

Speaking Lesson Plan- PPP Approach

☐ *Listening* ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing

Topic: One of the most famous features of (City) is _____

Instructor:
Seunghee Lee/
Karen

Level:
Intermediate

Students:
6

Length:
50 minutes

Materials:

- Vocabulary worksheet(6 copies)
- City Guide Map wall chart (New York City Insider Guide: Manhattan and Attraction Overview)
- YouTube Link(New York City Guide- Lonely Planet travel video) / Part 1(~0:42), Part 2(0:43~1:37), Part 3(1:38~2:41)
- Listening Worksheet 1_ City Guide Sheet (A4 size, 6 copies)
- Listening Worksheet 2 _Map Blank sheet (A4 size, 6 copies)
- Map with Manhattan and Attraction Overview (Poster size)
- White board, board markers & Tape

Aims:

- To learn vocabulary and expressions for describing the place's feature by matching the meaning of a sentence on the worksheet.
- To predict the city's attractions to visit for holiday from the video clip.
- To practice listening to the public announcement such as tour guide.
- To be able to pick details from the tour guide announcement by answering details questions on a worksheet.
- To practice speaking by discussing with group members.

Language Skills:

- Listening: the speaker's guide about the geographical, historical and cultural features of the city.
- Speaking: Prediction/Interpretation, comparing answers with the partner.
- Reading: Vocabulary worksheet
- Writing: details(dictation), creating the city guide of Seoul

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Language Systems:

- Lexis: Vocabulary used in describing the city's appearance and various attractions.
- Function: Tour guide for the friends from abroad and detail script for the professional guide.
- Structure: Superlative Adjectives(usage of the biggest, the most famous-)

Assumptions:

Students already know:

- how the class is set up and run (There will be 2 students pair at each table)
- most students have been travelled around
- all students are college students (Age 20 around)

Anticipated Errors and Solutions:

- Students may not be able to follow the passage easily.
 - Follow the task-feedback circle: let them listen to the video clip again until they get the list of the content.
- Students may not be able to pick up details from listening
 - Chunk the listening (pause-play-pause-play)
- Students may need more time to work on the vocabulary.
 - If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board.
- Students may not be able to get the meaning exactly from the sentence because it is abstract.
 - The vocabulary slides with image could be shown to the students.
- If time is short
 - Cut post-activity discussion short and only ask 2~3 students to share their opinions about what's the most interesting place to visit.
- If students finish their task earlier than anticipated
 - Ask as many students as possible about their plan of one-day trip in New York, and the reason of planning.

References:

- Video clip : New York City Guide - Lonely Planet travel video
<https://youtu.be/prNQF0s9hu0>

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- Map: New York City Insider Guide: Manhattan and Attraction Overview/
www.nycinsiderguide.com
- Dictionary on the vocabulary worksheet : Google search, &
<https://www.merriam-webster.com/dictionary/>
- Images on the vocabulary worksheet:
<http://www.eyetricks.com/3404.htm>
<http://www.pjrenwick.com/html/nyc-hustle-bustle.htm>
<http://bluesensenetworks.com/author/admin/>

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Lead-In			
Materials: Board			
Time	Set Up	Student Activity	Teacher Talk
5min	Whole class	Encourage SS to answer with a friendly atmosphere. SS will tell their travel experiences..	<p>Hello everyone, how was your holiday? I heard Tim had travelled around China during the last weekend. How was it?</p> <p>So, here's a question for you all. Which country have you travelled around for a vacation? Where is the most impressive place to you? or where would you like to recommend to visit ?</p> <p>(Elicit the reasons of recommendation & write them on the board)</p> <p>OK, so today, we will listen to a city guide from Lonely Planet. This is about New York!</p>

Pre-Activity			
Materials: Vocabulary worksheet, Map (New York City Insider Guide: Manhattan and Attraction Overview)			
Time	Set Up	Student Activity	Teacher Talk
10 min	Whole class	SS will have their worksheet and read the sentence to find the relevant word.	<p>I. Vocabulary</p> <p><u>Instruction</u></p> <p>Work individually. Match the first part of each sentence with the second part containing vocabularies. Each sentence show the meaning of each vocabulary. Draw a line to match the meaning. You have 4 minutes.</p> <p>(Distribute the worksheet)</p> <p><u>Demonstration</u></p> <p>Look at #1..."move in an energetic or noisy manner." So draw the line to the</p>

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3min	Individually		<p>word that has this meaning from the second part.</p> <p><u>CCQ</u></p> <p>Who are you working with?</p> <p>How much time do you have?</p> <p>What do you do to match it?</p> <p>Monitor discreetly. Answer students if they ask questions. Give time warning: 30 seconds left.</p> <p>Be flexible with time. Give one more minute if they need it.</p> <p>Check answers: let students draw the correct lines.</p> <p>-Go through the vocabulary one by one.</p> <p>-Elicit the meaning from students</p> <p>-Explain the meaning if necessary, showing the vocabulary slides and reference images in PPT.</p>
	Whole class	<p>SS will revise their answer if wrong, referencing the vocabulary slides.</p> <p>SS will give the words popped up on their minds from what they have heard or watched thru media about New York.</p> <p>SS will remind the vocabulary from the pre-activity.</p>	<p>II. Prediction</p> <p><u>Instructions</u></p> <p>Look at this map(with blank). This is the map of New York, “New York City Insider Guide: Manhattan and Attraction Overview” that you will listen to. What is the most interesting place? What do you think the city of New York is like?</p> <p>Show the map by guiding them to look at each district.</p> <p>Do not identify the characteristics of each district.</p> <p>Elicit vocabulary used to describe the city for the visitors.</p> <p>Check your interesting attractions as you listen to the speaker. and Interpret how it will be like from the clip.</p>

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Main Activity			
Materials: YouTube Link(New York City Guide- Lonely Planet travel video) / Part 1(~0:42), Part 2(0:43~1:37), Part 3(1:38~2:41), Listening Worksheet 1_ City Guide Sheet, Listening Worksheet 2_Map Blank sheet, Map wall chart			
Time	Set Up	Student Activity	Teacher Talk
7min	Whole class	<p>SS will focus on their listening, try to have the overall concept of the topic.</p> <p>SS will talk about the impressive and interesting things in New York.</p> <p>SS will try to find the place in the map where they want to visit.</p>	<p>1. Listening for the Main Idea (general understanding)</p> <p><u>Instructions</u> Put your pens down. Close your eyes. Listen to the speaker. Think about the features of the city of New York. What do you think the city of New York is like? Listen for the general city guide.</p> <p><u>CCQ</u> Can you take notes? What are you supposed to think about?</p> <p>(Play tracks without stopping)</p> <p>Do you want to listen again?</p> <ul style="list-style-type: none"> ● Yes -->Have them listen one more time. ● No -->Have them share their thoughts. <p>What do you think about the city of New York? Do you find any interesting things about this city?</p> <p>Show students the map again. So can you point out the interesting place to you? Compare with their thoughts from the interpretation. (if done) → Just notice the differences.</p>
15min	Whole class		<p>2. Listening for Details</p>

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			<p><u>Instructions</u> Now listen to the speaker divided by three parts this time. Answer the questions on the worksheet as you listen. Work individually.</p> <p><u>CCQ</u> What are you supposed to do? Are you working alone?</p> <p>(Distribute the worksheet)</p> <p>Play Part 1. (~0:42) Let students write answers as they listen.</p> <p>Do you need to listen again?</p> <ul style="list-style-type: none"> • Yes→ Play Part 1 again. • No→ Play Part 2. <p>(Follow the same cycle until finished with Part 3.)</p>
	Individually	SS can take a note from the audio, trying to find out what they didn't catch the meaning at first.	
	Groups	SS will discuss with their partner by comparing the answers and completing all the blanks.	<p>Now compare the answers with your group members. When you have an arrangement, send a representative up front and have them fill out the city guide sheet on the board, including the map.</p> <p>Group 1, fill out the city's feature from Part 1. Group 2, fill out the city's feature from Part 2. (Same for group 3)</p> <p>(Put the wall charts of the city guide sheets and the map, while students are checking their answers with each other)</p>
	Whole class	SS will recheck the answers, comparing other groups'.	<p>Check the answers as a whole class after the representatives fill out the city guide sheet. Listen to the tracks one last time.</p>

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Post Activity			
Materials:			
Time	Set Up	Student Activity	Teacher Talk
10min	Whole class	SS will talk with their partner, reflecting their experiences and ideas.	<p>1. Free Production</p> <p><u>Instructions</u></p> <p>What things are important to you when you choose the destination for your vacation trip? Have you ever been a tour guide for your friends from abroad in Seoul? If you describe Seoul as one word, what would you say? What would be the good attractions in the cultural or historical view? What would be one of the most famous features of Seoul in the geographical point of view? Discuss with your partner. You have 5 minutes.</p> <p><u>CCQ</u></p> <p>Are you working in pairs? For how long?</p>
	Group		Monitor actively and participate within each group.
	Whole class	SS will take a note for homework.	<p>Share student's chosen attractions of Seoul. Take 2~3 volunteers if running out of time.</p> <p>II.Conclude lesson</p> <p>Elicit today's vocabulary for Ss.</p> <p>Give homework</p>

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			<p>Write the e-mail to your foreign friend who plans to visit Seoul, recommending some attractions of Seoul.</p> <p>Good job today. See you guys tomorrow!</p>
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SOS Activity			
Materials:			
Time	Set Up	Student Activity	Teacher Talk

