abcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzlzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm

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| **Speaking Lesson Plan****“What is Your Favorite Food?”****Jane Seoyeon Hong****Professor Thomas Van Coillie****October 29th, 2008** |

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**Guidelines for a Lesson Plan; A Step by Step Approach**

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| --- | --- | --- |
| **Background Information** | Step 1 | Basic Information |
| Step 2 | Materials |
| Step 3 | Aims |
| Step 4 | Language Skills |
| Step 5 | Language Systems |
| Step 6 | Assumptions |
| Step 7 | Anticipated Errors and Solutions |
| Step 8 | References |
| **Procedure** | Step 9 | Lead-in |
| Step 10 | Pre-activity |
| Step 11 | Main Activity |
| Step 12 | Post-activity |
| Step 13 | SOS Plan / Plan B |

**Speaking Lesson Plan**

**Title: “What is Your Favorite Food?”**

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| **Instructor:**Hong, Jane S. | **Level:**Advanced Beginner to Intermediate ESL | **Number of Students:** 13 | **Length:** 50 min. |
| **Date:**October 29, 2008 | **Room No.**Class A | **Lesson Start Time:**09:00 am | **Number of Lessons:** 2 |

**Materials:**

-14 copies of Survey Form

-1 Food Group Chart

-1 set of Food Pictures (Magazine)

-14 copies of Worksheet

-14 copies of Learner’s Word List

-Markers and white board

-Magnetics (to put the pictures up on the board)

**Aims:**

-The students will learn to use English to communicate in social settings.

-The students will practice strategies to extend their communicative competence.

-The students will improve vocabularies on food, nutrition and food groups.

-The students will prepare a survey.

-The students will be engaged in expressing their interests.

-The students will rehearse an anticipated conversation.

-The students will develop their communicative skills using the language in “chunks”.

-The students will seek feedback from others.

**Language Skills:**

-Listening: Listen to useful expressions in a conversation

-Speaking: Expressing their favorite food in details.

-Reading: Read articles about the topic.

-Writing: Write about other student’s favorite food.

**Language Systems:**

-Phonology: Pronounce clearly, learn how to pronounce new words.

-Function: Use the correct term in the correct situation.

-Discourse: Learn to use the terms in science, which could be found in a professional readings.

-Lexis: Terminology is naturally absolved in speaking.

**Assumptions about Students:**

-Students already know/are familiar with:

 -the names of their favorite food.

 -the names of the food around us.

 - the expressions in the dialogue.

**Possible Problems and Solutions:**

-Students may not be able to think of their favorite food.

 🡪Give the students time to think or tell them about the names of the food around

us.

- Students may not be able to express themselves in details.

🡪Encourage the students to use the sentences on the board.

-Students may need more time to work/discuss on their worksheet and word list.

🡪They could take the sheets home to work on.

-If time is insufficient,

🡪Cut lecturing and explaining the scientific details, let them elicit the broad

meaning of the terms.

-If time is more than enough,

🡪The students can start with their assignment.

**References:**

-Scrivener, J. (2005). *Learning Teaching.* Oxford: United Kingdom, MacMillian Education

-Larsen-Freeman, D. (2007). *Techniques and Principles in Language Teaching*. Oxford: United Kingdom, Oxford University Press

- Related sources available at <http://cafe.naver.com/tmtesol>, <http://www.health.gov/dietaryguidelines/dga2005/document/pdf/Chapter5.pdf>, "[MyPyramid.gov access point](http://www.mypyramid.gov/global_nav/media.html)". United States Department of Agriculture

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| **Lead - In** |
| Materials: **Tape Recorder/Player, Pre-recorded Tape, Newspaper, Whiteboard and Marker** |
| Time | Set Up | Description of activities |
| 5 min | Whole class | **<Greeting>** *Hello, students! How’s everyone? How was your weekend? What did you do?***<Eliciting and Prediction>**(Showing Ss the radio and a newspaper realia to elicit the topic)What are these*?* (Showing the realia)*What comes to mind?* (get Ss’ ideas and write them on the board)*What do you think is recorded?* Ss say News, Song, Music etc. T gives a gesture that a newspaper is in the tape recorder. The T imply that the news was recorded. The T gives an example to illustrate the desired phrase if not received already.*What do you think is the topic of the news?* (anticipate Ss to give variety of answers)*Let me tell you what’s in the news today.* (Then the T opens the newspaper wide and show the students the first page, with the news ‘Thomas Lost his Wallet at Times Media”. The Students giggles.)  |

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| **Pre-activity** |
| Materials: **Tape Recorder/Player, Pre-recorded Tape, 13 copies of Worksheet, Whiteboard and Marker** |
| Time | Set Up | Description of activities |
| 5 min20 min | Whole classIndividuallyWhole Class | **<Instructions>***I want everybody to listen carefully to the tape recorder, the tape is already recorded. Today, I want everyone to become a ‘detective’.*(S listen to the tape the T recorded) **<Demonstration>**The T should play the tape loud enough, and play twice if necessary.**<CCQ>***Did you hear the tape clearly?**Did you understand the main idea?**Can you ….?*Ss do the first part of the worksheet up to Task 3 while the T monitors discreetly. Give a time warning and allow more time if needed…Check Answers with the Ss. **<Instructions>** *After finishing up to Task 3, I want everyone to seat in groups, three of 4, 4 and 5 and do the Task 4 in your Groups.* |

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| **Main activity**  |
| Materials : **13 copies of the Newspaper Script, Worksheet and the Learner’s Word List, Tape Recorder/Player, Pre-recorded Tape, Whiteboard and Marker, 1 Location Map** |
| Time | Set Up | Description of activities |
| 10 min10 min2 min | Group workWhole ClassGroup workWhole Class | **<Instructions>**(Showing the Location Map and handing out the news script), *We will listen to the tape once more and go on to Task 5.* (Let Ss think about the guiding question while listening)*As a group, read the script and finish Task 6, first without any handouts.* *After listening, go back to your group then, explain to your group member.* (while showing a demonstration) *I will give you 3 minutes.***<CCQs>***What are the keywords that you found?**How different are the context, reading and listening?***<Checking Answers>***Let’s check what we have done up to Task 6.**Do you need more time?*(If yes – I will give 1 more minute extra reading time.)*What do you think about the questions?*(have all three groups answer)**<Filling in the Learner’s Word List>***You will have the Learner’s Word List. Go back to your script and highlight the lexis. Discuss in groups the new vocabularies or look up in the dictionary. I will give you 10 minutes.*(Let Ss engage themselves)**<CCQs>***Do you understand the new vocabulary?**Can you use the lexis in examples?***<Feedback>***Have you all filled in the list?* *(if yes- check their answers by having Ss read out each question and say the answer)* |

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| **Post-Activity**  |
| Materials: **Newspaper Script, Worksheet and the Learner’s Word List, Tape Recorder/Player, Pre-recorded Tape, Whiteboard and Marker, 1 set of Flashcards** |
| Time | Set Up | Description of activities |
| 1 min1 min | Whole ClassWhole class | To review the vocabularies learned in class (top-down approach), use the set of flashcards. **<Homework>***Go back to the worksheet and read the Further Task.* Try to make a new headline with the same story. Find your own headline that interests you on the internet / newspaper. Bring in the headlines that interest you the most and discuss them with your classmates.**<Closing>***Today we had a listening lesson and talked about reading a newspaper. Was this an interesting topic? Did you enjoy the activity today? Was it fun? Was it difficult? Do you have any question?*(Dismiss the class if there’s no question.)*It is not easy to read newspapers and find the main idea. Good job, students!!**Do not forget your assignment. Have a nice day.* |

**Points to Keep in Mind in a Speaking Lesson**

1. Always keep eye contact
2. Go around the classroom
3. Call student’s name – get everyone involved
4. Speak loud enough
5. Bring dictionary
6. Always be Explicit
7. Always Demonstrate
8. Always use a lot of CCQs
9. Always be Creative
10. Always be conscious of your Time
11. Always Enjoy Yourself!

Appendix 1: Favorite Food Survey

**Favorite Food Survey**

 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* What kinds of food do you like?
* What kinds of food do you dislike?
* What is your favorite food? Choose one.
* What vegetables do you eat?
* What fruits do you eat?
* What foods do you never eat?
* What is your favorite vegetable?
* What is your favorite fruit?
* Practice: Put it in a sentence.

 My favorite food is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is in a \_\_\_\_\_\_\_\_\_\_\_\_\_ group. It provides \_\_\_\_\_\_\_\_\_for my body. I dislike \_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is in a \_\_\_\_\_\_\_\_\_\_ group. It provides \_\_\_\_\_\_\_\_\_for my body. I need to eat more \_\_\_\_\_\_\_\_\_\_\_. My favorite fruit is \_\_\_\_\_\_\_\_\_\_\_, and my favorite vegetable is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Appendix 2: Worksheet

**Worksheet for “What is your favorite food?”**

* Task 1: Find ten food words.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| F | E | O | L | I | D | G | S | T |
| L | S | N | E | B | K | R | R | E |
| E | D | I | T | E | V | G | E | U |
| T | P | O | T | A | T | O | E | S |
| O | G | N | U | P | E | A | R | S |
| M | A | S | C | R | I | S | P | S |
| A | C | H | E | E | S | E | R | N |
| T | F | P | D | G | P | R | J | Y |
| O | R | A | N | G | E | S | X | T |
| S | C | H | I | C | K | E | N | M |

* Task 2: Circle the odd one out.

EXAMPLES: fish carrots meat chicken

1. Milk juice chicken coffee
2. Bananas potatoes oranges pears
3. Lettuce tomatoes water potatoes
4. Carrots onions cereal potatoes
* Task 3: Speaking - Use the survey form to ask your family, friends or classmates.
* Task 4: Speaking – Practice using the sentences in the survey form.
* Further Tasks

Find and read materials related to ‘Healthy Diet’, ‘Nutrition Balance’ or ‘Food Chain’. What is healthy eating? What should you eat more and what should you eat less?

Appendix 3: Learner’s Word List

|  |  |  |
| --- | --- | --- |
| New Words | Description | Example |
| carbohydrate |  |  |
| fat |  |  |
| protein |  |  |
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Appendix 4: Magazine Pictures