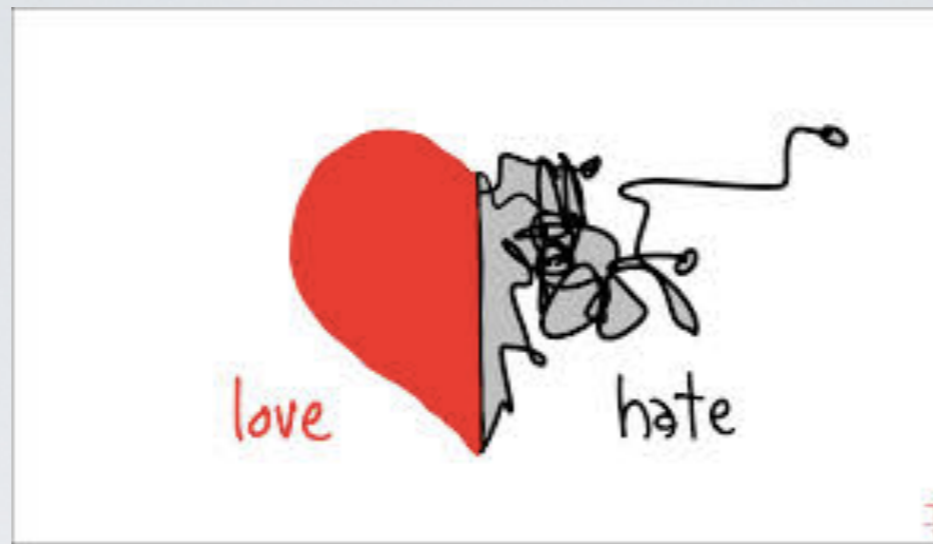




Teaching English Speaking

Today's class

- Review
- Reading homework
- Lesson objectives
- Homework



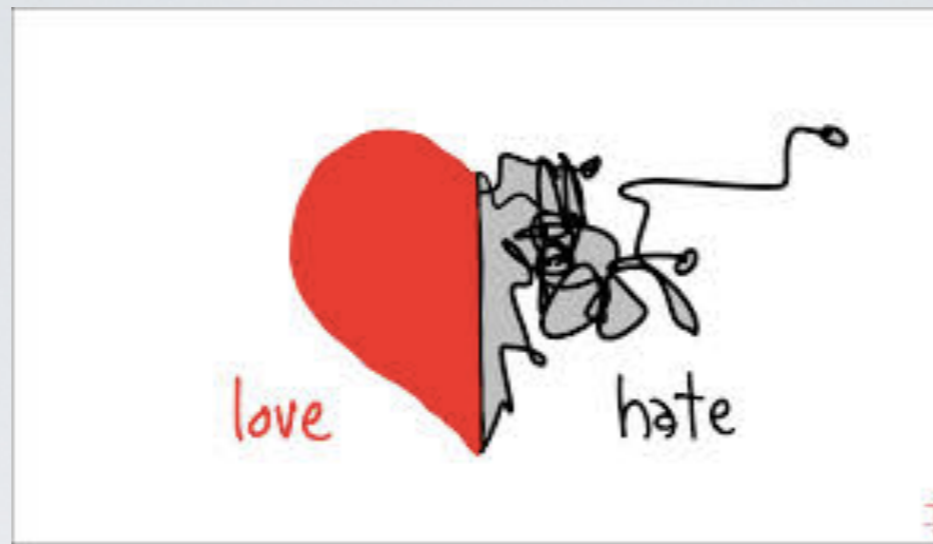
Love / Hate activity



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

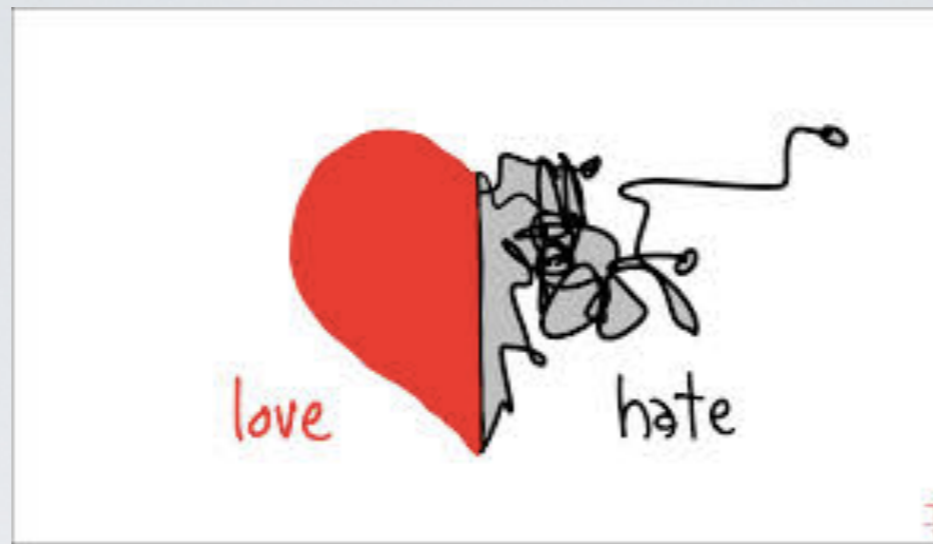
tofu

trot music

washing dishes

old horror movies

Your turn!



Love / Hate activity



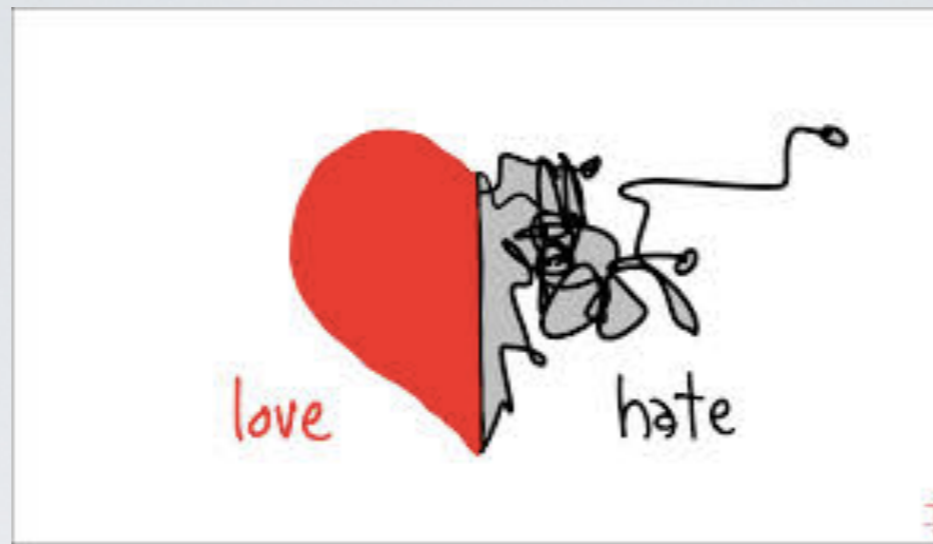
Discuss:

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

frame·work

/ˈfrām,wɜrk/ 

noun

an essential supporting structure of a building, vehicle, or object.

"a conservatory in a delicate framework of iron"

synonyms: frame, substructure, infrastructure, structure, skeleton, chassis, shell, body, bodywork; [More](#)

- a basic structure underlying a system, concept, or text.

"the theoretical framework of political sociology"

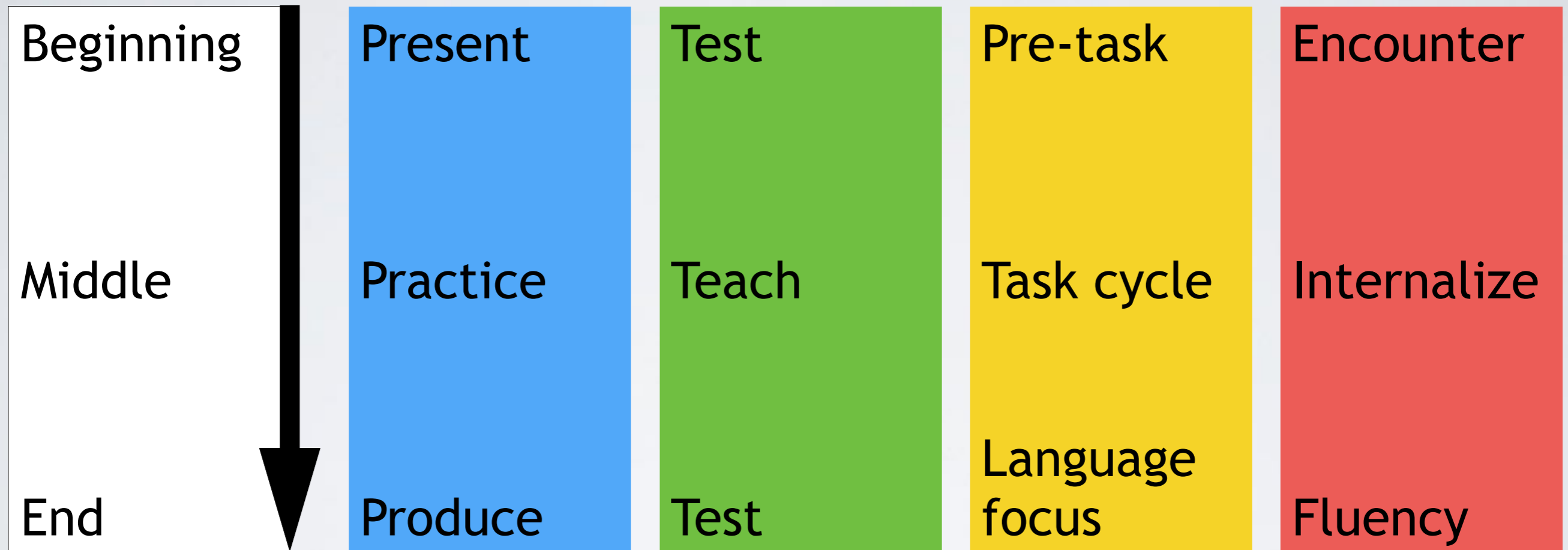
synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; [More](#)



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.

Sample 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."

(Focus on meaning)

Sample lesson



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!

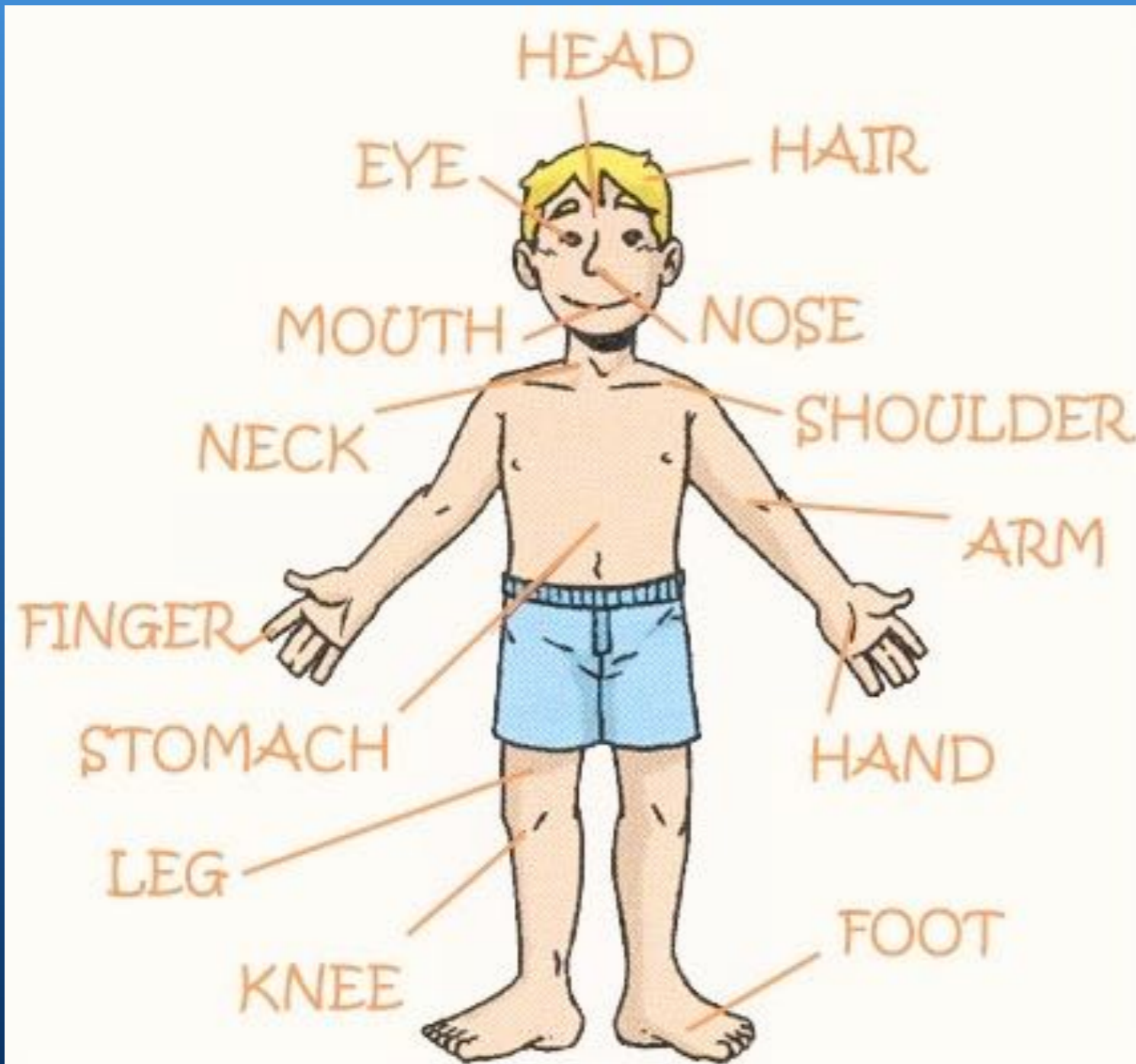
(Assess prior knowledge)



“Which movie is this character from?”

“Are we the same as this alien?
What’s different?”







(Introduce TL vocabulary / Drilling)



Name _____

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

(TPR)



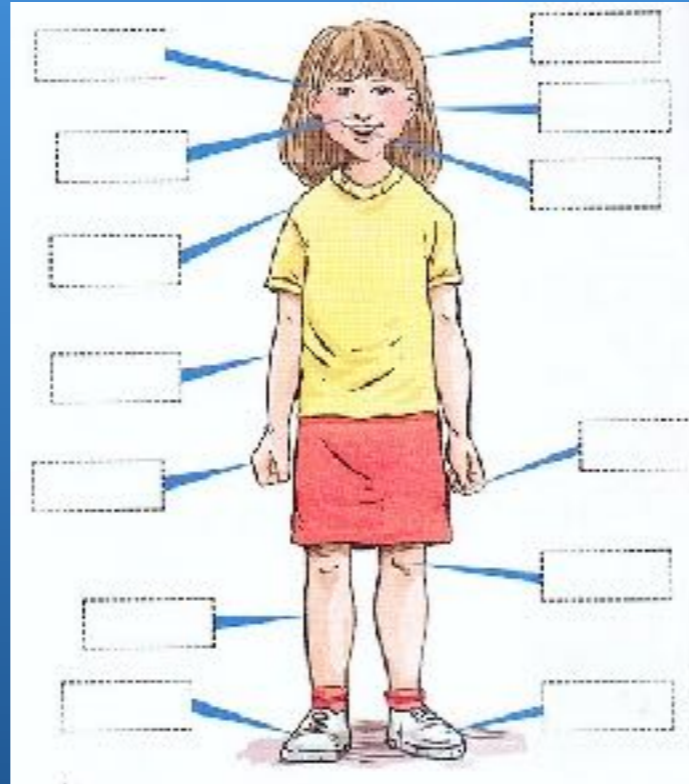
Let's play Simon Says with 'please'!

Touch your nose. X

Touch your nose, please. O

Can you do it without the teacher's help?

(Controlled speaking practice)



1. “Is it an eye?” (Y/N)

2. “Is it a nose or a horn?”

3. “What is it?”

(Second chunk of TL vocabulary)

What is it?

1.



2.



3.



4.



Which animals have these?

(Listen and identify)



Stinky



Bongo

It has one big eye.
It has pink fur.

It has three eyes.
It has green skin.

(TL key expressions)



1. He has a long tail.
2. He has a big mouth.
3. He has two horns.
4. He has one eye.

(TL key expressions)



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.

(Controlled -> Free speaking practice)



eyes
nose
mouth
arms
legs
hands

“He has two horns.”

“He has fur.”

“He has green skin.”

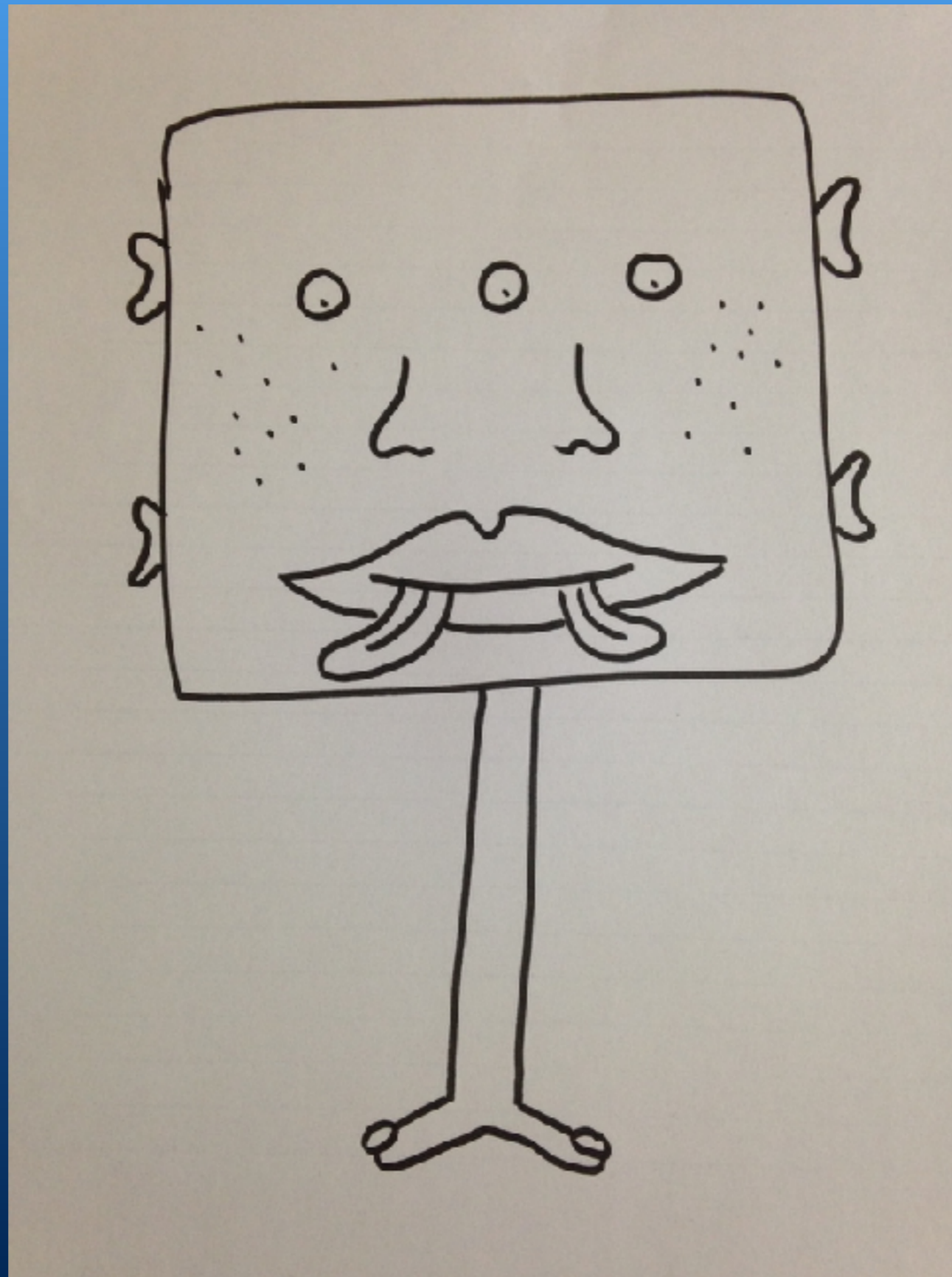
(Preparation for final communicative task)

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!



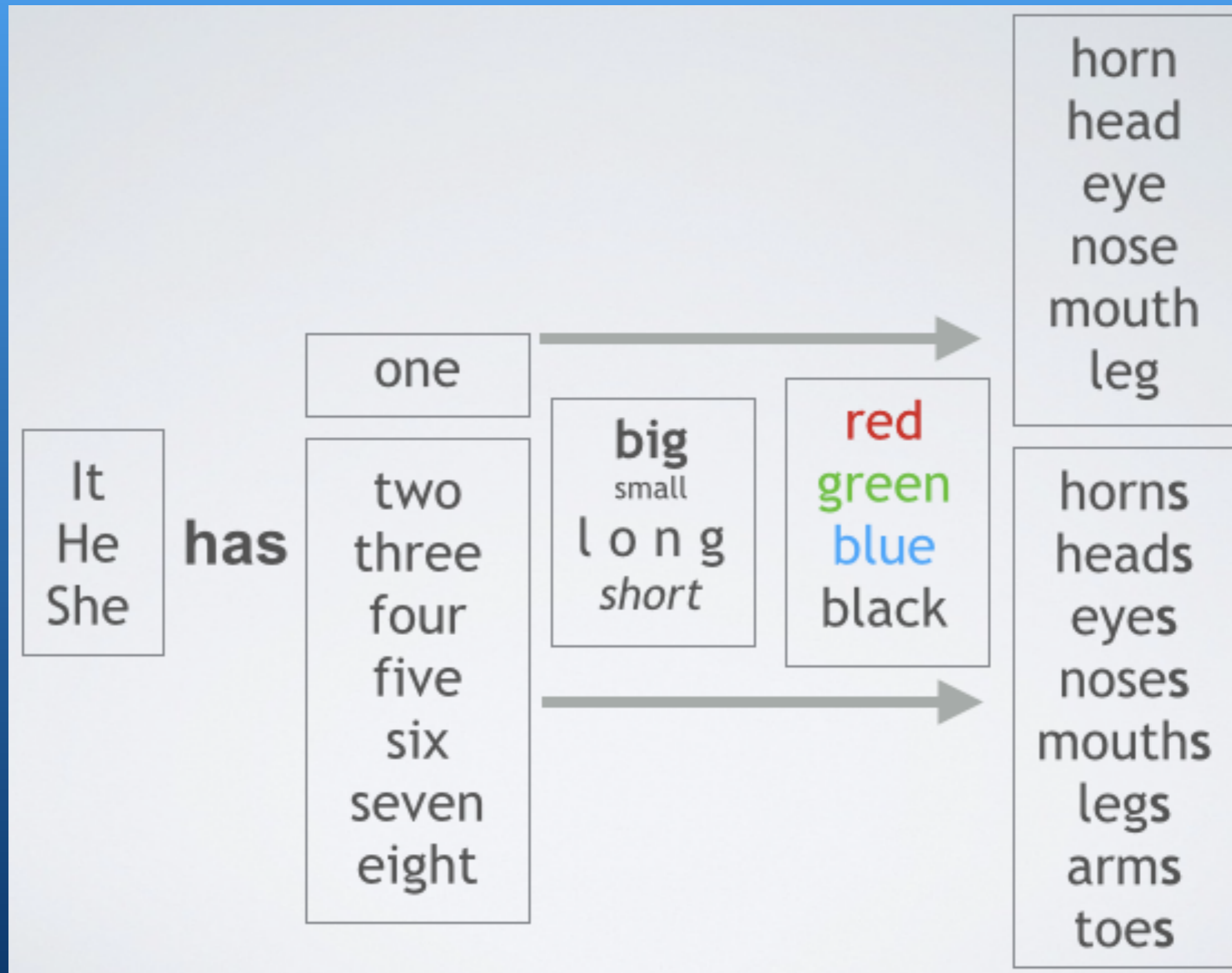
(Information Gap activity - Free practice)



Drawing and Describing Monsters

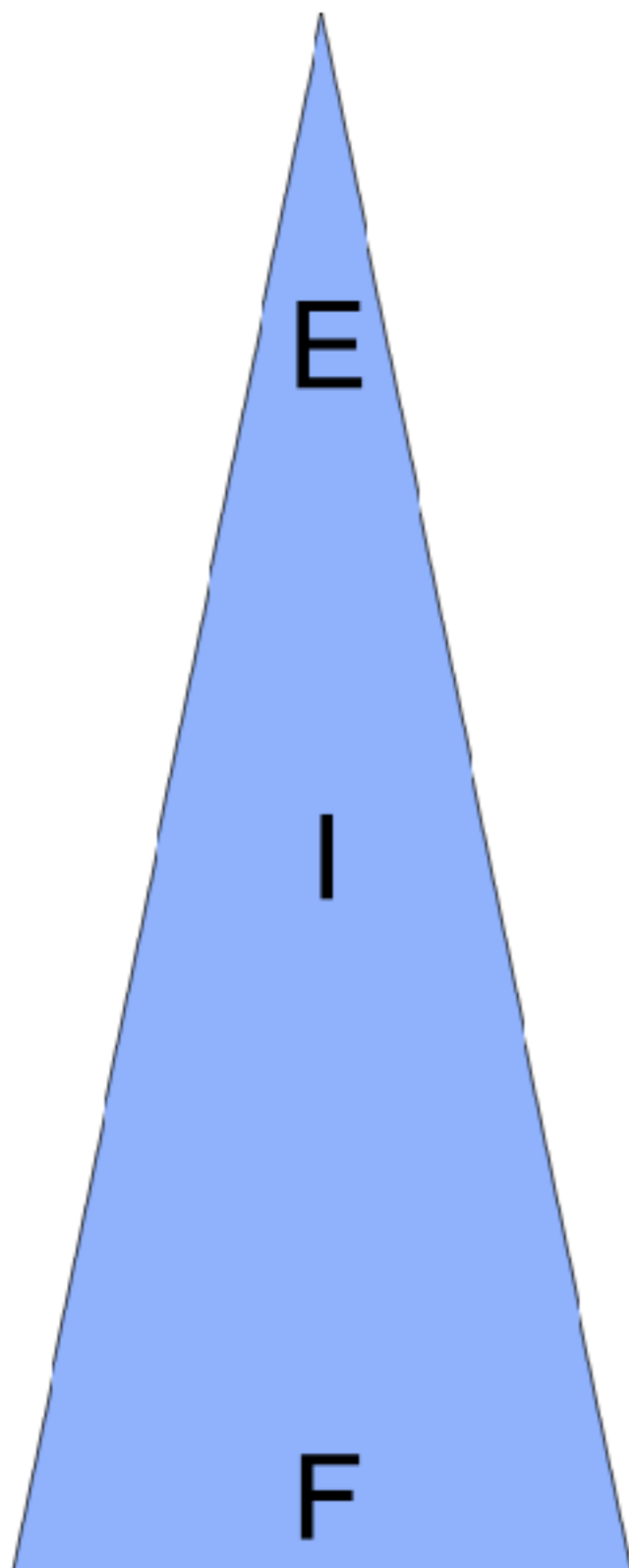
1. Draw a monster in your notebook. *Is it a boy or a girl?*
2. Describe your monster to your partner.
Your partner will listen and draw your monster.
4. Compare your monster drawings. Are they similar?
5. Let's describe our monsters with the class.

Describing Monsters Sample Lesson - Target Language



Grammar practice / focus could be at this stage with worksheets and extra activities

Describing Monsters Sample Lesson in the E-I-F Framework



1

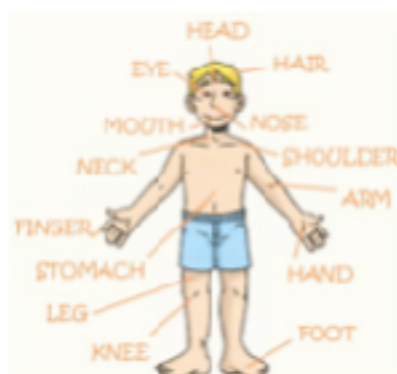


Warm up - generate interest

2

Let's play Simon Says! - Kinesthetic game

3



Vocabulary - Drill and CCQs

4



Describe the monsters

5

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

Practice sentences and assess understanding

6



Let's draw a monster!

Information Gap

Fluency activity



Homework

Learning Objectives

A **Student Learning Objective (SLO)** is a written statement about what students will achieve.



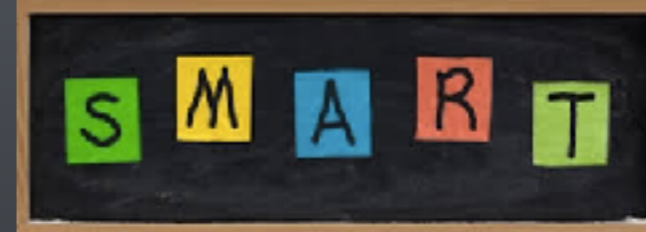
student



teacher

Learning Objectives

A good learning objective is...



- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

SLO Quiz

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?

SLO Quiz

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?

SLO Quiz

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:

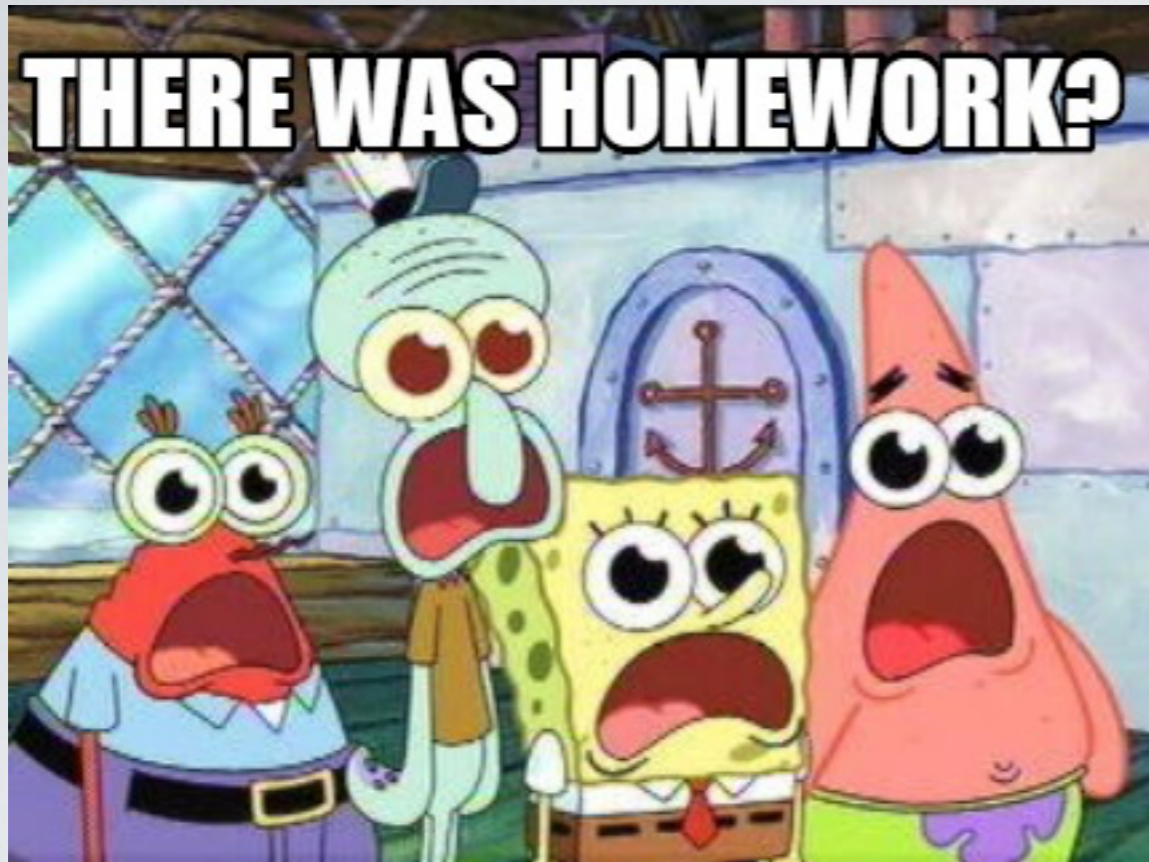
By the end of the lesson, students will be able to...
(use this target language) by (completing this task).

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.