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| Speaking Lesson Plan |
| TESOL 111  |
| SONG MI RA |

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| **Speaking Lesson Plan** |
| **TITLE** | Describe the picture |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| SONG MI RA | Beginner | 6 | Adult | 50 min |

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| **MATERIALS** |
| * White board and board markers
* Pictures for learning about progressive form
* Phrase worksheets (3copies)
* Fill in the blanks worksheet (6copies)
* Number cards to pick a pair
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| **AIMS** |
| * Students will learn phrases with a verb and a proper object.
* Students will be able to practice speaking present progressive form by describing pictures.
* Students will be able to practice speaking past progressive form by describing pictures.
* Students will be able to write sentences that they speak with the worksheet.
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| **LANGUAGE SKILLS** |
| SpeakingListeningReadingWriting | Describing pictures using present and past progressive formListening to others’ asking and answeringReading the phrases on the worksheetWrite the sentences on the worksheet |

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| **LANGUAGE SYSTEMS** |
| GrammarLexis DiscoursePhonology | Students will be using present and past form.Verbs with objectsStudents will be able to ask and answer using pictures.Verbs added ‘-ing’ |

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| **ASSUMPTIONS** |
| 1. Students know how to add ‘-ing’ to verbs.
2. Students know how to express with a progressive form.
3. Students know the abbreviation of each personal pronoun and be verb.
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| **ANTICIPATED ERRORS AND SOLLUTIONS** |
| 1. Some students may not be familiar with the vocabulary when describing the pictures.
	* Students will learn the vocabulary with the worksheet before speaking.
2. Some students may not understand teacher’s instructions they would hear.
	* Students will be shown the demonstration about what they would do.
3. The main activity can be finished earlier than anticipated.
	* Students will describe the pictures one more with Teacher showing the pictures to the students.
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| **REFERENCES** |
| * www.google.com – Pictures for learning about progressive form
* Fun ESL Activities for Teens and Adults by Shelly Ann Vernon
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| **Pre-task** |
| **Materials**  White board, board markers |
| **TIME** | **SET UP** | **PROCEDURE** |
| 7min | Whole Class | Students | Teacher |
| -Greeting T and Ss-Reminding the things that they’ve learned in the last lesson (how to express with progressive form)-Listening to T’s introduction of today’s task | -Greeting Ss-Checking whether Ss can remember the things of last lesson or not-Introduction of Task (Write the title on the white board) |

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| **Task Preparation** |
| **Materials** Number cards, phrase worksheets, whiteboard, board makers |
| **TIME** | **SET UP** | **PROCEDURE** |
| 10min | Pairs | Students | Teacher |
| <pre-vocabulary>-Ss are made a pair picking a number card.-Ss are given one phrase worksheet per pair.-Ss are supposed to match each verb with a proper object drawing a line. -Ss have 3 min to finish the worksheet.-Ss are given warning time before 30 sec.-After Ss finish doing their job, pay attention to T and check the right answer with T. | <pre-vocabulary>-T prepares 6 number cards and lets Ss pick one of them. (A and 2 is a pair, 3 and 4 is a pair, 5 and 6 is a pair.)-T gives one worksheet to each pair. -T tells Ss how to do the worksheet.-T tells Ss how much time they have.-T gives Ss warning time before 30 sec.-After Ss finish doing their jobs, T checks each of them with Ss using the white board. (While Ss are doing their jobs, teacher writes the contents same as the worksheet as well as monitors their doing.)  |

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| **Task Realization** |
| **Materials** White board, white board markers |
| **TIME** | **SET UP** | **PROCEDURE** |
| 30min | PairsWhole class | Students | Teacher |
| <Describing pictures with present progressive form>- Ss are given 4 pieces of pictures per pair.-Ss are shown T’s demonstration.- One S has to ask, “What is he/she doing now?”, and the other S has to answer, “He/She is doing ~~ now.”(using present progressive form) according to the picture they have.-Ss have 3 min for the first turn.-Ss are given warning time before 30 sec.<Describing pictures with past progressive form>-After having conversation with 4 pictures, Ss have to change their roles and do the same job. - Ss are given other pair’s pictures.-Students do the job in a same way, but they have to use past progressive form for the second turn.-Ss are shown T’s demonstration.-One student has to ask, “What was he/she doing at that time?”, and the other student has to answer, “He/She was doing ~~ at that time.”(using past progressive form) according to the picture they have.-Ss have 3min for the second turn.-Ss are given warning time before 30 sec.<Writing the sentences with progressive form>-Students are given the worksheet for more practicing progressive form.-Students can refer the words at the bottom of worksheet.-Students have 5 min.-Ss are given warning time before 30 sec.<Describing the pictures one more>-Ss speak sentences with progressive form when T shows them pictures.-Ss are shown 12 pictures and speak 12 sentences. | <Describing pictures with present progressive form>-T gives 4 pieces of pictures to each pair.-T demonstrates what Ss have to do. (Q: What is he/she doing now?, A: He/she is doing ~~ now.)-While Ss are doing their task, T checks whether they have a problem with it and help them with eliciting words.-T tells Ss how much time they have.-T gives Ss warning time before 30 sec.<Describing pictures with past progressive form>-After finishing the first turn, T gives Ss other pair’s pictures.-T tells Ss to do the same job, and let Ss use past progressive form for the second turn.-T demonstrates what Ss have to do. (Q: What was he/she doing at that time?, A: He/she was doing ~~ at that time.)-T tells Ss how much time they have.-T gives Ss warning time before 30 sec.<Writing the sentences with progressive form>-T gives Ss the worksheet for completing the sentences with progressive form.-T tells Ss to refer the words at the bottom of worksheet.-T tells Ss how much time they have.-T gives Ss warning time before 30 sec.<Describing the pictures one more>-T shows pictures to Ss and let them speak at the same time.-T shows 12 pictures that are used in a main activity. |
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| **Post-task** |
| **TIME** | **SET UP** | **PROCEDURE** |
| min | Whole Class | Students | Teacher |
| <Feedback>-Ss are asked if they enjoyed the activity or not. | <Feedback>-T asks Ss whether they enjoy the Activity or not.(Listen to Ss feedback on the activity.) |

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| Vocabulary worksheet  | Name: ( ),( ) |
| 1. Eat
2. Do
3. Jump
4. Drink
5. Take
6. Take
7. Paint
8. Walk
9. Bake
10. Read
11. Drive
12. Listen to
 | musicthe walla showerropelaundrycoffeea pillthe doga piece of pizzabreada booka car |

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| Progressive form worksheet  | Name:( ),( ) |
| C:\Users\허순욱\Desktop\cartoon images\cartoon image for dad washing the dishes.pngC:\Users\허순욱\Desktop\cartoon images\cartoon image for watching TV.pngC:\Users\허순욱\Desktop\cartoon images\cartoon image for climbing.jpgC:\Users\허순욱\Desktop\cartoon images\cartoon image for listening to the radio.png | Q: What is dad doing now?A: He . Q: What are grandmother and grandchild doing now?A: They . Q: What was the man doing at that time?A: He .Q: What were they doing at that time?A: They .Wash the dishes, watch TV, climb a mountain, make a snowman |