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| ☐ Listening |
| **Topic: Picture Dictation Game** |

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| Instructor: Nicky | Level: Intermediate | Students: 10 | Length:  **30 Minutes** |

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| Materials:  Worksheets with blanks (10 copies)  Worksheets with Pictures(ver.1) (10 copies)  Worksheets with Pictures(ver.2) (10 copies)  White board and board marker  Pictures of examples |

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| Aims:  Ss will learn vocabulary words and expressions for describing pictures through activity  Ss will practice how to speak to describe and make others understand about pictures  Ss will be able to draw pictures with explanations  Ss can participate in the class to work in pairs  Teacher can elicit about Ss knowledge |

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| Language Skills:  Speaking: Ss can learn how to speak to describe their pictures to the partners  Listening: Ss should listen carefully to draw pictures through explanations  Writing: Ss write what their partner described  Reading: Ss should read and learn expressions before doing activity |

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| Language Systems:  Lexis: Ss learn key words and expressions to describe and understand  Phonology: Ss try to make sounds correctly to make partner understand  Grammar: Can be checked through activity |

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| Assumptions:  Students already know:  Teacher’s teaching skill and type  Ss will work in pairs during activity  Pictures they got  Activity is about drawing something |
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| Anticipated Errors and Solutions:  Students may not be able to describe some of the pictures because of lack of expressions   * Give Ss key words before start the activity   Students may be misunderstood and draw wrong   * At the end of activity, make them correct and describe again   Students may not be able to finish their task in time   * Make them stop doing first, ask CCQ and give them answers with explanations later. Give time warning before 1min to end   Students may feel bored   * Make Ss to compete with each teams and give winners more prizes |

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| References:  Some of images are from google image search  Learning Teaching, Jim Scrivener, 2011 |

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| **Lead-In** | | | |
| Materials: Whiteboard, Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Listen to what teacher says | Good morning, everyone. The listening class for today is about drawing. Is there anyone who likes to draw? Have you done the drawing activities before? (Elicit they have experience or not and they will like it or not)  Before the class, I’m going to give you two sheets of paper, don’t show a paper with pictures to your partner, OK? |

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| **Pre-Activity** | | | |
| Materials: Whiteboard, Markers, worksheets, pictures for example | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min | Whole class  Individuals | Listen to what teacher says  Learn the key words and expressions about drawing  Try to describe the picture  Free to ask to know about words and expressions with pictures for example  Check vocabulary words and expressions on their own about the pictures in worksheets before the start | Introduction:  You have two sheets of paper, one with the pictures and the other with blanks. We are going to fill the blanks through this activity. One going to describe your pictures using English, the other is going to draw exactly what is described. You two have different pictures on the paper, so it’s no use to draw with your own. Before we begin, we should learn vocabulary words and expressions about drawing.  Demonstration:  Look at this picture. What is this? Yes, it’s a bicycle.(with bicycle picture). Can you explain how to draw it? We’re going to learn how to describe. (ask Ss about some words to elicit. Ex. Line, dot, circle, triangle, etc. With the information about knowledge of Ss, teach them some words about drawing that they don’t know)  Please explain about how to the picture one by one. Me first. Draw two circles at the left and right bottom of the paper.  Let them answer at least one sentence individually.  CCQ:  How many of you going to work?  What was in the picture?  Feedback:  So, now you can describe how to draw a bicycle, right? Good job.  Do you have any questions about it?  Can you remember the key words we’ve learned? What are we going to do next? |

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| **Main Activity** | | | |
| Materials: Worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min | Whole class  In pairs  Whole class  In pairs  Whole class | Listen to what teacher says  Check worksheet version  Describe or draw with the partner  Describe or draw with the partner  Check what we worked and listen to what teacher says. | Introductions:  Now, we’re going to do the activity.  You have your worksheets, right?  You can see the worksheet with picture has ver.1 and ver.2. You, who have worksheet ver.1, are going to describe first. And who have worksheet ver.2; you’re going to draw first, so put your worksheet with pictures down. Please, don’t let your partner to see your worksheet with pictures.  Demonstration:  Ok, let’s do work! We only have 6 minutes per each!  Monitor Ss working. (time warning before 1minute left)  (after 6 min) Ok, stop doing it and let’s switch.  Monitor Ss working. . (time warning before 1minute left)  CCQ:  Who is going to describe first?  Who is going to draw first?  How many of you working together?  How much time do we have?  Feedback:  How was it? Was it difficult? How many of you complete the whole blanks? Good! |

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| **Post Activity** | | | |
| Materials: Whiteboard, Marker, Worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | Whole class | Check what we worked and listen to what teacher says  Ask questions about work, give their impressions about activity | Introduction:  Finally, we’ve done with our work!(clap)  Let’s check our works first.  Demonstration:  (answer the questions and give comments about impressions)  CCQ:  What have we done?  Feedback:  What was the most difficult part in this activity you think?  Did I speak too fast?  Do you think this activity is too difficult or was it too easy? |

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| **SOS Activity** | | | |
| Materials: Pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Depends on situation | Whole class | See the pictures   * Pick one of it * Try to describe at least a word by individuals with the expressions they’ve learned * Listen to the feedback * Do it again with another picture | Introduction:  Ok, let’s describe it. First, what do you see  in the picture?  Demonstration:  Guess if you have to draw this without  seeing a picture. How would you describe  it?  CCQ:  What was in the picture?  Feedback:  How was the picture? Was it too hard to describe? |