**Speaking Lesson Plan**

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| **Title: Money** | | | |
| **Instructor** | **Level** | **Students** | **Length** |
| Ms. Woikyung (Anna) Kim | Intermediate | 16 | 45 minutes |

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| **Materials**   * White board, board markers * Realia (Paper money: 1,000won, 5,000 won) * Worksheets for quiz (16 copies) * Answer sheets for vocabulary (16 copies) * Role-play cards (16 pieces), Fake money, 8 bank name plates * Role play cards (4 different pieces) |
| **Aims**   * At the end of this lesson, students should have learned some currencies. * Students should have created and performed conversation between a businessman and a bank manager. * Students should have learned how to persuade other person. * Students should have practiced speaking and discussing in English. |
| **Language Skills**   * Reading: Worksheets * Listening: Student’s presentation, teacher’s talk * Speaking: Sharing ideas in pairs, debating * Writing: Text messages, worksheets |
| **Language System**   * Grammar: - * Lexis: Vocabularies, currencies * Phonology: * Function: Persuading people, questioning uncertain things * Discourse: Group discussion |
| **Assumptions**   * Students already know how the class is set up and run. * Students are interested in topics regarding money, bank etc. |
| **Anticipated Errors and Solutions**   * Students may not understand some of vocabularies related to money.   : Review together.   * Some student may not know how to persuade.   : Give them some time for preparation using dictionaries. |
| **References**   * British councils www.britishcouncil.org |

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| **Lead-in** | | |
| Materials: White board, Board markers, Realia (paper money) | | |
| Time  5 min | Set Up  Whole Class | Procedure:  **Greetings**  Start talking about money.   1. Show students paper money. 2. Elicit from them what are drawn in 1,000 won and 5,000 won. 3. Ask students how much they like money and what we can do. |

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| **Pre-Activity** | | |
| Materials: White board, Board markers, Worksheets for quiz (16 copies), Vocabulary (16 copies) | | |
| Time  10 min | Set Up  In pairs | Procedure:  **Quiz**   1. Hand out worksheets 2. Demonstration & CCQ 3. Give them 3 min. / Discuss in pairs 4. Read the questions together and answer together   **Vocabulary check**   1. In the quiz, there will be vocabularies some of students don’t know 2. Ask vocabularies one by one elicit the meaning, write them on the board. 3. Distribute answer sheets for the vocabulary. |

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| **Main-Activity** | | |
| Materials: White board, Board markers, Answer sheets for vocabulary (16 copies), Role-play cards (16 pieces), Fake money, 8 bank name plates | | |
| Time  15 min | Set Up  Whole class (round off) | Procedure:  **Debate: between a small businessman and a bank manager**   1. Explain students their role. 2. Demonstration & CCQs 3. A teacher will decide who is A and B. (Student A will be a businessman and B will be a bank manager.) 4. Give students time for preparing their questions. (2 min). 5. Students A will meet B, and then A will persuade the bank manager (1 min) and all businessmen go round 8 times. 6. When all businessmen meet all bank managers, the activity will be over. 7. Ask them who got the most money. Then give her a big round of applause. |

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| **Post-Activity** | | |
| Materials: White board, Board markers, Role play cards (4 pieces) | | |
| Time  15 min | Set Up  In groups | Procedure:  **Role Play**   1. Work in groups 2. Hand out role play cards (one each group). 3. Ask students for any words they don’t understand. If asked, explain clearly. 4. Each group picks one role-play card and creates the reason. 5. Demonstration & CCQs 6. Give students time for practice. (7 min). 7. Each group will come out to the front and present their situation.   **Review & Conclusion**   1. Ask them whether they have enjoyed. 2. Encourage students to earn a big money and spend it in a good way. |

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| **SOS-Activity \_Title: What will you do if you win a lottery?** | | |
| Materials: White board, Board markers | | |
| Time  10 min | Set Up  In pairs | Procedure:  **Discussion and Presentation**   1. Give students an instruction. 2. Students discuss in pairs and list 5 things to do. 3. One will be an interviewer and other student will be an interviewee. 4. Every interviewer will present what they have interviewed. |