Speaking Lesson Plan

Islanders

Length:

60 minutes

es

Students:

5

Level:

Upper Intermediate

Instructor:

Younghoon

**Materials:**

* YouTube video link: <http://youtu.be/PJvosb4UCLs>
* Projector
* Screen
* Whiteboard
* Board Marker
* 5 pieces of worksheets
* 5 blank pieces of paper A4 size 5 pieces of blank A4 paper

**Aims:**

* To enable students to improve speaking skills by having them to make question sentences and say them out loud by presenting to the class.
* Student will not talk about their life in the tropical island by doing the pre-activity, main activity, post-activity and they will not plan to live as an islander in the classroom.
* I want to improve my confidence for teaching and classroom management skills.

**Language Skills:**

* Reading: Students will read the worksheets
* Listening: Students will listen to the discussions held with another group member
* Speaking: Students will present his/her alternative use of the object to the class
* Writing: Students will fill in the blanks for the worksheet2

**Language Systems:**

* Grammar: none to discuss
* Lexis : none to discuss
* Phonology: none to discuss
* Function: Students share their idea for the alternative use of the object
* Discourse: Students will disagree with the group member’s idea for the alternative use of the object.

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 2 student in each group)
* the teacher’s style of teaching and the pace of the course
* all students are single and college graduates (Age 23 and up)

students know most of words in the dialogue

**Anticipated Problems and Solutions:**

* If students have difficulties in understanding the key vocabulary

🡪 Give them further examples

* If students have trouble with drilling practice

🡪 read the dialogue more slowly

* If students need more time to finish their activity (cut-off plan)

🡪 Be flexible with the time as giving student more time to finish their activity and cut off the time of post activity

* If Students finish their activity early (SOS plan)

🡪 Give students more time on final activity

**References:**

* *Learning Teaching by Scrivener Chapter 2 “Classroom activities” Chapter 3 “Classroom Management”*
* *http://www.onestopenglish.com/skills/speaking/lesson-plans/role-play/*
* *http://iteslj.org/Lessons/*
* *http://esl.about.com/od/conversationlessonplans/a/ask\_low.htm*
* *http://www.usingenglish.com/teachers/lesson-plans/level-intermediate.html*

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| **Lead-In** | | |
| Materials: YouTube movie link: <http://youtu.be/PJvosb4UCLs>, projector, screen, whiteboard | | |
| Time  10 min | Set Up  Whole Class | **Procedure:**  Warmer  Play the preview movie of the film, ‘Cast Away’.  http://youtu.be/PJvosb4UCLs  Tell the student to imagine a situation: they were going on a holiday on a traveller’s ship but there was a terrible storm. The boat sank, but they reached a tropical island. There is abundant fruit and fish. However, they have few objects with them. Most objects have got washed ashore.  I will play the movie preview of film, Cast Away to make students tell me the situation.  Show pictures to elicit materials. Students elicit the names of the objects.  Material names: A coat hanger, a bread knife, a can opener, a hammer, a comb, a paintbrush, some string  ICQ  Christine what is this object?  Look at the pictures |

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| **Pre-activity** | | |
| Materials: n/a | | |
| Time  5 min  5 min  5 min | Set Up  Whole Class  Groups  Groups | **Procedure:**  **I. Elicit the uses**  Pre teach for the objects that students may not know. Make sure the students know what they are in English. After the pre teaching is done. Ask questions, “What is it used for?” making sure that they use the gerund. (the ing form)Elicit the uses of the objects.  Divide the students into groups of two. Each group comes up with alternative uses for the objects in their situation. They will discuss the alternative use. Teacher writes an example on the board. ‘The coat hanger is used for hanging clothes but for now, It could be used for fishing.’  Get students to work together discussing. Give them 5 minutes. Each group will present their alternative uses to the class.  ICQ  How much time do you have?  Do you work in your group?  Monitor discreetly the groups while they are doing the speaking activity. Set a time limit to10 minutes but give more time when they need more.  Ask which group had the most imaginative uses for the objects. The students will choose the best alternative use for such item.  CCQ  No CCQ needed. Students remember other groups’ objects and alternative uses to pick the group with the best alternative use.  **II. Make your List**  Ask students to work in the same group members again. This time make them write a list of ten objects they wish to have in their situation on the island. They will discuss in their groups and will get 5 minutes to do the activity.  ICQ  How much time do you have?  Are you working alone?  Monitor discreetly the groups while they are doing the speaking activity. Set a time limit (5 minutes is usually enough, but let it go on longer if they get into it!). |
| **Main Activity** | | |
| Materials: Worksheets | | |
| Time  10 min  10 min | Set Up  Pairs  Pairs | **Procedure:**  **1. Controlled Practice 1**  Ask an appropriate question for the response  Split students up into pairs. Distribute worksheet. Make students to come up with appropriate questions that go for the given statements. They will do the activity by discussing with a peer. They have 10 minutes.  ICQ  How much time is there for this?  Who are you working with?  Are you in this group?  Checking answers: Each group tell teacher one question each by taking turns. Teacher write questions on the board let all students see them. If the question has an error, elicit answers to that from students. If They are not sure tell the correct question sentence. Do the error correction.  The worksheet should have following sentences:  A steak, please.  Oh, I stayed at home and watched tv.  She is reading a book at the moment.  We are going to visit France.  I usually get up at 7 o'clock.  No, he is single.  For about 2 years.  I was washing up when he arrived.  Monitor discreetly  **2. Controlled Practice 2**  Ask questions to fill the gaps  Distribute worksheets A and B to two students that were assigned to a group before. (this is the second exercise) Students will complete the gaps in the worksheet. Student A and B have different worksheets. They will ask questions to their group member to find the answer for A’s and B’s missing words. They have 15 minutes to do this task.  ICQ  How much time do you have?  Are you asking questions?  Have you finished?  Monitor discreetly. Give time warning: 1 minute left. Be flexible with time. Give more time if they need it. |

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| **Post-Activity** | | |
| Materials: 5 blank pieces of paper A4 size | | |
| Time  10 min | Set Up  Pairs | **Procedure:**  **I. Things you have done in the Tropical Island**  Instructions  Ask your peer what he she did on the tropical island. Did he cook food? Did he make tent houses? Write what he/she says on the A4 paper. Students have 5 minutes to speak and write down on his her peer. Interviewee and the writer get switched over and do different rolls for the next 5 minutes. Every student come up to the front and present what they peer said.  **II. Conclude lesson**  Elicit today’s warmer activity material words. Ask students what they were. Pick a student to recall the uses of the object and the alternative use the class shared.  No Homework  Good job today. See you guys next week! |
| **SOS activity** | | |
| Materials: n/a | | |
| Time  5 min | Set Up  Whole Class | **Procedure:**  **I. Warmers**  Before: Students stand or sit in a line. A student in the very left say one animal they wish to see on the tropical island. The student next to him/her, second student in the line, shout out what the first student said and say his/hers. His or Her animal and it must be different from former’s. The third student will remember 2 f animals that are for the first and second students’ and say his/hers. Eventually, the last student gets to say 8 animals the class wish to see.  Prepare: No material  Set up: Space in the middle of the classroom for 8 students to stand in a line  Run: Students shout out animal names they wish to see on the tropical island  Close: Stop if boring, end class early.  Post task: Students recall what other students said. Name a student to remember what Student order 5’s animal is. |

Make the good Questions

Q:

A: A steak, please.

Q:

A: Oh, I stayed at home and watched tv.

Q:

A: She is reading a book at the moment.

Q:

A: We are going to visit France.

Q:

A: I usually get up at 7 o'clock.

Student A

Frank was born in \_\_\_\_\_\_ (where?) in 1977. He went to school in Buenos Aires for \_\_\_\_\_\_ (how long?) before moving to Denver. He misses \_\_\_\_\_\_\_ (what?), but he enjoys studying and living in Denver. In fact, he \_\_\_\_\_ (what?) in Denver for over 4 years. Currently, he \_\_\_\_\_\_\_\_\_ (what?) at the University of Colorado where he is going to receive his Bachelor of Science next \_\_\_\_\_\_ (when?). After he receives his degree, he is going to return to Buenos Aires to marry \_\_\_\_\_ (who?) and begin a career in research. Alice \_\_\_\_\_\_ (what?) at the University in Buenos Aires and is also going to receive \_\_\_\_\_\_ (what?) next May. They met in \_\_\_\_\_ (where?) in 1995 while they were hiking together in the \_\_\_\_\_\_ (where?). They have been engaged for \_\_\_\_\_\_\_\_ (how long?).

Student B

Frank was born in Buenos Aires in \_\_\_\_\_\_ (when?). He went to school in \_\_\_\_\_\_\_ (where?) for 12 years before moving to \_\_\_\_\_\_ (where?). He misses living in Buenos Aires, but he enjoys \_\_\_\_\_\_\_\_ (what?) in Denver. In fact, he has lived in Denver for \_\_\_\_\_\_ (how long?). Currently, he is studying at the \_\_\_\_\_\_ (where?) where he is going to receive his \_\_\_\_\_\_\_ (what?) next June. After he receives his degree, he is going to return to \_\_\_\_\_ (where?) to marry his fiance Alice and begin a career in \_\_\_\_\_\_ (what?). Alice studies Art History at the \_\_\_\_\_\_\_\_ (where?) and is also going to receive a degree in Art History next \_\_\_\_\_ (when?). They met in Peru in \_\_\_\_\_ (when?) while they \_\_\_\_\_\_\_ (what?) together in the Andes. They have been engaged for three years.

[](http://www.google.co.kr/url?sa=i&rct=j&q=coat+hanger&source=images&cd=&cad=rja&docid=OiiFh4y0iC26NM&tbnid=yuAj0T7eCmHcjM:&ved=0CAUQjRw&url=http%3A%2F%2Fwww.wired.com%2Flistening_post%2F2008%2F03%2Faudiophile-clai%2F&ei=cRQXUs3jLYqIiQeB0YDYBg&bvm=bv.51156542,d.aGc&psig=AFQjCNGQtwAVM_E6sUg91CX22Ju8IxY1EA&ust=1377330671000296)

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