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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 | 40 mins |
| MATERIALS | | | | | | | |
| 8 pieces of dialogue sheet, 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) – starbucks  Flash cards (presenting a new vocabulary)  White-board (to explain the specific grammar topic from the dialogue, partitives)  3 different colors of board marker to distinguish/rearrange or organize the word lists and grammar content that is important. | | | | | | | |
| 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 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://www.esltower.com/GRAMMARSHEETS/partitives/partitives.html> (worksheet) <http://www.esltower.com/GRAMMARSHEETS/partitives/partitives.pdf>  <http://databaseanswers.org/tutorial4_getting_started_with_db_design/index.htm> (사진)  <http://www.campona.hu/datas/2012/0607/793/coffe_shop_company.jpg> (사진) | | | | | | | |
| 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 | | |  |
| MATERIALS: a picture (menu), candy to volunteer students. 사탕던지고 nice catch! | | | |
| TIME | SET UP | PROCEDURE | |
| 5mins | The whole class | **[GREETING]**  Teacher: Good morning, everyone.  Did you have a good sleep, last night? Or Did you have a good time with your family after school? And What did you do?  S: (point out the students) bluh  Teacher: Oh~~ I see. Hmm…. okay  Let’s look at the window. How is the weather, today?  Isn’t it nice and beautiful and wonderful weather to go for a walk  and have a chat with your friend with having a cup of coffee?  Student: BluhBluh.. (Yes yes..)  Teacher: How many times do you usually go to a coffee shop?  Once a week? Twice a week? In my case, I usually go to the coffee shop, especially starbucks, every day in the morning when I commute to work here. So, how many times do you usually go to the coffee shop?  Do you have any favorite bland coffee shop?  Student: Bluhbluh (point out the students that don’t take participation)  Teacher: With who? With who do you usually go to the coffee shop?  Student: (point out the student in the class)  Teacher: Oh really? I see. Let’s give her big applause.  Thank you for your brave participating.  **[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: Do you know how it is called? (menu)  How do we call the lists on the board?  Student: …  Teacher: Where can we see 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 job!  As you can expect what we are going to learn, today, we’re going to learn about how we order a cup of coffee and the lists on the board.  Therefore, by the end of this lesson, you will be better able to speak some basic common expressions at a coffee shop since you have already the background knowledge. And, to improve your fluent and accurate speaking skills, you are going to practice the dialogue by drills and repetition with me. | |

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| PRE-PREPARATION | | |
| MATERIALS: a picture for eliciting and flash cards for acquisition of the words, white-board, 3 different colors of marker.The magnetic buttons to stick the cards on the board (for presenting the cards to the students) | | |
| TIME | SET UP | PROCEDURE |
| 20mins | Three in a group | [Brainstorm the words that are commonly used at the coffee shop & Preparation to understand the dialogue by presenting a new vocabulary]  Instructions  Presenting a new vocabulary.  From now on, firstly, you are going to learn some new vocabularies which are commonly used at the coffee shop (lexis). Also, the different pronunciation between /f/ and /p/, ‘fruit’ and ‘passion’ will be focused on (phonology).  Through these activities, your lexis and phonology skills will be improved.    Prepare the flash cards with picture on it.  e.g.) menu, beverage, Iced, favorite, hot, tea, chocolate, caramel, dark and light, cream, raspberry, mango, Fruit & Passion.  CCQ)  Can you draw out the words you’ve learnt immediately when you see the meaning of picture?  Do you know what the biggest different between /f/ and /p/?  Can you speak those two words with accurate pronunciation?  As soon as speaking the flash cards, saying “Please, repeat after me.”  Speak clearly and slowly. (at least three times)  Before giving instructions, making a group  Teacher: You three are in a group (using gesture).  You three are in a group (using gesture).  You three are in a group (using gesture).  With your group members or partners do brainstorm the words that are relevant to coffee shop but it will be not allowed the ones being represented on the board. From now on, I will give you about 5 minutes and then let’s share the ideas.  Alright, let’s share the ideas.  One of group members will stand up and then do rock-scissor-paper  Please, you go first and let’s turn clockwise. |

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.

     eliciting

Giving clear instructions

plan

Speak slowly

Be explicit

Chuck instructions

Get student attention

Use English

Demonstration

ICQ and CCQ

**Reading the diagloues and then give them worksheet**

**If they didn’t finisih the worksheet within the given time, give them homework**

**Check the answers next class time (note)**

**Just move to the next step.**

**다이어로그 직원과 손님과의 대화**

**연습 후, playing a role and then practice.**

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| MAIN ACTIVITY | | |  |
| MATERIALS: timer | | | |
| TIME | SET UP | PROCEDURE | |
| 20mins | 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  Teacher: Do you know what the partitive is?  Student: No (if yes)  Teacher: Would you please explain what exactly the partitive is to your friends?  Student: ………….. ……… ………. .  Teacher: Well done, good job. But, to be clear.  The partitive is the grammar rule in English and  It is grammar rule  It helps you to make accurate sentences when you are speaking in English.  Do you know another expression of partitive relevant to coffee?  Writing down what they are saying on the board with using 3 different colors of marker.  부분사 부분을 나타내는 단어나 구  In ‘a spoon of sugar’, the word spoonful is a partitive.  (네이버 영어사전 참고)  (grammar use 책 참고하기)  다이아로그를 읽는다 그들은 언더스탠드 할 것이다. 컨탠트를 풀리  포 케팅 펀  롤 플레잉을 한다. 이치 그룹 인 프론트 of the class.  각자 표현이 다름으로 재미가 있을 것이다.  그들은 마임 크게 바디 무브번트를 사용해야 한다.  투 게팃 펀  프랙티스 프레젠팅  워크씻으로 컴프리핸션 작업을 돕는다.  그들에게 시간을 준다.  Have you finished or done the worksheet?  답을 물어보고 같이 맞추고 읽어본다.  시간내에 못할 경우 홈워크로 준다. | |

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| POST-ACTIVITY | | | Board game with a group. |
| MATERIALS: | | | |
| TIME | SET UP | PROCEDURE | |
| 5mins | 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.** | |

Paste worksheets, handouts and lesson materials here

<http://readsource.com/the-magic-behind-starbucks-marketing/>

그냥 읽어볼만함

http://www.travel-studies.com/blogs/conversations-coffee-shop