**Speaking TBLT Lesson Plan**

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| **Topic: Learning how to give advice** | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| Judy | Intermediate | 19~22 | 7 | 50 mins |

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| **Materials:**  white board, markers, worksheets#1,2,3 (8 copies each), 7flashcards, 4pictures, numbered slips, scotch tape |

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| **Aims:**   1. To understand the various problems students face in university life through the situations dealt with in the pictures and flashcards 2. To practice speaking skills when discussing the possible solutions with partner(s) and when making a presentation in front of the class 3. To practice speaking to someone in a constructive way with a well thought out answer by brainstorming in advance and using expressions learned in the pre-task |

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| **Language skills:**  Speaking: Orally giving advice about a problem and backing it up with reasons  Listening: Listening to the problems and solutions of other classmates  Writing: Brainstorming and preparing for a presentation  Reading: Situation text in the worksheets |

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| **Language systems:**  Phonology: students listen to the teacher pronounce the expressions on the flash cards and the classmates speaking  Lexis: students focus on expressions used when giving solutions to a problem e.g. I think it would be good for you to …  Discourse: students practice talking about a problem and giving an advice or solution  Function: practice giving adequate advice to certain situations (logical flow)  Grammar: students talk about the situation, problem, and solutions by using mostly past tense verbs e.g. the boy woke up late and should be consistent with the verb tense |

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| **Assumptions:**  Students will know the necessary expressions on giving advice in certain situations.  All the groups will understand and sequence the pictures in the same way.  Students will easily come up with a plausible solution for the situation..  Students will remember to be consistent with the verb tense |

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| **Anticipated Errors and Solutions:**  Students might not understand the situations in the photos or misunderstand   * Ask CCQ’s about the situation or expressions in the photos   The main activity may finish earlier than expected   * If there is more than five minutes leftover, do the “plan B” (worksheet #3) exercise with the same partner(s).   If students cannot get the main task done in time, at least encourage them to tell a story linking the four pictures. The main goal is for them to speak. |

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| **References:**  Toefl Map Speaking Intermediate, Darakwon (textbook)  [www.google.com](http://www.google.com) (images) |

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| **Notes:**  Monitor during the task realization whether the students are struggling to come up with the solution or not. Inform the students that it doesn’t have to be perfectly logical and what matters more are the expressions they use when doing the presentation. Make sure everyone has a role in the presentation. |

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| **Pre-task: Warm up** | | | | |
| **Aims:**  To get familiar with expression used when giving advice to someone with a problem and to explain different situations | | | **Materials:**  7 Flashcards, white board, markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3mins  5mins  3mins | Whole class  Whole class  Whole class | Students will guess the words *advice* or *counseling*  Students will guess the verbs and expressions that describe the situations on the flashcard.  Students will raise their hands to answer, if not, designate students to answer | | Greetings  Elicit the word *advice* or *counseling* by giving guiding questions  Show students 7 flashcards and encourage them to guess the action verbs and phrases  Review it once or twice more and ask different students |
| **Notes:**  If the students don’t get to the point, just ask about two to three guiding questions and go on to the flashcards and spend more time on the expressions | | | | |

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| **Task Preparation: Brainstorming and discussion** | | | | |
| **Aims:**  Encourage students to share their ideas in groups and to prepare for a presentation | | | **Materials:**  4 photos, scotch tape | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min  3mins | Whole class  Whole class | Students will think about the expressions for the pictures and give their answers and might talk a little more about the causes of the situations  Students will answer the CCQs and they might ask some questions about points they do not understand | | Show the students 4 photos of the situation not in sequence and encourage them to briefly talk about each situation (tape each picture on the whiteboard before explaining)  Ask CCQs and see if the students comprehended the situations in the photos and answer any questions if necessary |
| **Notes:**  If the students didn’t understand the pictures well, go over the expressions again | | | | |

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| **Task Realization: Presentation** | | | | |
| **Aims:**  To ensure the students understood the problem precisely and are able to state their own advice and describe the problem in their own way | | | **Materials:**  White board and markers, worksheet #1 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2mins  5mins  15mins | 3 groups | Each group will discuss and sequence the photos and make it into a story which is a series of situations and come up with a solution and result for five minutes  Each group will do a 5 minute presentation by role playing the situation or just do a story telling session, presentation methods may vary | | Assign groups and give instructions for the main task, ask ICQs  Hand out worksheet #1 for students to brainstorm on and monitor  Hand out one numbered slip to each group and write the number in any order on the white board (order of presentation) |
| **Notes:**  Students might come up with unusual situations and solutions, but as long as the expressions are right, just let them go with the flow  Monitor whether the students had a consistency in their verb tense  Make sure to hand out the numbered slips | | | | |

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| **Post Task : Review worksheet and feedback** | | | | |
| **Aims:**  Share their experience about the topic and give feedback | | | **Materials:**  Comprehension worksheet (worksheet#2), | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 6mins  2mins  1min | Whole class  Whole class  Whole class | Students will talk about their own experience or give feedback to each other’s stories told in the presentation  Students will talk about whether the activity was useful or not  Students will listen to the instructions of the assignment and answer the ICQ | | Encourage students to talk about a similar situations they have been in or let the students give each other comments about each other’s solutions and monitor  Ask for feedback on the activity  Assign comprehension worksheet#2 for homework and give one ICQ |
| **Notes:**  Make sure that the logical flow isn’t that important  If there is more than 5 minutes leftover, do worksheet #2 in class and correct it together | | | | |

[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.sodahead.com/fun/have-you-ever-locked-yourself-out/question-3253371/&ei=zVqCVbDFDeK6mAX_lIyACA&bvm=bv.96041959,d.dGY&psig=AFQjCNGKyc8dLHDQ1CVVVsyrxAwc35vTVA&ust=1434692672717386)

**Lock oneself out**

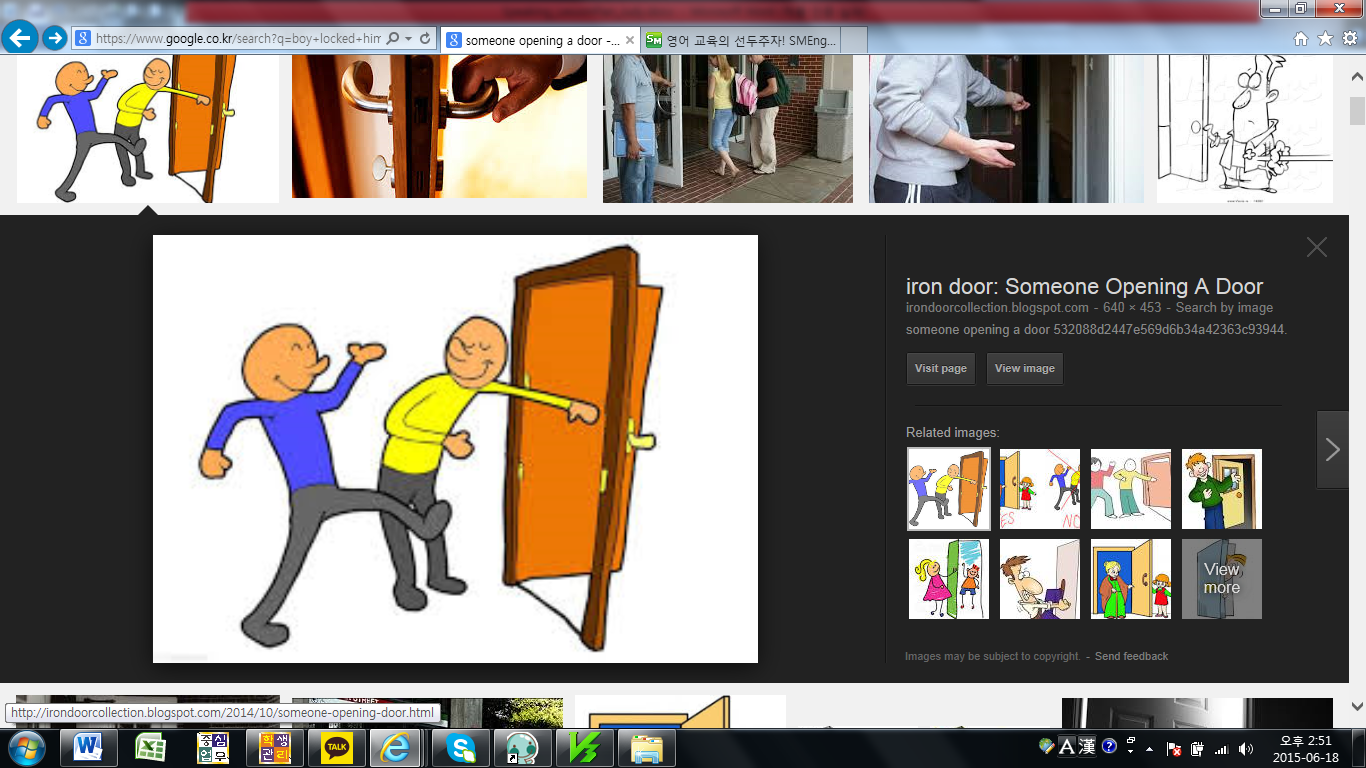
[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.pbs.org/parents/education/going-to-school/parent-involvement/talking-with-teachers/&ei=W1uCVaOwDIGMmwWbu7y4Bw&bvm=bv.96041959,d.dGY&psig=AFQjCNGWC1zd80c32DNlkzEl_Z2EiJl98A&ust=1434692812424495)

**Talk to the professor**

[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.dreamstime.com/royalty-free-stock-photography-cartoon-office-worker-making-phone-call-isolated-image37245827&ei=NbyCVZOcD5WD8gWhyYo4&bvm=bv.96041959,d.dGc&psig=AFQjCNFiIYE-W8gfgf3V0MOaam6CX0TlIA&ust=1434717601755143)

**Make a phone call**

**Ask for an extension / be postponed to~**



**Let someone in / open the door for**

[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://listsbuzz.com/10-signs-of-a-great-teacher/&ei=cF2CVYXGMobFmwX9l4OoDw&bvm=bv.96041959,d.dGY&psig=AFQjCNGPOSefEF_Tyy8Uh5l0sOhatYB6Sw&ust=1434693352199165)

**Be late for class**

[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://time.com/ideas/page/129/&ei=gl-CVYqAKcXDmwXx1oDACw&bvm=bv.96041959,d.dGY&psig=AFQjCNHjTDsXo66Zrf9QqC7wyK9AhgKKAQ&ust=1434693867644003)

**Run to ~**

[](http://previews.123rf.com/images/shadowstudio/shadowstudio1312/shadowstudio131200044/24527570-awake-boy-is-shocked-because-it-is-too-late--Stock-Vector-wake-waking.jpg)

**Wake up late / sleep in**

[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://boylanblog.blogspot.com/2014/03/greetings.html&ei=zbOCVZXZBpfj8AW35JM4&bvm=bv.96041959,d.dGc&psig=AFQjCNFAZmcCnnhRrauAiLpj8rGBMy1ESQ&ust=1434715444913242)

**Stay up late / study all night / be sleep deprived**



**Spill coffee on~**[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http%3A%2F%2Fwww.dreamstime.com%2Fstock-image-kid-image10520171&ei=9AKEVdnuLKPYmAXD7IDwBw&bvm=bv.96042044,d.dGY&psig=AFQjCNFP0tId7-G-D3WsCDqGxBCfGaHzmQ&ust=1434801242869591)

**Get an A+ on the report / ace the assignment**

**Main Activity Brainstorming Sheet (worksheet #1)**

**Directions:**

Make a story using the four situations in any order and you can add any details or happenings in between the four pictures. Make sure to include at least one problem and one solution.

\*You can just tell a story or role play. The presentation can be done in any format.

***e.g.***

*1) On Monday morning, the boy didn’t hear the alarm clock go off and he slept in.*

*2) Boy: I woke up late this morning and I even locked myself out of the car.*

*Friend: Wow! What did you do?*

**\*You will be telling the story in any way you prefer for 5 minutes!**

**Comprehension Worksheet (worksheet #2)**

**Directions:**

Unscramble the words below. They are related to the expressions you used today in class.

1. kolo thbored 🡪 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. ued yb 🡪 \_\_\_\_\_\_\_ \_\_\_\_

3. telf ti ni ym rdom ormo 🡪 \_\_\_\_\_ \_\_ \_\_ \_\_ \_\_\_\_\_ \_\_\_\_\_\_

4. cklode smyelf tuo 🡪 \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_

5. hewnore ot eb nuofd 🡪 \_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_ \_\_\_\_\_\_\_\_\_

6. eb alte ot lascs 🡪 \_\_ \_\_\_\_\_ \_\_ \_\_\_\_\_\_\_

7. etl omsenoe ni 🡪 \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_

8. unr croass 🡪 \_\_\_\_ \_\_\_\_\_\_

9. rnu cakb ot 🡪 \_\_\_\_ \_\_\_\_\_\_\_ \_\_

10. runbed msoeeno 🡪 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**Comprehension Worksheet (worksheet #2) Answer Key**

**Directions:**

Unscramble the words below. They are related to the expressions you used today in class.

1. look bothered

2. due by one o’clock

3. left it in my dorm room

4. locked myself out

5. nowhere to be found

6. be late to class

7. let someone in

8. run across

9. run back to

10. burden someone

**Plan B (worksheet #3)**

Directions:

Come up with one solution and reason(s) for the given situation with your partner(s). Then give a brief presentation (2mins) about your ideas.

Situation:

Sam spilt coffee on his history report which is due in 20 minutes. He can go print it out at the computer lab, but he will be late for class, if he does so.

**What should he do?**

**Solution+Reason(s)**