Speaking Lesson Plan

**Language Systems:**

* Lexis : vocabularies related to emotions
* Discourse: none to discuss
* Function: to express feelings in words
* Grammar: none to discuss
* Phonology: none to discuss

**Language Skills:**

* Reading: students will practice skim through sentences when matching emoticons to corresponding description.
* Listening: students will listen to a song and get the gist of the lyrics through ‘this is my song’ activity.
* Speaking: students will talk about their experiences related to feelings by playing ‘Just a minute’.
* Writing: students will practice writing by either writing the second verse or a reply to a song.

**Aims:**

* Primary aim: Students will improve speaking skills through talking about how they feel.
* Secondary aim: Students will be better able to express their feelings and emotions in words by matching emoticons to its examples, talking about situations that brings out certain emotions, and writing about a song they will listen in class.
* Personal aim:
To improve asking CCQs

To be able to pace myself in class and adjust my speaking speed as needed

**Materials:**

* 6 copies of Emoticon Worksheet
* Word strips in a cup
* Music: Destiny’s Child-Bugaboo (mobile phone)
* 19 copies of This is My Song Worksheet

Instructor:

Kris (EunAe) Cho

Level:

Advanced

Students:

19

Length:

25 minutes

es

Emotions

**Anticipated Problems and Solutions:**

* Students may not be able to follow the lyrics of a song easily

🡪 Play it repeatedly.

* If students finish their tasks earlier than expected

🡪 SOS activity

* If students take longer time to finish their tasks than expected

🡪 Give time warning or be flexible with time.

**References:**

* “Learning Teaching”, Macmillan Books for teachers

**Assumptions:**

Students already know:

* how the class is set up and run
* the teacher’s style of teaching and the pace of the course
* most students already know various emoticons used when chatting on computer or phone.
* all students have experienced various feelings

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| **Lead-In**  |
| Materials: **n/a** |
| Time2 min | Set UpWhole Class | **Procedure:***Hello everyone, hope everyone had a great weekend. What do you do when you are sad? What do you do when you are angry?* |
| **Pre-Activity**  |
| Materials: **Emoticon Worksheet** |
| Time5 min | Set UpWhole Class | **Procedure:**What do you call ‘angry, happy, sad, or bored‘? (make faces) Yes. Today, we are going to talk about emotions and feelings.**I. Emoticons**Instructions﻿ Work in pairs.﻿ Match emoticons to a sentence that best depicts a situation you'd use. You have 2 minutes.ICQ*How long do you have?**Are you working alone?* (Distribute the worksheet)CCQ-If you are mad at your boyfriend, will you smile every time you see him?-If you are frustrated, will you be relaxed and calm? |

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| **Main Activity**  |
| Materials: **Word slips, Cup, Timer** |
| Time3 min9 min | Set UpWhole ClassWhole class | **Procedure:****I. Just a minute!**Get the students to come out in front of the class. Divide the class into 6 groups. Have them stand in a line. The person standing in the front of the row will be speaking, and after she had her chance, she will go to the back of the line and the next person will get to speak.InstructionsDraw one slip of paper out of the cup. Read out the word for the whole class to hear. Talk about a situation that would bring out such emotion without pausing- if you pause for more than 3 seconds, you will be stopped and the next group gets the chance. When the timer goes off after 1 minute, the group that is speaking will gain one point.(The instruction can be confusing, so repeat if necessary. Make sure every students understood the instruction before beginning the activity)DemonstrationI will draw out one piece of paper from this cup and read it. It says \_\_\_\_\_\_. Okay, I will start talking about an experience. (Deliberately pause after a while, showing fingers counting up to three) I paused for more than 3 seconds. So the next person will continue to talk about their experience, and I will move to the back of the line. ICQHow long can you pause for?When does to timer go off?Monitor discreetly.Give time warning: 15 seconds, tic tock.Repeat about 6 times; be flexible- adjust depending on the time. |
| **Post-Activity**  |
| Materials: **Music (Destiny’s child-bugaboo),**  |
| Time6 min | Set UpWhole Class | **Procedure:****I. This is my song!**Instructions*Listen to the song carefully. Write the second verse, or you can reply to the first verse. Work individually. You have 3 minutes.*ICQ *What will you write about?**How long do you have?**Have 2-3 students share their ideas.***II. Conclude lesson***Good job today. See you guys tomorrow!* |

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| **SOS-Activity**  |
| Materials: **Blank paper** |
| Time10 min | Set UpGroups | **Procedure:****I. Word Battleship**Instructions*Work in pairs. Draw two copies of 8X8 box on separate blank papers. On one of them, write 2 5-letter words, 2 4-letter words, and 2 3-letter words horizontally or vertically and hide it from your opponent. Call out row and line number to shoot missile. When the missile hits where there is a letter, write down the letter on the piece of paper for the opponent to see and your opponent will continue the attack. If missed, put an X mark and it is now your turn. Take turn to shoot missiles to sink every words.*  |

**Emoticons Worksheet**

① :0 ② :$ ③ :) ④ >: [
⑤ XD ⑥ OTZ ⑦ :’(

1. I bought a good pair of shoes at 50% discount. I’m so happy.
2. My roommate’s cat was hit by a car and he is in the surgery. I’m keeping my fingers crossed but it’s really sad.
3. I left two pieces of pizza for night-snack, but my sister ate all of it. Such a greedy little…urgh! I’m so mad at her.
4. I can’t find my cellphone in my bag. I must have dropped it! What do I do? What do I do?
5. I stayed up really late studying for my exam. It starts at 9 o’clock but when I opened my eyes, it was already 10:30. My life is ruined!
6. I found a diamond ring in my boyfriend’s drawer. I think he’s going to propose! AHHHHH!
7. I went to men’s bathroom by mistake and everyone was staring at me. This is so embarrassing.

Paper Strips

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| THRILLED |
| SCARED |
| FRUSTRATED |
| SAD |
| HAPPY |
| ANGRY |
| EXHAUSTED |
| BORED |
| DISGUSTED |
| EMBARRASSED |

This is My Song!

Now that you’ve listened to the first half of the song, you can either

1) write the second verse, or
2) write a reply for the song

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_