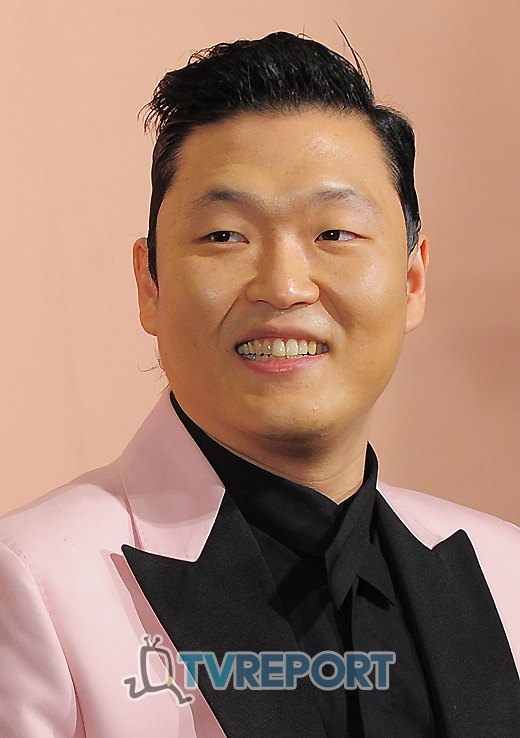
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| Speaking Lesson Plan | | | |
| Title: Homework | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Jenny | Intermediate | 12 | 50 mins |
| Materials: - picture A, B  - White board & board makers in the classroom  - Ideal type hand out sheets(12 copies)  - Cartoon drawings(from 1~4, 3 copies for each drawings)  - Post- it notes  - SOS plan hand out sheets(3 copies) | | | |
| Aims: - Ss will improve their communicative skills by talking and expressing their thoughts  - Ss will learn new pronunciation and expression by asking and answering questions and describing appearance  - Ss will learn new words and phrases through the studying new expression  - Ss will improve listening attitude by listening teacher’s instructions and other students’ expression | | | |
| Language Skills: Speaking: asking and answering questions, describing cartoon drawings, sharing their ideas, games  Listening: Ts’ instructions, other students’ expression  Reading: written things on the board, SOS plan hand out sheet  Writing: on post-it note | | | |
| Language Systems: Phonology: correction of pronunciation during speaking, practicing new vocabulary  Lexis: new vocabulary words and phrases through describing appearance  Grammar: through other students’ expression and describing appearance, correction of grammar during communication  Discourse: express their ideas, answer and asking questions, describe appearance  Functions: learn how new words and phrases are used in particular situations, ask and answer, describe, express | | | |
| Assumptions: - All students are adults and have ideal type of man/woman  - Students know people and characters in hand out sheets  - Most students are interested in describe their ideal type of man/woman | | | |
| Anticipated Errors and Solutions: - Ss may not be able to understand an instruction easily  : demonstrate an instruction rather than explain again until they get the purpose  - Some students may do something unrelated to the topic  : let them know the purpose of the activity again and give them an example  - Ss may need more time to finish their activity  : ask other group members to look or talk again what they did  -Some students finish their activity earlier than anticipated  : ask them to look or talk again what they did | | | |
| References: **Picture A**: <http://www.tvreport.co.kr/?c=news&m=newsview&idx=252000>  **Picture B**: <http://blog.naver.com/PostView.nhn?blogId=jmhing&logNo=140105863396&beginTime=0&jumpingVid=&from=search&redirect=Log&widgetTypeCall=true>  **Cartton1**: <http://blog.naver.com/PostView.nhn?blogId=nineknife&logNo=80170823984&beginTime=0&jumpingVid=&from=section&redirect=Log&widgetTypeCall=true>  **Cartoon 2**: <http://image.search.naver.com/search.naver?sm=tab_hty.top&where=image&ie=utf8&query=%EC%A7%B1%EA%B5%AC&x=27&y=16>  **Cartoon 3**: http://search.naver.com/search.naver?sm=tab\_hty.top&where=nexearch&ie=utf8&query=%EC%8B%AC%EC%8A%A8%EC%97%84%EB%A7%88&x=0&y=0  **Cartoon 4**: <http://navercast.naver.com/contents.nhn?rid=101&contents_id=3835>  **SOS Plan**: http://www.angelfire.com/hi/EnchantedGoddess/test11.html | | | |

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| Pre Task | | | |
| Title: Introduction of ideal type | | Aims:- To draw out ideas, vocabulary from the students by asking - To increase students interest to the topic by picture A and B  - To connect the topic with students by pictures  - Build rapport each other by communication | Materials: White board & board makers |
| Time | Set Up | Students | Teacher |
| 4mins | Whole class | - Answer the questions given by teacher  - Come up with their ideas  - Share their thoughts together | Instructions  - Greeting  - Elicit thoughts by asking guiding questions  - Ask them to answer the questions  - Let them share their ideas together  - Pre-teach vocabulary such as ideal type  - Ask a CCQ questions  Guiding Question  - Who is your favorite celebrity?  - Why do you like him?  -Do you know the meaning of ideal type?  CCQ  - Can you guess why I ask you? |
| Notes | | | |

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| Task Preparation | | | |
| Title: Pre vocabulary | | Aims:- Let students know new words by sharing - Let students describe appearance by talking each other  - Practice some expressions by listening& talking | Materials: White board & makers, Picture A and B |
| Time | Set Up | Students | Teacher |
| 8mins | **Whole class** | - Show picture A & B  - Think about a guiding question  - Think about and talk about expressions together  - Write down on their notes if they need  - Think about a concept checking question  - Share their opinions together | Instruction  - Show students picture A  - Give students guiding questions to answer  - Write down words and some expressions on the board  - Show students picture B  - Do the same things which I did just before  - Ask a CCQ question  Demonstration  - Demonstrate students how to answer the question    Guiding Questions  - What does he look like?  Comprehension Questions  - Can you recognize the difference?  CCQ  - Do you know why I show you these pictures? |
| Notes: | | | |

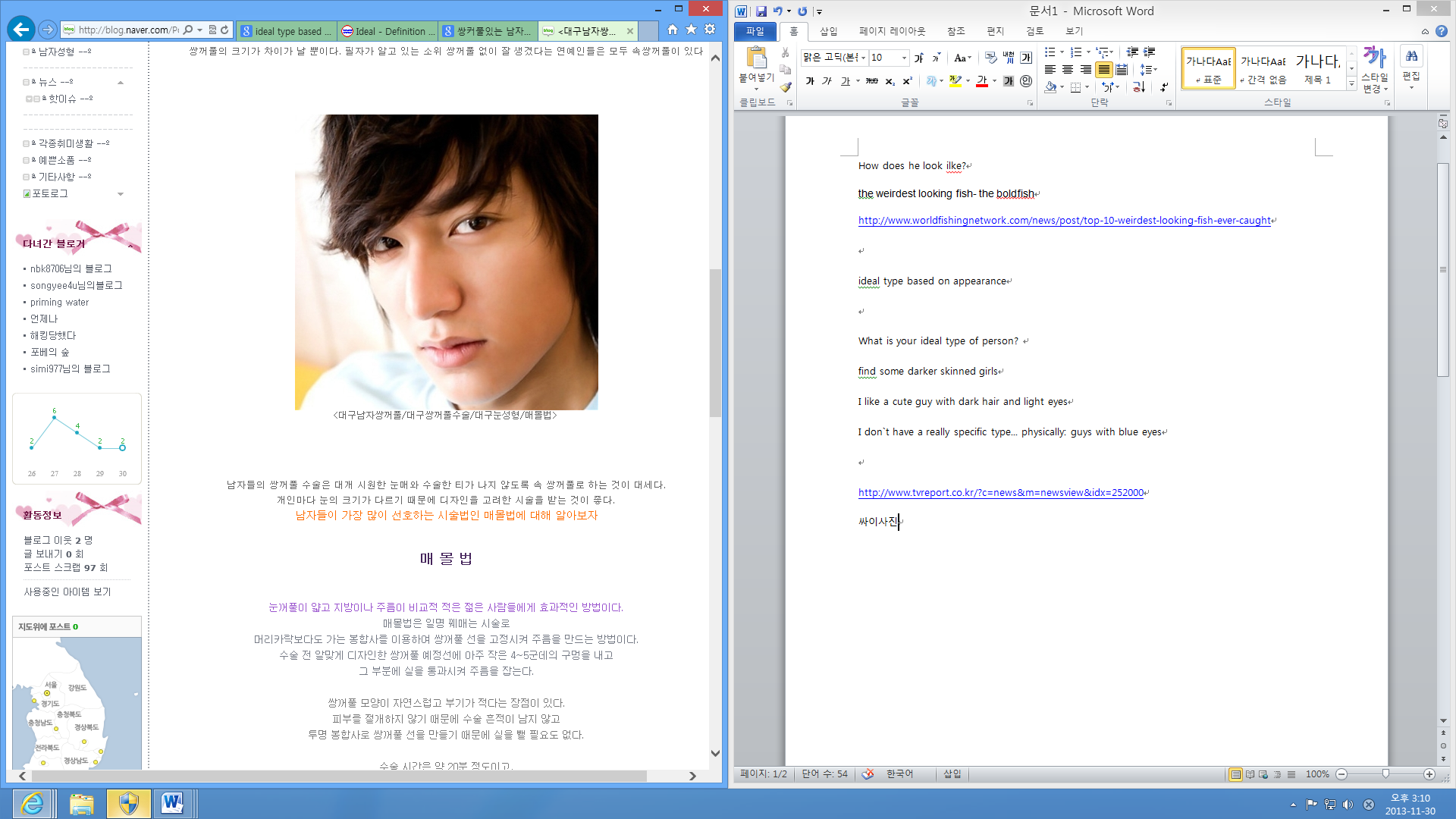
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| Task Realization | | | |
| Title: Fun activity- Drawing | | Aims: To practice describing appearance by asking and answering  To share students thinking by talking  To build rapport | Materials: Ideal type hand out sheets, Cartoon drawings,  White board & makers |
| Time | Set Up | Students | Teacher |
| 22mins | Pairs  Pairs | Procedure:  1) Ideal type hand out  - Listen teachers instructions  - Answer questions  - Do this activity with their partner  - After finishing, show their drawings with pairs  2) Cartoon drawings  - Listen teachers instructions  - Answer questions  - Students who don’t receive the paper need to prepare note or paper to draw  - Students who have paper describe their cartoon without using their hands  - After finishing, show their drawings with pairs  - After finishing, do vice versa | Procedure:  Guiding Questions  -Do you think drawing something according to other person’s instructions is easy?  1) Ideal type hand out  Instruction  - Let them know they will do a fun activity  - Make groups of two  - Give Ideal type hand out sheets to everyone  - Ask them to write down their name on it  - Ask them to change it with their partner  - Ask them not to show that paper to their partner  - Ask them to draw your partner’s ideal man/woman according to your partner’s explain  - After finishing, compare partner’s drawing with their imagine  Demonstration  - Show them how to draw  CCQ  - Should you explain specifically?  2) Cartoon drawings  Instruction  - After asking them not to show their paper to their partner  - Give one of team members one cartoon drawing  - Ask the students who don’t receive the paper to prepare note or paper to draw  - Ask students who have paper to describe specifically  - Ask students who have paper not to use their hands and just say  -Let them know they could see partners drawing together  - After finishing, do vice versa  Comprehension Questions  - Will you say directly the person in the picture?  CCQ  -Listening or speaking, which one is more important when you do this activity? |
| Notes: | | | |

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| Post Task | | | |
| Title: Game | | Aims:To describe clearly through game To use vocabulary through game  To be familiar with new words by communication | Materials: Post-it notes, White board & board makers |
| Time | Set Up | Students | Teacher |
| 16mins | 4 students | - Listen teachers instructions  - Think about yes or no questions  - Set their play order in their group themselves  - Play a game  - After finishing, write down one word on their new post-it  - Put it on their right side of person’s forehead  - Play same game one more time  - Do it one more time if they have enough time  - Share their fun opinions with other classmates | Instruction  - Let them know we will do sort of 20 questions  - Make groups of four  - Ask students not to show their post-it  - Ask students to put their post-it on their forehead  - Let students know that they could ask yes or no questions until you could know who you are  - Let students set their order  - After finishing, give them empty post-it  - Ask students to write one thing on it and put it on your right side of person’s forehead  - Do it one more time if there is enough time  Demonstration  **-**Show students how to play this game  CCQ  -Is this game necessary to improve your English?  - Was this game helpful to your practice?  Comprehension Questions  - Is this ok to ask the name of person on the post-it? |
| Notes: SOS plan- Read hand-out sheets together in their group - Talk about it together in their group | | | |



Picture A

Picture B



Ideal type of hand out sheet

|  |  |
| --- | --- |
|  | 1. Shape of face  2. Hair style  3. Length of forehead  4. Shape of eyebrows  5. Shape of eyes,  6. double-eyelids (has or hasn’t)  7. Shape and size of nose  8. Shape and size of mouth  9. Shape and size of ears  10. details (beard, mustache, dimples, tone of skin……) |

Cartoon drawings 1~4

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SOS plan hand out sheet

1. Place in order, the following colors you like:

1) Red 2) Blue 3) Green 4) White 5) Black

2. Place in order, the following animals you like the most

1. Tiger 2) Sheep 3) Horse 4) Sheep 5) Monkey

3. You are able to go into a space ship and explore the universe, what would you like to do or look for?

1. View the Earth Planet.
2. Explore all stars in the space.
3. Start working on the Earth conservation.
4. Look for a spaceman.
5. Try to find a new planet to live in.

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Answer)

1. The order of the color represents the importance of certain aspects of your life

Red is passion/ Blue is family and friends/ White is marriage/ Black is death/ Green is Career

2. The order of the animals represents your view on certain aspects of life.

Tiger = pride/ Sheep = love/ Monkey = money/ Horse = family/ Cow = career

3. This test deals with how you perceive your present situation.

1) You may not be so happy with your present situation. However, you think it is still okay for you to live on.

2) You are happy with your current situation, but you want to change  
3) You are happy with your current situation, and want to keep it that way.  
4) You want to leave your current situation, no matter what it takes  
5) You want to escape to find something new, you aren't happy with yourself