|  |
| --- |
| **Speaking Lesson Plan (Task-Based)** |
| **Topic : The lows and the highs** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Grace Choi | Level:  Intermediate | Students:  13 students | Length:  25 Minutes |

|  |
| --- |
| **Materials:**  - 14 pictures (7 copies of each A, B picture)  - white board and markers  - sheets of papers to write a sentences |

|  |
| --- |
| **Aims:**  - Students will be practice the past tense while telling the story about the picture  to partner in pairs. (Grammar)  - Students will work cooperatively in pairs by sharing information that is unique to  each student. (Pair Dynamics)  - Students will learn vocabulary related to stories from teacher. (Vocabulary)  - Students will be able to speak fluently by giving their stories to complete the  whole story. (Communication) |

|  |
| --- |
| **Language Skills:**  - Listening : teacher’s elicitation – teacher’s example of vocabulary, instruction,  background information of Olympic and disabled, other student’s  explanation of picture  - Speaking : telling the story about the picture to partner, making a full story  - Writing : making a sentence from each picture |

|  |
| --- |
| **Language Systems:**   * Function : giving information * Phonology : correct pronunciation * Lexis : Paralympics, disabled * Discourse : discussing about the full story * Grammar : past tense and past progressive |

|  |
| --- |
| **Assumptions about students**:   * Some students may already know the vocabulary * Students enjoy completing full story |
| **Anticipated Problems (Errors) and Solutions:**  - Students may not draw well pictures while listening to other student’s explanation  > Let students write a sentence instead of drawing pictures  - Students may finish early  > Let students write a whole story about the pictures  - Some students may not be active for giving information to partner  > encourage students by asking more details about the pictures  - Students may take longer to complete their task than expected  > Give time warning |

|  |
| --- |
| **References:**   * Jim Scrivener. Macmillan. Learning Teaching. 3rd edition |

**Procedures**

|  |  |  |
| --- | --- | --- |
| **Pre-Task** | | |
| Materials : board, markers | | |
| Time | Set Up | procedure |
| 1 min | Whole  Class | **<Greeting & Brief Rapport>**  Hello! Everyone. How are you today guys?  Ok, Let’s begin today’s class then.  (Draw Olympic symbol on the board)  Do you know what does this symbol mean?  (Try to elicit Olympic from students)  Did you guys enjoy ‘London Olympic’ this summer?  Then, how you feel when you see athletes in Olympics do well?  We feel proud of them because we know how hard the 4 year’s of  preparation period is.  **<Introduction of Task>**  Today, we will be doing ‘completing the full story’.  This story is about Olympic and Helena’s challenge and success. |

|  |  |  |
| --- | --- | --- |
| **Task-Preparation** | | |
| Materials : copies of picture, sheets of paper, board and markers | | |
| Time | Set Up | procedure |
| 30 sec  3 min  1 min  5 min | Whole Class  Whole  Class  Whole Class  Indivi-dually | **1. Seating**  **<Instructions>**  You will be working as in pairs for this task today and you will be  given A or B.  **CCQs :**  - Are you working alone?  - will I give you a number?  (Make pairs and give A, B)  **2. Pictures**  **<Instructions>**  Before I hand out the paper, I will introduce some vocabularies first.  **<Vocabulary>**  (Write ‘disabled’ on the board)  Has anyone heard of this word? Can you tell me what it means?  Yes, ‘disabled’ means physically challenged people.  **CCQs :**  Can we say disabled for people who are in wheelchairs?  (Write ‘Paralympics’ on the board)  Has anyone heard of this word? Can you tell me what it means?  Yes, ‘Paralympics’ is special Olympics for disabled people.  **CCQs :**  Can you guys take part in Paralympics?  **<Instructions Continued>**  I will be giving each of you a picture.  A and B are going to be given different pictures.  Student A has the beginning of a story and the stories about picture  9 through 12. Student B has the stories about picture 5 through 8  and the very last part of the story.  Each A, B has 8 pictures and 8 blank boxes. So there are total of 16  squares in each picture.  First, I want you to see the pictures you have and make a sentences  that fit with each picture.  You can write it down in the paper or you can just think or memorize  the sentences and I want you to use past tense.  I will give you just 5 minutes and you think or write a sentence individually.  **CCQs :**  - How much time do you have?  - What should you do?  (Hand out pictures)  You may begin.  (Discretely monitor students) |

|  |  |  |
| --- | --- | --- |
| **Task-Realization** | | |
| Materials : copies of picture, sheets of paper, board and markers | | |
| Time | Set Up | procedure |
| 1 min  10 min | Whole Class  Pairs | **3. Giving information**  **<Instructions>**  Alright, did you prepare the sentences? Now, first A explain the stories of your pictures to your partner. Then B should draw or make notes about each part while A is telling. After A is finished, student B take over and explains the next part picture 5 through 8, and then student A fill the square as same as B did.  Don’t forget to use past tense.  I will give you 10 minutes.  **CCQs :**  - How much time do you have?  - What should you do?  You may begin.  (Discretely monitor students and correct errors students make) |

|  |  |  |
| --- | --- | --- |
| **Post-Task** | | |
| Materials : copies of picture, board and markers | | |
| Time | Set Up | procedure |
| 4 min | Whole  Class | **<Feedback>**  Did you complete the squares? Let’s go over together.  (Let each student explain the picture)  Did you enjoy today’s activity? |

