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| TEMPLATE FOR SPEAKING LESSON PLAN | | | | | | | |
| TITLE | How to order a cup of coffee at a coffee shop | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| SOPHIE KIM | | | | INTERMEDIATE | ADULTS | 6 | 60 mins |
| MATERIALS | | | | | | | |
| 8 pieces of dialogue sheet, preparing the spare one would prevent student’s feeling which is unfair treatment from a teacher.  * 8 pieces of worksheets, preparing the spare one would prevent student’s feeling which is unfair treatment from a teacher. * A picture (for visual aids to show that the learner are in the certain situation) * Flash cards (presenting a new vocabulary) * White-board (to explain the specific grammar topic from the dialogue, partitive) * 3 different colors of board marker, (to distinguish/rearrange or organize the word lists and grammar content that is important) * Some candies (for participation) * A few of magnetic buttons * timer | | | | | | | |
| AIMS 1. | | By the end of the lesson, the learners will be better able to speak some basic common expressions at a coffee shop to improve their fluent and accurate skills (function) through practicing the dialogue (discourse) by drills and repetition in the class. | | | | | |
| 2. | | By the end of the lesson, the learners will be better able to use the grammar (partitives) that is commonly used at a coffee shop by doing activity, worksheets | | | | | |
| 3. | | By the end of the lesson, the learners will be better able to use the words (lexis and phonology) that will be presented by teacher in the class though eliciting the flash cards. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Reading the dialogue that is prepared by teacher with the whole class altogether. | | | | |
| Speaking | | | Sharing the ideas what we are taking about at a coffee shop in our daily routine lives. | | | | |
| Reading | | | Reading the dialogue playing a role with student’s partner as a group. | | | | |
| Writing | | | Practicing the use of auxiliary verb by the worksheet, for example, it will be making a sentence, using the different vocabulary. | | | | |
| LANGUAGE SYSTEMS | | | | | | | |
| Phonology | | | Students will concentrate on the different pronunciation between /f/ and /p/, ‘fruit’ and ‘passion’ when the teacher let them practice the new vocabulary | | | | |
| Lexis | | | Students will concentrate on the essential words that are highly used at a coffee shop, based on menu on the wall. | | | | |
| Grammar | | | Students will concentrate on learning the use of partitives for the key grammar points (e.g. a cup of coffee and a cup of tea) | | | | |
| Discourse | | | Students will concentrate on sharing their own previous experience with their partner, using the words that are related to café after the process of acquisition. | | | | |
| Functions | | | Students will concentrate on the use of basic expressions by the words which are showed as presenting new vocabularies. | | | | |
| ASSUMPTIONS | | | | | | | |
| The learners as an adult already have the background knowledge about basic skills using English. The learners as an adult are already familiar with some certain words since they have been to several cafes and seen (the lists on) the menu in the café. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS The learners might make a grammatical mistakes when speaking.   * The teacher must have a tolerant of his/her students. | | | | | | | |
| The learners might not use the grammar rule, partitives, for accuracy.   * The teacher will explain some specific features of partitives and then hand out the worksheets to reduce making grammatical errors. Moreover, she/he will confirm the answers that are solved the questions by students. If there makes grammatical errors, students will be received the correct answers for that. Furthermore, educator would convey some positive or negative feedback for their mistakes in an effective and efficient way. | | | | | | | |
| REFERENCES  * http://databaseanswers.org/tutorial4\_getting\_started\_with\_db\_design/index.htm (menu) | | | | | | | |
| * Thechniques & Principles in Lnguages, Diane Larsen-Freeman and Marti Anderson, 110-111 pages. * <http://www.oxforddictionaries.com/definition/english/partitive> (grammar) * <https://www.youtube.com/watch?v=LyoDt3egGHg> (dialogue)  <http://www.esltower.com/GRAMMARSHEETS/partitives/partitives.html> (worksheet)  * <http://www.bing.com/images/search?q=passion&view=detailv2&&&id=C8E0274C580AD2D998A99C248D623C64606CBD60&selectedIndex=15&ccid=y70%2bAB28&simid=608010470281775972&thid=JN.32TxxP0LNAL5JQLO%2b0WAXw&ajaxhist=0> (passion) * <http://www.bing.com/images/search?q=menu&view=detailv2&&&id=C82E3B7751DE6C4BA798F9F0DD40064B65CCB92F&selectedIndex=53&ccid=hQZPFls2&simid=608017947822197003&thid=JN.odFBXONzQ240P7dnDBCZwQ&ajaxhist=0> (menu) * <http://www.bing.com/images/search?q=beverage&view=detailv2&&&id=037267B0B9C8D3A5F3414FF189A4DCFA4B09E648&selectedIndex=1&ccid=g%2btNeljy&simid=608048077016796308&thid=JN.GYhb%2bX2JTPy5TQOt6nFfww&ajaxhist=0(beverage)> * <http://www.bing.com/images/search?q=fruit&view=detailv2&&&id=7A74D1217798FBA38AEF1C0DC9DB062C5E97BCC4&selectedIndex=8&ccid=UwbZUeoC&simid=608001266169940735&thid=JN.7t6gAamfyBRA3Qh72nmHhw&ajaxhist=0(fruit)> * <http://www.bing.com/images/search?q=chocolate&view=detailv2&&&id=9C75C4401A5E919C3B5D6598EE08D2EF945C6350&selectedIndex=11&ccid=6kcke37q&simid=607997666983348776&thid=JN.g6qEgg6f%2bJm1vOOlJJw6Xg&ajaxhist=0> (chocolate) * http://www.bing.com/images/search?q=favorite&view=detailv2&id=471317BC7B5DFFD04F7109D28760183A7B3E3B05&selectedindex=7&ccid=j2NI0zTa&simid=608020602107397331&thid=JN.TPi52m4O5iDImMxWhRmLnQ&mode=overlay&first=1(favorite) | | | | | | | |
| NOTES | | | | | | | |
| The teacher provide activities like Ice-breaking and warming-up for the learners. It helps them to get to know peers in the class deeply and reviewing the contents that have learnt previously. (SOS) | | | | | | | |

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| Lean-in | | | Greeting |
| MATERIALS: a picture (menu), some candies (to volunteer students). | | | |
| TIME | SET UP | PROCEDURE | |
| 5mins      3mins.  2 mins. | The whole class | [GREETING]  Teacher: Good morning, ladies.  Did you have a good sleep, last night?  Student: ……………..  Teacher: Did you have a good time with your family after school?  Student: ………………..  Teacher: Then… What did you do?  Student: (point out the students) …………….  Teacher: Mirae, What did you do after school?  Student: ………………………….  Teacher: Oh~~ I see. Hmm…. okay  Let’s look at the window. How is the weather, today?  Student: (It is cold outside, chilly, cloudy, windy, hot, warm and freezing)  Teacher: Isn’t it nice, beautiful and wonderful weather to go for a walk  and have a chat with your friend with having a cup of coffee?  Student: (Yes yes..)  Teacher: How many times do you usually go to a coffee shop?  Once a week? Twice a week? Well…….  In my case, I usually go to the coffee shop, especially Starbucks, every day in the morning when I commute to work here.  So, Mirae, how many times do you usually go to the coffee shop?  Do you have any favorite brand coffee shop?  Student: …….. (point out the students that don’t take participation)  Teacher: With whom? With whom, do you usually go to the coffee shop?  Student: (point out the student in the class)  Teacher: Oh really? I see. Thank you for your brave participating (candy).  .  [ELICITING FROM VISUAL AIDS]  (presenting the picture for eliciting)  e.g.) menu, Beverage, Iced, favorite, hot, tea, chocolate, caramel, dark and light, cream raspberry, mango, fruit.  Teacher: Look at this picture.  Do you know how it is called?  Student: (menu)  Teacher: How do we call the square thing that are on the board?  Student: …(menu)  Teacher: Where can we see these kinds of the board in our daily lives?  Student: (at a coffee shop) (OR restaurant)  Teacher: Wow~~~ How did you know that? Excellent.  (What a smart student! Well done. Good girl!)  As you can expect/predict what we are going to learn, today, we’re going to learn about how to order a cup of coffee at a coffee shop  Therefore, by the end of this lesson, you will be better able to speak some basic common expressions using at a coffee shop. And, to improve your communicative competence skills, fluency and accuracy, you will practice the dialogue by drills and repetition with me. | |

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| PRE-PREPARATION Presenting and brainstorming the ideas | | |
| MATERIALS: a picture (for eliciting)Flash cards (for acquisition of the words),White-board, 3 different colors of marker.A few of magnetic buttons (to stick the flash cards on the board) | | |
| TIME | SET UP | PROCEDURE |
| 20mins        1 min.  5 mins.  2mins.  6 mins.  1 min.  5 mins. | The whole class  Three in a group | [Preparation to understand the dialogue by presenting a new vocabulary & Brainstorm the words that are commonly used at the coffee shop]  Instructions: Presenting a new vocabulary.  Teacher: Here are some new vocabularies that are commonly used at the coffee shop (lexis).  (showing the picture of flash cards)  Teacher: Do you know how it is called?  (showing the picture to them)  Student: (Guessing)  Teacher: That’s correct. It’s called, menu.  Please, repeat after me, menu.  Please one more, menu.  Please say it again, menu  How is it called? (CCQ)  Student: ( menu)  \*\*\*\*menu, beverage, chocolate, favorite, fruit and passion  Teacher: Be careful when you pronounce the words staring with /f/ and /p/ sounds. So… please, look at my mouth and mimic my lip movement as exactly as you can.  Watch my mouth carefully and repeat after me again, Fruit.  One more time, fruit and say it again, Fruit. Well done.  Look at my mouth carefully again and please follow me, Passion.  Please, repeat after me, Passion.  One more, Passion.  Say it again, Passion.  Excellent.  Through these activities, your lexis and phonology skills will be improved and it helps you feel comfortable and reduce your stress when you start to speak in English generally.  CCQ)  Can you distinguish the different pronunciation of the words beginning with the sound /f/ and /p/?    Demonstration  Teacher: So… From now, You three are in a group (using gesture).  You three are in a group (using gesture).  You three are in a group (using gesture).    The reason why you are in a pair is  With your group partners, do brainstorm the words that are relevant to coffee shop, but it will be not allowed the ones being represented on the board. I will give you about 5 minutes and then let’s share your ideas.  Teacher: Alright, everybody has done? Then…. Let’s share your ideas.  Stand up each person in a group as a representative and then tell your ideas to your peers. Okay. Let’s decide who is going to be first.  Put your hands up and do the rock-scissor-paper.  Okay.  Students: (rock-scissor-paper\*2)  Teacher: You go first and then turn the clockwise.  Students: (sharing their ideas) |

NOTE: Prepare the flash cards with picture on it.

Speak slowly and clearly.

e.g.) menu, beverage, favorite, chocolate, fruit & passion.

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| MAIN ACTIVITY | | | Learning new grammar rule |
| MATERIALS: 8 pieces of dialogue sheet and worksheets | | | |
| TIME | SET UP | PROCEDURE | |
| 5 mins.      5 mins. | The whole class | Preparation to understand the dialogue by learning the grammar rule.  The learners will be better able to use the grammar (partitive) that is commonly used at a coffee shop by doing activity, worksheets  Eliciting: explaining the partitive  Teacher: Okay. The smartest students in the world!  Do you know what the partitive is?  Student: No (if yes)  Teacher: Would you please stand up and explain what exactly the partitive is to your friends?  Student: ………….. ……… ………. .  Teacher: Well done, good girl. Let’s give her a big applause.  Student: (clap..clap.. clap……)  Teacher: However, to be clear understanding, according to Oxford dictionary, the partitive is that only a part of a whole is referred to. For example, to help you comprehend it fully,  When you order the cake, you might express it more specifically  in a way using the partitive *a piece of cake*,  OR When you order the bread, you might express it more specifically  in a way using the partitive *a loaf/slice of bread*  OR When you want some sugar in your coffee,  You might express it more specifically  in a way using the partitive *a* *spoonful* *of* *sugar*.  This expression is the same as a pair of scissor, a pair of trouser, and a pair of pajamas.  I will give you two papers. One is the dialogue and the other one is the worksheet for extra grammar activity.  Teacher: everybody has two papers?  Student: (yes or no)  Teacher: You are supposed to have two papers. Please, do it your homework by yourself. Because doing reviewing the study after school will benefit for you to input the knowledge and find out what the real difficulties are from the lesson. I will go through and check it your work for correction tomorrow. Is that clear?  Student: yes.  (Point out someone)  Teacher: Mirae, can you tell to your friends what the homework is?  Student: ------------------------  Teacher: Thank you for helping me. | |

\*NOTE: using a board with well categorizing and using at least 3 different colors of marker.

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| POST-ACTIVITY | | | Making their own dialogue |
| MATERIALS: | | | |
| TIME | SET UP | PROCEDURE | |
| 30 mins.  3 mins.  7 mins.  10mins.        10mins. | 3 in a group | By the end of the lesson, the learners will be better able to speak some basic common expressions at a coffee shop to improve their fluent and accurate skills (function) through practicing the dialogue (discourse) by drills and repetition in the class.  Competence: dialogue.  Teacher: Let’s move onto next step. Based on what you have learnt until now, some vocabularies and grammar rule, you will be better able to order a cup of coffee with a variety of expressions at a coffee shop by practicing the dialogue with me several time with me. Look at the paper the one that I gave you and written the dialogue on the top. I will do part A and you do part B.  A: Hi, How can I help you?  B: May I have a large cup of cappuccino?  A: Yes, sure. Do you want anything to eat?  B: NO thanks  A: It is 5 dollars 45 cents. Do you want to pay cash or credit card?  A: I would like to pay it with my credit card. Can I get a receipt?  B: Here it is.  A: Thanks. Have a nice day.  Teacher: From now on, you will do a role play with the dialogue with your partners.  Please make a big movement when you are playing this activity. This is because of that It will be more fun to learn English and helps you much easier to input the common expressions that is used at a coffee shop rather than just sitting and speaking. The given time will be 5 minutes to play a role.  How many time do you have for this activity?  Student: (five)  Teacher: How are you going to play a role and do the role play?  Student: (With big body movement) - Kinesthetic intelligence & TPR  Teacher: That’s correct/.  Go start.  (They will fully understand the content with confidence and a low- anxiety.)  Teacher: Have you done playing a role? How was it? Was it fun?  Student: …………  Evaluation:  Teacher: Using your body is an efficient way to learn English.  Alright then,  Let’s imagine that you and your friend are at a coffee shop. And you have to order a cup of coffee instead of your friend because she is afraid of speaking in English. What expressions you are going to say to a barista?  Make your own dialogue with your partners.  Use a variety of expressions when making your own story or a short conversation.  After finishing your work, each of your group will come up the front and perform what you wrote and made (skits) with making big body movements.  I will give you guys 10 minutes. Start.  (they will another expression of partitive relevant to coffee and draw out their own expressions: at this point, teacher are able to notice the level of English proficiency and by noticing, rapport with teacher and student-student interaction will be good)  Teacher: Time is up. (point out one of learners) Please, demonstrate what you prepared to your friends.  Student: …………………………………….  Teacher: Well done. Let’s give them big applause.  Through this lesson, your English skills have been improved and now today lesson is finished. Please keep in mind that you have the homework tonight.  Thank you for being participated actively..  See you, tomorrow. Bye. | |

\*NOTE: Monitoring-passively

If students don’t pay attention, help the learners to participate to the class.

Realia



passion

menu



chocolate



fruit



Beverage

Dialogue

A: Hi, How can I help you?

B: Can I have a large cup of cappuccino?

A: Yes, sure. Do you want anything to eat?

B: It’s okay. Thanks.

A: It is 5 dollars 45 cents. Do you want to pay cash or credit card?

A: I would like to pay it with my credit card. Can I get a receipt?

B: Here it is.

A: Thanks. Have a nice day.

Comprehension of worksheet

