fruit’s name. There are some rules like limited time, don’t say fruit’s name or spelling and so on. | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PRETASK TITLE | | | To talk about own experiences about fruits. | | |
| AIMS | | | | MATERIALS | |
| Talk about each students experience about fruits. For example, they have some experience about buying fruits, eating fruits and so on. | | | | X | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins | Whole class | Students can tell their own experience about fruits. | | | Ask some guiding question. |
|  |  | Students can explain situation that they bought something. | | | Pay attention for speaking students. |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
| Checking the time and consider that all students can talk. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK PREPARATION TITLE | | | May I help you? | | |
| AIMS | | | | MATERIALS | |
| Students can learn how to say for needing to help persons. Students can speak fruit’s names. | | | | A computer, PPT file, fruit’s picture cards | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins | Whole class | Students will watch fruits picture cards and read each name. | | | Teacher show the PPT slide and explain names and sentences. |
|  |  | Students will practice some sentences.  Ex) can I help you? May I help you?  I want to buy two oranges | | |  |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
| Checking time and working of computer and PPT file. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK REALISATION TITLE | | | I’m a master of fruit store! | | |
| AIMS | | | | MATERIALS | |
| Students can practice some sentences and fruit’s name by playing role playStudents can match fruit’s pictures and names. | | | | PPT file, a computer, picture cards. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10mins | Pair groups | Students will play role play and practice expression and words. | | | Teacher monitor for student’s activity. |
|  |  | Students will practice /r/ and /l/ pronunciation. | | |  |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
| Need to clear and correctly pronunciation. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POST TASK TITLE | | | I can help other people and buy fruits. | | |
| AIMS | | | | MATERIALS | |
| Students can remind what they learn and practice. | | | | PPT file, a computer | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins | Whole class | Students will practice sentences and words which they learn. | | | Giving guide question which students can remind. |
|  |  |  | | |  |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
| Giving 2 sentences(can I help you / may I help you) and some fruits words. | | | | | |

Fruit’s picture card



PPT file

