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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** | |
| Speaking  Listening  Reading Writing | Describing pictures using present and past progressive form  Listening to others’ asking and answering  Reading the phrases on the worksheet  Write the sentences on the worksheet |

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| **LANGUAGE SYSTEMS** | |
| Grammar  Lexis  Discourse Phonology | Students will be using present and past form.  Verbs with objects  Students 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 | Pairs  Whole 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 | music  the wall  a shower  rope  laundry  coffee  a pill  the dog  a piece of pizza  bread  a book  a car |

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| Progressive form worksheet | | Name:( ),( ) |
| C:\Users\허순욱\Desktop\cartoon images\cartoon image for dad washing the dishes.png  C:\Users\허순욱\Desktop\cartoon images\cartoon image for watching TV.png  C:\Users\허순욱\Desktop\cartoon images\cartoon image for climbing.jpg  C:\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 | |