|  |  |  |  |
| --- | --- | --- | --- |
| **Speaking Lesson Plan** | | | |
| **Turning Point** | | | |
| **Instructor:**  Yoon | **Level:**  Advanced | **Students:**  8 | **Length:**  30 minutes |

|  |
| --- |
| **Materials:(Including Teachers)**  - 9 " Turning Point Stories " Worksheets  - 10 " Venn diagram " Worksheets  - 1 " Venn diagram " example of a teacher.  - Two pictures of " Turning sign and Finger-point”  - White board and board markers |

|  |
| --- |
| **Aims:**  ● **Main aim** : To enable students to improve their speaking skills by having students talk about their Turning Point.  ● **Secondary aim** : Students will talk about Turning Point by talking examples of stories, individual stories and future stories.  ● **Personal aim :** I want to improve my explicit ICQ, Teaching pace and Speaking pace. |

|  |
| --- |
| **Language Skills:**  ● **Reading :** Students will read ‘Turning Point Stories worksheet’.  ● **Listening :** Students will listen to each other’s stories.  ● **Speaking :** Students will be comparing or talking to each other about their experiences.  ● **Writing :** Students will be doing their own mapping. |

|  |
| --- |
| **Language systems:**  ● **Lexis:** Idioms used in describing peoples; personalities and various situations.  ● **Function:** Show individual experiences and future plans.  ● **Phonology:** Stress and pronunciation of "Turning Point".  ● **Discourse:** Understand some pronoun direct person in context.  ● **Grammar:** Relative clauses (usage of ‘Tense’). |

|  |  |
| --- | --- |
| **Anticipated Errors** | **Solutions** |
| ● Students may not be able to follow the passage easily.  ● If time is short.  ● If students finish their tasks earlier than anticipated. | * Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content. * Cut post-activity discussion short and only ask 1~2 students to share their team opinions about what’s most important thing will be changed after taking TESOL course. * Ask as many students as possible about team idea of what will be changing their life and what they want to do after taking the TESOL course. |

|  |
| --- |
| **References:**   * <http://esl.about.com/od/conversationlessonplans/a/l_thennow.htm> |

|  |  |  |
| --- | --- | --- |
| **LEAD-IN** | | |
| **Material:** Nothing needed. | | |
| **Time**  **1 min** | **Set up**  **Whole class** | **Procedure:**  \* ***Hello, everyone. How was your weekend?*** |

|  |  |  |
| --- | --- | --- |
| **Pre-activity** | | |
| **Material:** 8 " Turning Point Stories " Worksheets, Board, Pen. | | |
| **Time**  **2mins**  **1min**  **2 mins** | **Set up**  **Whole class**  **Individually**  **Whole class** | **Procedure:**  **\* 2 guiding questions**  1***. What is your dream?***  2. ***Do you have any special memory in your life time?***  **\* (Elicit)** (Showing the two pictures of ‘Turning’ and ‘Point’. One by one. ) ***Do you know what this is? How about this one? Now, What this word can be? If we put them together?***  \*Answer: ‘***Turning Point***’(Write on the board.)  \* ***Yes, today we are going to talk about our life turning point. Turning point : important historical change(Write in the board ; explanation of a word).***  **\*CCQ**  - ***Does turning point like this?*** (Show emotion)  - ***Is this turning point?*** (Show a turning sign picture)  - ***Is this turning point?*** (Show two pictures one at a time)  **I. ‘ Turning Point Stories’ Worksheets**  **Instruction**  \* ***Now, I will give you a paper and try to answer the blanks. I will give you one minute and try to fill out the blank individually. You may not begin until I say go.***  **\* ICQ(Before giving material)**  ***1. How much time do we have?***  ***2. Are you working in pairs?***  ***3. Are you going to start now? Or Are you going to start when I say go?***  **\* Time management with monitoring.**  ***30 seconds left, times up.***  **\* Check answers:**  ***Ask three students to read the sentences, filling out answers.*** |
| **Main-activity** | | |
| **Material:** 8 " Venn diagram " Worksheets, 1 " Venn diagram " example of a teacher’s, Board, Pen. | | |
| **Time**  **2 mins**  **2 mins**  **3 mins**  **5 mins** | **Set up**  **Whole class**  **Individually**  **Team**  **Whole class** | **Procedure:**  **I. Self Venn diagram**  \* (elicit) ***What do we call this*** (Draw big one circle on the board.)  ***Yes, it’s ‘Venn diagram’***  **Instruction**  **\* *Most people have their turning point. My turning point in my life time was in 3rd year of University. I was preparing my graduation exhibition, and I found out it is not my dream. And I found I have a passion for teaching students in 2011 in China.*** ( While drawing venn diagram on the board)  **\* *Now, I will give you a venn diagram worksheet to draw own experienced turning point. I will give you 2 minutes to work as individually. You may not start until I say go.***  **\* ICQ/ Explicit ICQ**  ***1. How much time do we have?***  ***2. Are you working in pairs?***  ***3. What are we going to do?***  **\* Time management with monitoring**  ***1Minute, 30 seconds left, times up.***  \* ***Now, let’s say ‘Life, Experience’*** (Dividing) ***Okay, all the ‘Life’ Please move this way and all the ‘Experience’ move to this way please.***  \* (in pairs; naming two people in one team) ***I will give 3 minutes to share life turning point experiences with partners. Do not start until I say go.***  **\* ICQ**  ***1. How much time do we have?***  ***2. Are you working in pairs?***  ***3. Are you going to start now? Or Are you going to start when I say go?***  **\* Time management with monitoring**  ***1Minute, 30 seconds left, times up.***  **\* Check answers:**  ***Now, Let’s share our stories.*** (Naming one team) ***What did you found from your partner?*** (ask zic-zac order) |
| **Post-activity** | | |
| **Material:** 2 " Venn diagram " , Board, Pen. | | |
| **Time**  **12mins** | **Set up**  **Team** | **Procedure:**  **I. Team Venn diagram**  **Instruction**  \* ***Now, we are working as a team. Team ‘Life’ and team ‘Experience’. I will give you a one venn diagram worksheet to work as a group. I will give you 5minutes to think about ‘What if ‘Doing TESOL course’ is a life turning point, What can be changed in the future?’***  **\* ICQ & Explicit ICQ**  ***1. Are you guys working individually?***  ***2.Are we working in groups?***  ***3.Do you get 4 papers? Or Do you get only one paper?***  ***4. How much time do we have?***  ***5.What are we going to do?***  **\* Time management with monitoring**  ***3Minutes …1 Minute, 30 seconds left, times up. (While students are doing, draw big venn diagram on the board.)***  **\* Check answers:**  ***Now, Let’s share our stories. Team ‘Life’, tell me 3 most important things will change in the future. And Why? Team ‘Experience’, tell me 3 most important things will change in the future. And Why? (While writing on the board)***  \* Do you have any questions? What ever we do let’s do our best to welcome our new chances. Okay, this is all about for today.  **\* Error corrections**  ***Can you guys un-scramble this word?***  ***PTUOTNINGOINT-> Turning Point!*** |