|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Speaking Lesson Plan (Table-based)** | | | | | |
| **Topic: Blackout** | | | | | |
| Instructor:  Maria | Level: Intermediate | Age: Adults | Nationality:  Korean | Students:  8 | Length:  30min |
| **Main Aim**: Students will improve their speaking skills by role-playing  in blackout situation.  **Secondary Aims**:   * Students will role play using the expression given in their role card * Students will share their experiences during the blackout   using the present perfect tense.   * Students will learn about the words related with Black. | | | | | |
| **Materials:**   * Computer, screen * Usb(PPT slides 1-13) * Role cards(cut out in advance) * White board ,markers * Realia(Cell phone) | | | | | |
| **Language skills:**  Listening: Teacher’s instruction and students’ discussion  Reading: blackout role card  Speaking: sharing their blackout experience and role play  Writing: making a short dialogue | | | | | |
| **Language systems**:  Phonology: electrical. temporarily  Lexis: blackout and related words(black tea, black label. black pepper,  black Friday)  Function: asking help  Grammar: past perfect tense (Have you ever been~?)  Discourse: role playing and work in pairs | | | | | |
| **Assumptions**:  Students already know:   * How to class is set up and run * The teacher’s style of teaching and the pace of the course * Students have the experiences of the blackout * All of the students have each cell phone. | | | | | |
| **Anticipated Errors and Solutions**:  Students may not understand the meaning of the words in the role card  ->Explain them with easy words and encourage them to guess from the context  Students may not be able to do the activity on time  ->Inform them of the left time before finishing  Students may make a mistake using the present perfect tense  ->Give an anticipated error and its correction before the main activity and after the activity | | | | | |
| **References:**  http://www.onestopenglish.com/skills/speaking/lesson-plan/  PPT slide pictures from Google | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Task** | | | |
| **Aim:** Let the students involve today’s topic by eliciting watching PPT slides1-3 | | | **Materials:**  - Usb (PPT slides 1-3)  - computer, screen  - white board, marker |
| **Time** | **Set Up** | **Procedure** | |
| 30sec  2min  30sec | T-S  T-S  T  T-S  T-S  T  T  T  T-S  T-S | **1. Greeting**  Good morning, Everyone!  It’s getting warmer. I prefer spring to winter.  How are you today?  Did you have a good night?(Yes)  Me, too. And I felt thankful for electricity.  **2.Showing PPT and eliciting**  Have you ever thought the world without electricity? (No)  Ok. Let’s look at the PPT slide.  (Showing the PPT slides 1,2 related to blackout)  **<Instruction>**  Can you guess what happened in this picture?(Y/N)  ( slide 1)This city is very dark.  (slide 2) Lots of people are crowded at night and looked uncomfortable.  (Showing the PPT slide 3)  Can you see a word on the photo slide? (Yes. Blackout)  Right! In 2003, Some areas in Northeast of USA and Canada were blacked out. This was a big issue at that time.  (writing **blackout** on the board)  Today’s topic is Blackout.  Repeat after me. blackout (blackout)  There are several meanings in Blackout.  But We’re going to use this word in this case,  the temporary electrical power failure.  **<CCQ>**   1. Which situation do you use the word, blackout?   (electrical power failure)   1. Is this classroom in blackout? (No) 2. Does the blackout happen permanently?   (No, temporarily)  (if the pronunciation is difficult, repeat the word twice)  (If the students have difficulty with the word, temporarily and permanently, let them explain with an easier word, temporarily-for a short time/permanently-forever) | |
|  | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task Preparation** | | | | | |
| **Aim:**  To make a short dialogue with their partner to escape from blackout situation | | | | **Materials:**  - Usb(PPT slides 4-7)  - computer, screen  **-** realia (cell phone) | |
| **Time** | | **Set Up** | **Procedure** | | |
| 10sec  2min  1min  20sec  5min | | T  T-S  T-S  t-S  T-S  T  T-S  T-s  T-S  T  S-S | **<Instruction>**  Today we’re going to talk about your experiences of blackout and role playing.  At first, let’s look over several words related to Black.  **<Eliciting and CCQ>**  (Showing the PPT slide 4)  Do you know what it is? (black tea)  Right!  Is this green tea? (No, black tea)  (Showing the PPT slide 5)  How about this one? (Whiskey….)  (if the students don’t know the answer, point the black label on the bottle )  Look at this. What’s this?(label)  Can you guess what it is now? (Ah! yes! Black label)  Good job!  Is this a yellow label? (No, black label)  (Showing the PPT slide 6)  You know this very well. What’s this? (black pepper)  Right!  Do you like to add black pepper on Mandu soup? (Yes/No)  I like it.  (Showing the PPT slide 7)  This is the last one.  Many people are crowded. Where? (department store)  Why? Can you guess what day is it? (Yes. Black Friday)  That’s right.  Do you buy many things on Black Friday?(Yes/No)  (If one of the students says no)  Me, too.  **<Instruction and Demonstration>**  Now, We’re going to blackout role playing.  Work in pairs.  (if there are 7students, consist of 3 in one team  And if needs, rearrange seating.)   1. I’ll give in each pair one black out role card.   (hand out the BLACKOUT role cards)  It’s about each blackout situation and useful expression.   1. At first, read it and decide each role A or B.   Only person A is in blackout situation.  A makes a phone call B and asks for his or her help.   1. Make a short dialogue A-B A-B with your partner to find a solution to get out of this situation.   (pointing Expression)  Use this expression in below the explanation of A/B’s situation   1. And then practice it in pairs.   Does everyone have a cell phone? (Yes)  (holding my cell phone and get the phone )  Pretend to make a phone call.  .   1. I’ll give you 5minutes.   (If the students don’t know well how to do it well, explain it easily once more)  **<ICQ>**   1. What are you supposed to do?   (make a short dialogue and practice)   1. Are you working alone? (No. work in pairs) 2. How much time do you have? (5 minutes)   You may start now.  (monitor Students making sure they’re following the instruction and if there are any mistakes, give them correction)  1minute left. 30 seconds left. 10 seconds.  Time’s up.  Have you finished? (Yes) | | |
|  | | | | | |
| **Task Realization** | | | | | |
| **Aim:**  To present the role play in blackout situation and speak their blackout experience. | | | | **Materials:**  -Realia(cell phone)  -Usb (PPT slide 12)  -Computer, screen | |
| **Time** | | **Set Up** | **Procedure** | | |
| 20sec  10sec  1min  5min  3min  3min | | T  T-S  T  T  S-S  T  T  S-S  T  T-S  T  S-S  T | **<Instruction>**   1. You’ll come up in front and act the situation   you created with your partner.   1. Before acting, explain the blackout situation and relationship of you two in short. 2. Bring your cell phone.   **<ICQ>**   1. Before acting, what do you have to do?   (explain in short)   1. Do you act in you r seat?(No. come up in front) 2. What do you have to bring with you? (cell phone)   Any pairs who act first?(one pairs raise their hands)  (If there is no volunteer, designate one team)  Would you come up in front with your cell phone?  Ok. Are you ready?  (clapping instead of slate)  Action!  (First pairs present the role play)  (after finishing it)  Go back to your seat  (with same way, other two pairs do)  You did an excellent job!  (showing the questions with ppt)  Q.1. Have you ever been in these blackout situations?  2. Where?  3. How did you feel at that time?  4. What did you do to find out solution to get out of that situtation?  **<Instruction>**   1. There are 4 questions in ppt. Read them 2. Work in pairs. 3. I’ll give you 3minutes.   **<ICQ>**   1. What do you supposed to do?   (Read the questions and work in pairs)   1. How much time do you have? (3min)   Now start.  (Students tell their experiences each other.  Teacher monitors)  1minute left. 30secons. Time’s up.  Which pairs do you want to tell us your experience?(Us)  Would you tell us your experience?  (checking the time, let one or two pairs say)  I heard your experience well. They’re unhappy memories.  Now relax yourself. | | |
| **Post Task** | | | | | |
| **Aim:** To feedback and error correction | | | | **Materials:** white board, marker | |
| **Time** | | **Set Up** | **Procedure** | | |
| 1min | | T-S  T  T-S | **<Feedback>**  Do you have any questions about what we’ve learned today?  ( If there are any questions, explain them)  **<Error correction>**  (Write Students errors Teacher noticed during the whole class on the board and let them try to correct)  I didn’t hear any mistakes during the whole class.  Can you unscramble this?  (writing LCUBAOT)  "LCUBAOT"    You did a great job today.  I hope you have enjoyed my class.  There is no assignment today.  See you!!! | | |
| **Note:**  Check time | | | | | |
| **SOS Activity** | | | | | | |
| **Aim**: To drill the important sentence | | | | | **Materials:**  **-** Usb(PPT slide 13)  - computer, screen | |
| **Time** | **Set up** | | **Procedure** | | | |
| During left time | T  T  T-S  T  S  T | | (If we have time , do Multiple-slot Substitution Drill)  **<Multiple-slot Substitution Drill >**  We’ll Multiple-slot Substitution Drill  (showing PPT slide 13)  You already know this drill method.  Here is one sentence.  **<Instruction>**   1. Fill in two slots of this sentence. 2. Use feeling adjective in 1st slot   and the place in the 2nd slot.   1. Repeat the sentence the former person said   and add your sentence.  **<ICQ>**   1. How many slots do you have to fill in? (Two) 2. Do you have to repeat the sentence the former person said? (Yes)   **<Demonstration>**  I’ll start. I’m so scared in the elevator.  (I’m so scared in the elevator. I’m so~~)  (continue until time’s up)  Excellent.  Time’s Up. | | | |

**Role Cards**

|  |  |
| --- | --- |
| **BLACKOUT!**  Role card  **A**: You are in an elevator which is  stuck between two floors. There is no light.  You are visiting a friend in the building.  You call your friend.  **B**: You are waiting for a visit from your  friend when the lights went out.  ***Expression****: I’m REALLY afraid of the dark* | **BLACKOUT!**  Role card  **A**: You are a criminal. You see  a chance of making some money  by robbing a bank during the blackout.  You want to convince a friend to help you.  **B**: You are a criminal. Your friend calls you  to ask for help, but you are scared that  the lights will come on.  You don’t want the police to catch you.  ***Expression****: I’m terrified we’ll get caught* |
| **BLACKOUT!**  Role card  **A**: You are a student. You were finishing  your homework on the computer  when the blackout occurred.  You have to phone your teacher and  explain that you can’t do the homework now.  **B**: You are the teacher.  You won’t accept **A**’s excuse  because the homework is already  two weeks late!  ***Expression****: I was frightened of losing it,*  *so I did it on the computer.* | **BLACKOUT!**  Role card  **A**: You are on the metro when the  blackout happens. There is a pregnant  woman in the train with you and you  think she is going to have her baby.  You phone the emergency services for  help.  **B**: You work at the emergency  services. Give **A** advice on what to do  with a pregnant woman.  ***Expression****: I’m freaking out here!* |