**Speaking Lesson Plan**

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Course: Times TESOL 110th WK

Instructor: Mr. Roger

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**Speaking Lesson Plan**

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| **TITLE** | Pyramid discussion about ‘friendship’ |
| **INSTRUCTOR** | **Ss’ LEVEL** | **AGE GROUP** | **No. of Ss** | **LENGTH** |
| Joeun Lee | Intermediate | Adult | 12 | 50 mins |
| **MATERIALS** |
| Whiteboard, markers, worksheets(1-4), 3 pictures about ‘friendship’ |
| **AIMS** | 1. Students will practice and improve their speaking and listening skills by discussing and presenting about ‘What is important to have and keep friendship’.2. Students will practice expressing their opinion and persuasion skills when they discuss and choose same ideas about ‘What is important to have and keep friendship’.3. Students will learn vocabulary and expressions related to friendship and useful patterns for discussions through brainstorming. |
| **LANGUAGE SKILLS** |
| Speaking | Students will be discussing their opinions about ‘friendship’ and make presentations. |
| Listening | Students will be listening to the classmates’ opinions during the discussions/presentations. |
| Reading | Students will be reading some words/expressions on the board related to the topic. |
| Writing | Students will be taking notes during the discussion/presentations. |
| **LANGUAGE SYSTEMS** |
| Phonology | Students will focus on pronunciation when they talk and listen to each other. |
| Lexis | Students will learn, use and get familiar with the words and expressions about ‘friendship’. |
| Grammar | Students will focus on grammatical accuracy during prepare presentations. |
| Functions | To give their own opinions and understand other peoples’ |
| Discourse | To exchange various ideas about ‘friendship’ |
| **ASSUMPTIONS** |
| - Students are at an intermediate level and, to some extent, are able to express their opinions in English quite freely even though the structures are not complicated.- Students are mostly not talkative but they talk actively when they get familiar with the topic.- Teacher has to elicit as much as possible until they start to talk actively. |
| **PREFERENCES** |
| Learning Teaching, Jim Scrivener, page 218-219Pyramid discussions, R. R. Jordan, page 48-54(<http://203.72.145.166/ELT/files/44-1-6.pdf>) |
| **NOTES** |
| - Modified activity from the original pyramid discussion.- Students are monitored during every task in both active and passive ways.- Prepare some spare worksheets in advance. |

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| **PRETASK TITLE** | Lead-in |
| **AIMS** | **MATERIALS** |
| To familiar with the topic, ‘friendship’ | Whiteboard, markers and pictures |
| **TIME** | **SET UP** | **STUDENTS** | **TEACHER** |
| 3 | 3 groups | - Look at the picture of their group and describe to the whole class- They guess that today’s topic is related to ‘friend’ while listening other students’ descriptions about the pictures | Give out a picture to each group |
| 5 | Class | Say the words which they think important or necessary to have/keep friendship | Elicit the word ‘friendship’ and related words as many as possible |
| **NOTES** |
| - Students might not talk actively at this step because it is the very beginning of the class.- Teacher should try to make them energetic using lively voice, big gestures and various facial expressions. |
| **TASK PREPARATION TITLE** | Study useful patterns before discuss |
| **AIMS** | **MATERIALS** |
| To prepare for discussions | Whiteboard, markers |
| **TIME** | **SET UP** | **STUDENTS** | **TEACHER** |
| 8 | Class | Learn some useful patterns for suasion, argument and question before they start discussions | Elicit and help students |
| **NOTES** |
| - Teacher elicits as many patterns as possible from students what he/she prepared in advance.- Teacher teaches rest of the patterns which are not elicited from the students. |

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| **TASK REALISATION TITLE** | Pyramid discussions and presentations |
| **AIMS** | **MATERIALS** |
| To persuade, argue and listen to other people to draw the conclusion | Worksheet 1-4 |
| **TIME** | **SET UP** | **STUDENTS** | **TEACHER** |
| 2 | Individual | - Choose 5 things to have/keep friendship which are written on the whiteboard(done at lead-in)- Make notes on worksheet 1 | Set task,ICQ,monitor passively |
| 7 | Pairs | - Tell their partner what they chose and the reason each other- Discuss with their partner and make same 5 choices both can agree on- Make notes on worksheet 2 | Set task,ICQ,monitor actively |
| 10 | 2 Groups | - Tell their group what their pair chose and the reason for the choice- Discuss with their group members and make same 5 choices all of the members can agree on- Make notes on worksheet 3 | Set task,ICQ,monitor actively |
| 6 | 2 Groups | - Each group comes out in front of the class and make a presentation about their conclusion- Students on their seats are listening and make notes on worksheet 4 | Monitor,make a note of errors |
| **NOTES** |
| - Students are not allowed to show their worksheet to other people, but discuss only through talking.- From the Korean culture, students may not like to disagree with other people. So teachers highlights that students should say ideas with reason for that either they agree or disagree with something.- If students finish their group discussion early than given time, teacher goes and participate the group and ask further questions based on what they discussed.- If students are still discussing after the given time, teacher gives 1 more minute and let students know when they have 30 seconds left. |
| **POST TASK TITLE** | Feedback and error correction |
| **AIMS** | **MATERIALS** |
| To find out similarities and differences between 2 groups and improve grammar accuracy | Worksheet 4, whiteboard and markers |
| **TIME** | **SET UP** | **STUDENTS** | **TEACHER** |
| 5 | Class | Talk about the similarities and differences between 2 groups | Elicit from Ss |
| 4 | Class | Correct grammatical errors | Write the errors |
| **NOTES** |
| - Teacher encourage to students who talked less during discussions/presentations.- Teacher writes some grammatical errors what students made during their discussions and presentations.- Teacher elicits from the students how to correct errors.- Students read the correct sentences repeatedly. |

**Worksheet 1.** Five important factors to have/keep friendship (my own)

\*

why?

\*

why?

\*

why?

\*

why?

\*

why?

**Worksheet 2.** Five important factors to have/keep friendship (pairs)

\*

why?

\*

why?

\*

why?

\*

why?

\*

why?

**Worksheet 3.** Five important factors to have/keep friendship (group)

\*

why?

\*

why?

\*

why?

\*

why?

\*

why?

**Worksheet 4. Comparison**

|  |  |
| --- | --- |
| **Similarities** | **Differences** |

**Useful patterns** (only for teacher)

<Suasion>

- I prefer / choose / propose *X* because……

- I think *X* is better……

- It seems to me……

- It is important / better to have……

<Argument>

\* statements of agreement

- I agree with you……

- I think you are right……

\* statements of partial / qualified agreement

- Yes, but I think……

- Yes, I agree with you, but I believe that……

\* statements of disagreement

- I disagree with you……

- I can’t / don’t agree at all with……

<Questions>

- Do you agree with……?

- What about……?

- What is your choice?

- Why do you think……?

- Do you mean……?