Today’s class

• Review
• Reading homework
• Lesson objectives
• Homework
Love / Hate activity

1. Circle brainstorm: What do people love?

2. Circle brainstorm: What do people hate?
Love / Hate activity

Guessing game

I think you love...
I think you like...
I think you don’t mind...
I think you dislike...
I think you hate...

mushrooms
tofu
trot music
washing dishes
old horror movies

Your turn!
Love / Hate activity

Discuss:

Find things you agree/disagree.
Explain why...?
What is the strangest answer in your group?
Tell a story about it.
Love / Hate activity

Let’s vote for your favorite and worst!
3-Stage lesson plan for speaking skills

1. Encounter
2. Internalize
3. Fluency
Frameworks for lesson planning

A framework for creating a lesson is similar to the framework of a building. It can organize and contain many different things.
Lesson planning frameworks for speaking skills

There isn’t a right or a wrong framework for lesson planning. It depends on your teaching style, your students’ age and goals, and the content of the lesson.
Let’s look at a sample lesson that follows E-I-F.

Age: Elementary school
Level: High Beginner
Target language: Body parts and describing people/monsters.
e.g. “He has big teeth.” “He has long arms.”
Can you guess the famous character?

He has big hands.
He has small ears.
He has a big mouth.
He has green skin.
He is from an animated movie.
Shrek!
(Assess prior knowledge)

“Which movie is this character from?”

“Are we the same as this alien? What’s different?”
Introduce TL vocabulary / Drilling

Body Part Matching Worksheet

Trace the letters in each row to write the names of the body parts. Then draw a line to match each body part name to its picture.

- ear
- foot
- mouth
- hand
- nose
- eye
Let's play Simon Says with ‘please’!

Touch your nose. X

Touch your nose, please. O

Can you do it without the teacher's help?
1. “Is it an eye?” (Y/N)

2. “Is it a nose or a horn?”

3. “What is it?”
What is it?

Which animals have these?
Stinky

It has one big eye.
It has pink fur.

Bongo

It has three eyes.
It has green skin.
1. He has a long tail.
2. He has a big mouth.
3. He has two horns.
4. He has one eye.
1. He has two eyes.
2. He has green skin.
3. He has short arms.
4. He has ten toes.
5. He has one eye.
“He has two horns.”
“He has fur.”
“He has green skin.” ……

( Controlled -> Free speaking practice )
Can you draw my monster?

1. He has a big square head.
2. He has three small eyes.
3. He has two noses.
4. He has one big mouth and two tongues.
5. He has four small ears.
6. He has spots.
7. He has a long body and no arms.
8. He has two toes.

Let’s look at your monster pictures!
Here is my monster!
Drawing and Describing Monsters

1. Draw a monster in your notebook. *Is it a boy or a girl?*

2. Describe your monster to your partner.
   
   Your partner will listen and draw your monster.

4. Compare your monster drawings. Are they similar?

5. Let’s describe our monsters with the class.
Grammar practice / focus could be at this stage with worksheets and extra activities.
Describing Monsters Sample Lesson in the E-I-F Framework

1. Warm up - generate interest
2. Let's play Simon Says! - Kinesthetic game
3. Vocabulary - Drill and CCQs
4. Describe the monsters
   - He has two eyes. True / False
   - He has green skin. True / False
   - He has short arms. True / False
   - He has ten toes. True / False
   - He has one eye. True / False
5. Practice sentences and assess understanding
6. Let's draw a monster!
   Information Gap
   Fluency activity
Homework
A **Student Learning Objective (SLO)** is a written statement about what students will achieve.
Learning Objectives

A good learning objective is…

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound
Example SLO:

By the end of the lesson, students will be able to ask and answer about their dream jobs using “What do you want to be?” “I want to be a designer / marine biologist / dentist /…” by completing a class survey.

What color are the…
- examples of the target language?
- fluency activity?
- action verbs and topic?
Example SLO:

By the end of the lesson, SWBAT order food and drinks in a restaurant for themselves and friends using language such as, “What do you want to eat?” “My friend will have soup” “Can you bring water, please”… by doing a restaurant role-play with a waiter.

What color are the…
- action verbs and topic?
- fluency activity?
- examples of the target language?
What’s wrong with these SLOs?

1. By the end of the lesson, SWBAT describe an amazing life experience in the past using language such as “I’ve been to the Pyramids” “I’ve seen the Amazon” “I’ve visited the Colosseum” by completing a fill in the blanks worksheet.

2. By the end of the lesson, SWBAT describe the people in photographs by doing an information gap activity.

Remember you need:
1. Action verb and topic
2. Examples of target language
3. Fluency activity
Creating SLOs

Here is the formula for writing a **speaking** lesson SLO:

By the end of the lesson, students will be able to... *(use this target language)* by *(completing this task)*.

Task: In groups create 3 SLOs for various age and level students.

- **Target** language can be based on **expressions, grammar, situations** *(bank, restaurant, taxi)* or functions *(suggesting, persuading...)*.
- **Fluency** activities can include **role play, survey, information gap, presentation, guessing game, interview...**

Here is an example of a speaking lesson SLO:
By the end of the lesson, students will be able to ask and answer about the time using “What’s the time?” “It’s _ o’clock.” by doing a role play calling friends in different countries and asking the time.
Homework - Start working on your lesson plan.

The lesson should be a speaking lesson.

For low level students, follow EIF with scaffolding steps. For high level students, consider TBLT.

Next week will be a feedback session.