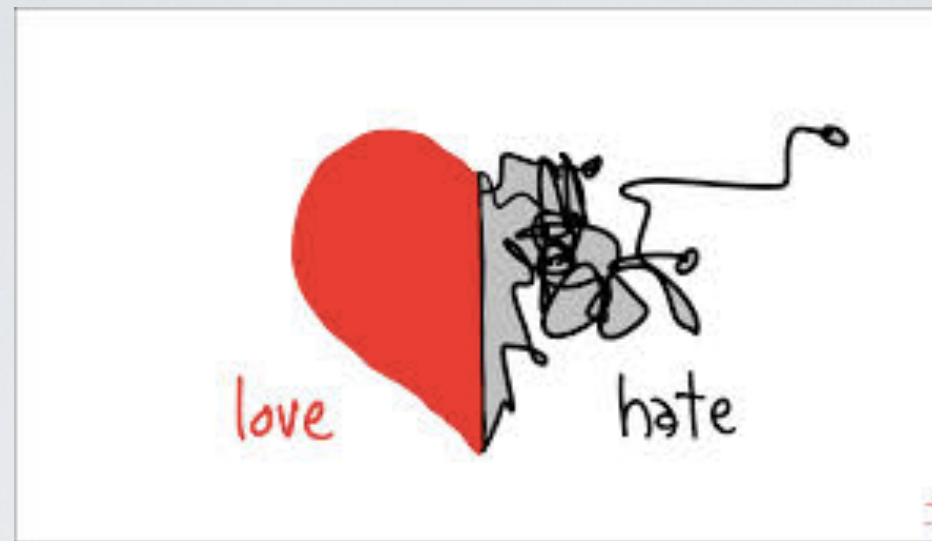




English Conversation 1

Today's class

- Love/Hate speaking activity
- Your homework
- Speaking lesson for YLs
- Homework



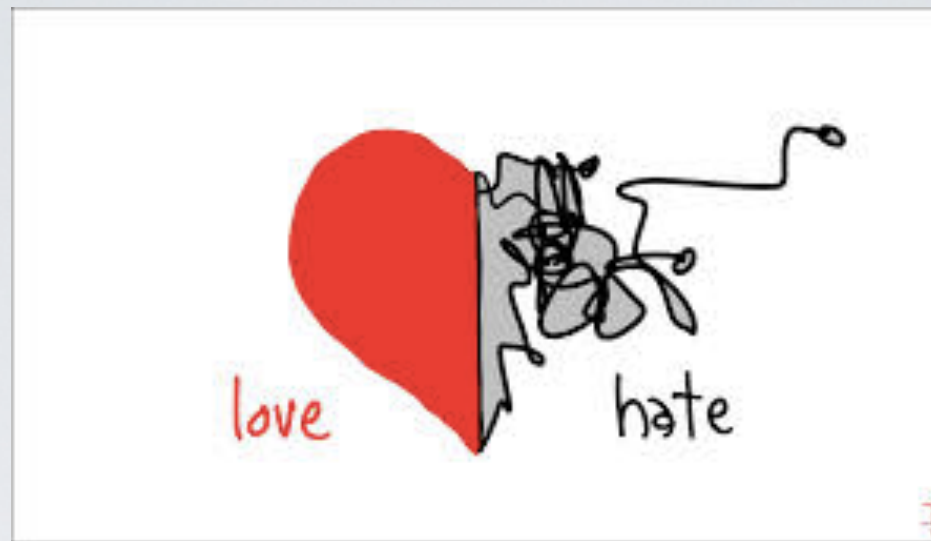
Love / Hate activity



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

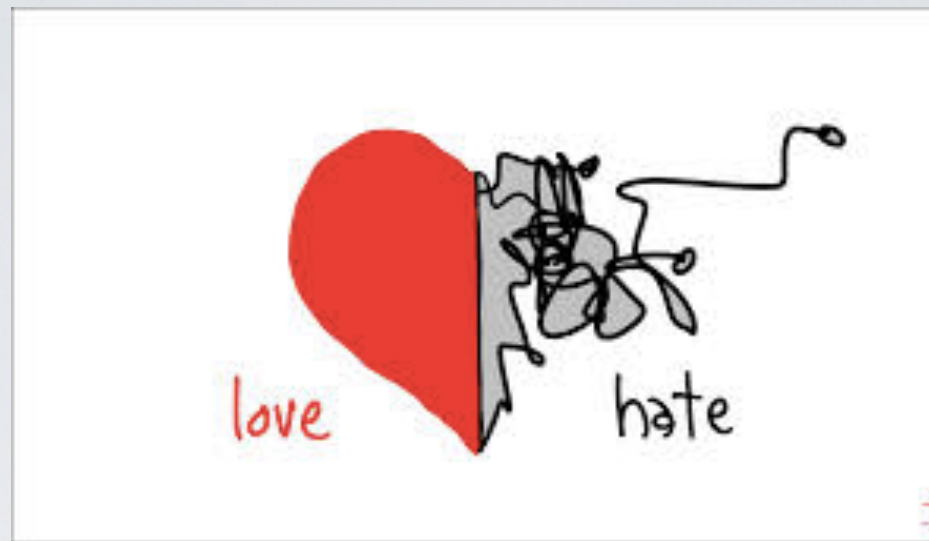
tofu

trot music

washing dishes

old horror movies

Your turn!



Love / Hate activity



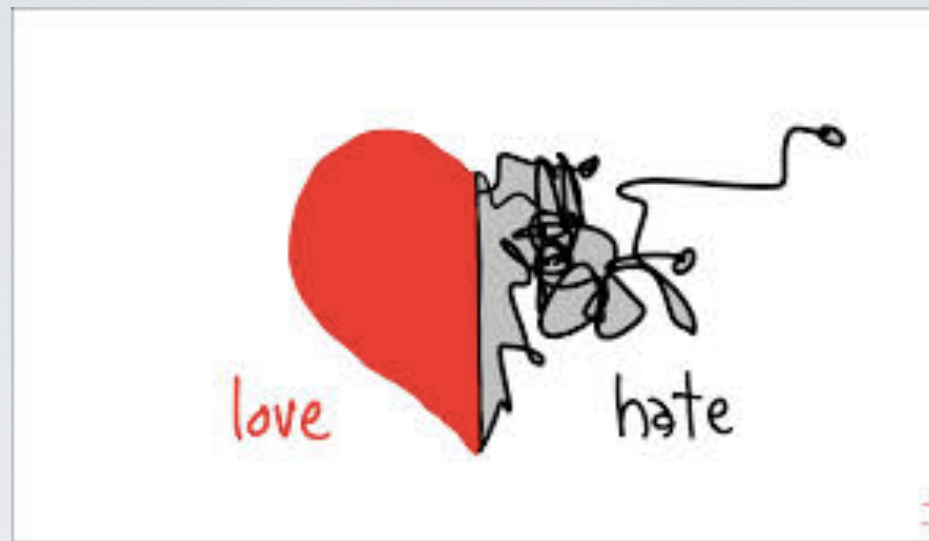
Discuss:

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!



Reading Homework due Week 6

Task:

Read chapter 5 of Learning Teaching by Jim Scrivener starting on the next page.

There are a range of tips and suggestions given, for example:

2. Classroom Interaction (p.84~)
3. Seating
4. Giving instructions
5. Participate, monitor or vanish?
6. Gestures
7. Using the board well
8. Board drawing
9. Eliciting
10. Students using their own language
11. Intuition

Choose **two** suggestions that you most agree with and explain why. You can take notes below or type and print. This is for classroom discussion not submission.

Bring a copy of the reading to next class.

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!

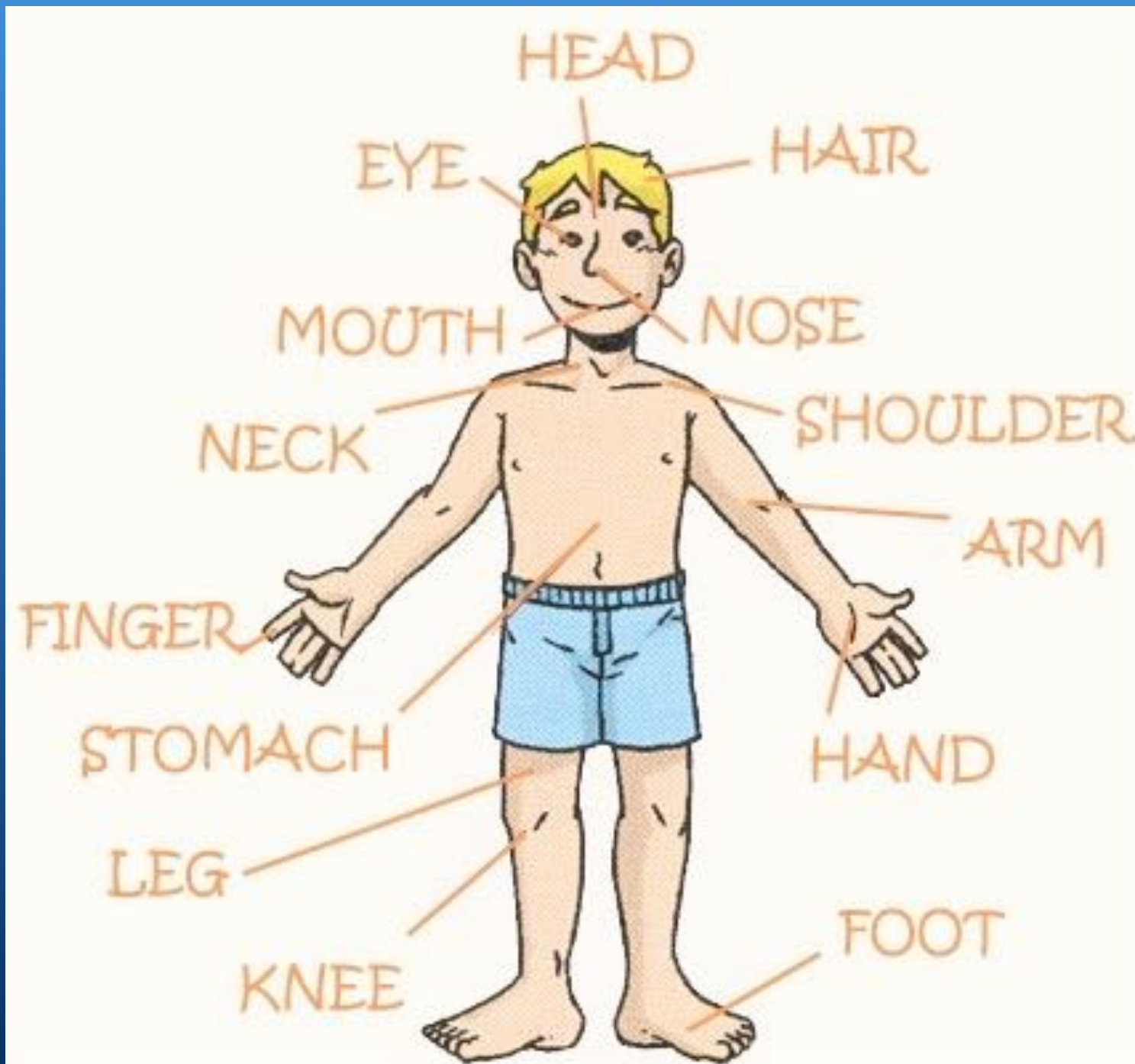
(Assess prior knowledge)



“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)



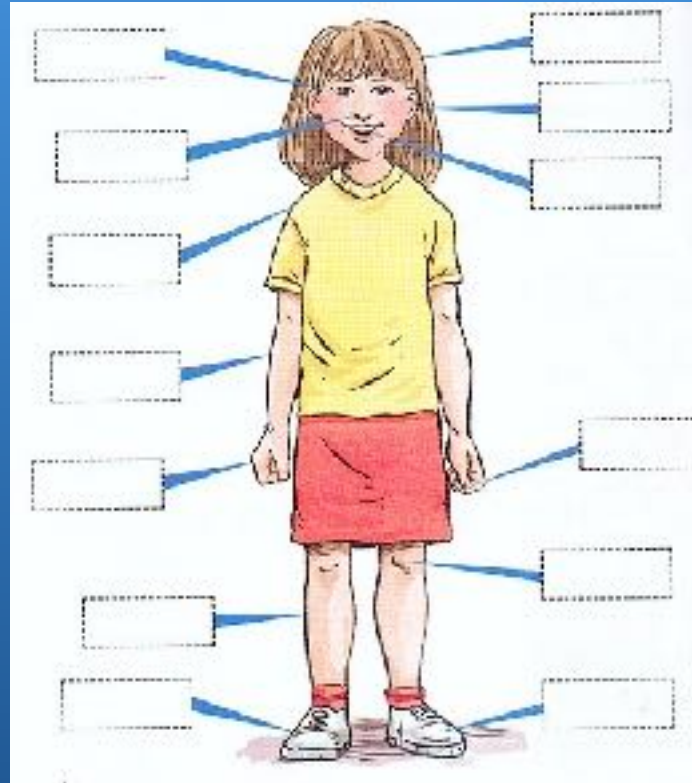
Let's play Simon Says with 'please'!

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.”

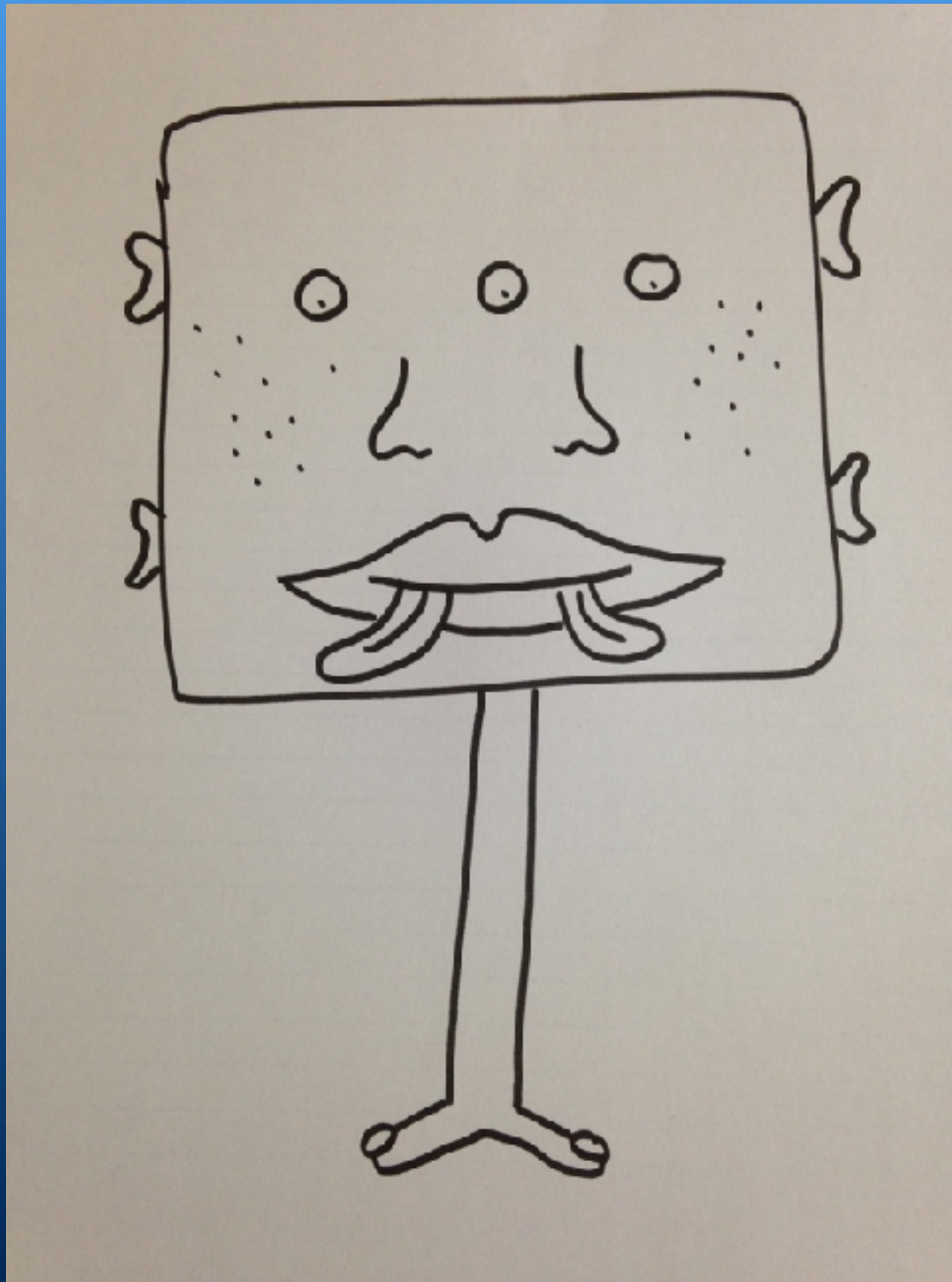
(Preparation for final communicative task)

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!



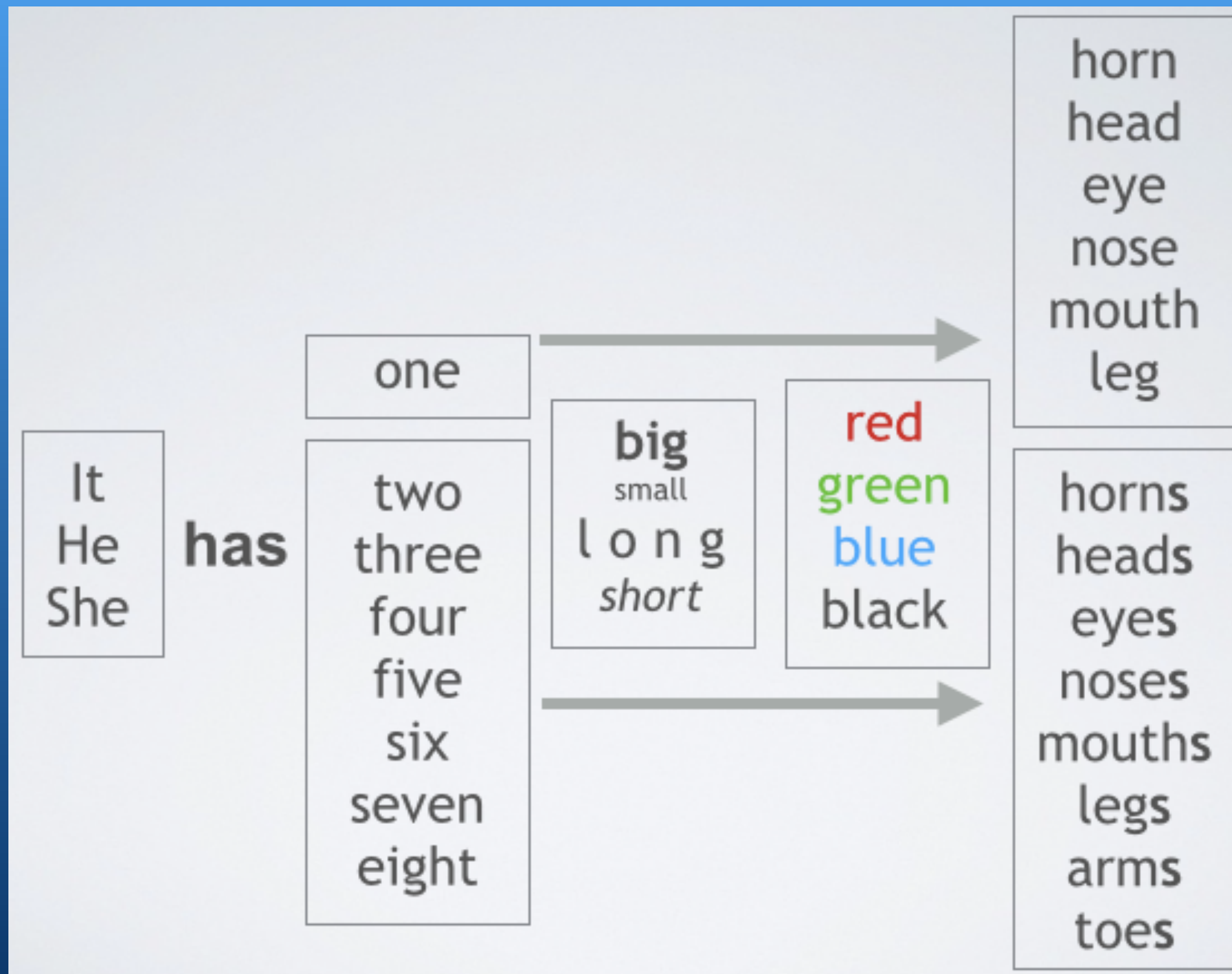
(Information Gap activity - Free practice)



Drawing and Describing Monsters

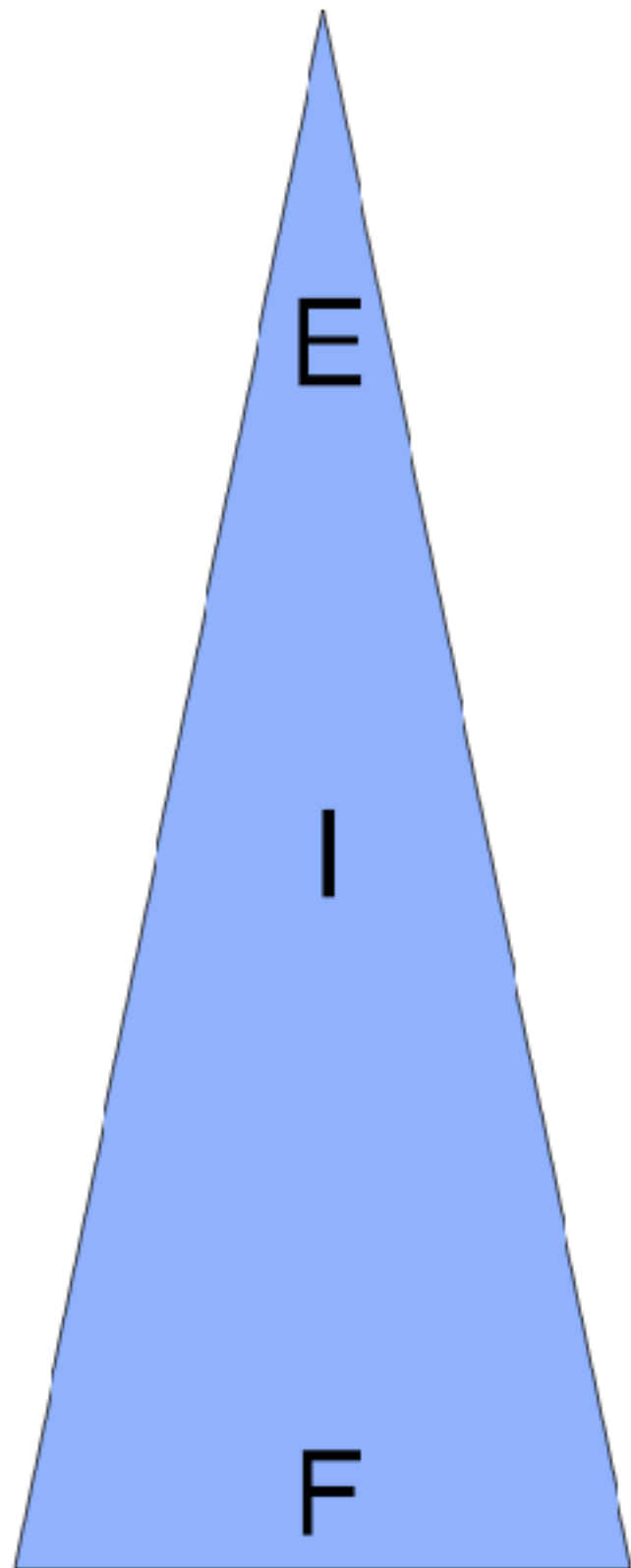
1. Draw a monster in your notebook. *Is it a boy or a girl?*
2. Describe your monster to your partner.
Your partner will listen and draw your monster.
4. Compare your monster drawings. Are they similar?
5. Let's describe our monsters with the class.

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

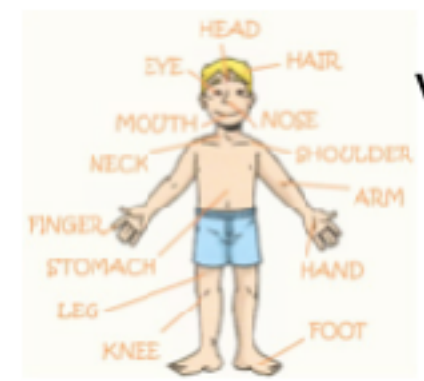


Warm up - generate interest

2

Let's play Simon Says! - Kinesthetic game

3



Vocabulary - Drill and CCQs

4



Describe the monsters

- 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

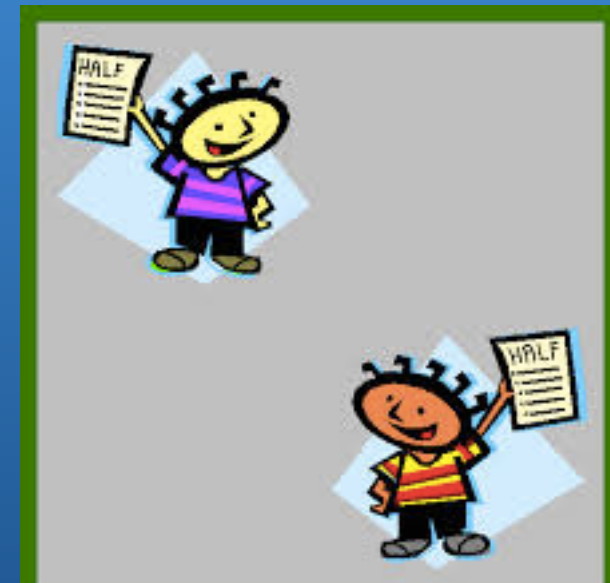


Let's draw a monster!
Information Gap
Fluency activity

Information Gap activities

Two students have different information and must communicate using the target language to complete the task.

Student A	Student B
1 	1
2	2 
3 	3
4	4 



Information Gap activities

“Will Jenny go to university?”

“Yes, she will.”






Information gap – team A

Mrs. Irma is a fortune-teller. She predicted the future of Sam, Jenny and Paul.

Ask questions to find out what will happen to them.

Will he/she + V ... ?



	go to university 	get married 	win the lottery 	have children 	be famous 
Sam		X		✓	
Jenny	✓		X		✓
Paul		✓		✓	






Information gap – team B

Mrs. Irma is a fortune-teller. She predicted the future of Sam, Jenny and Paul.

Ask questions to find out what will happen to them.

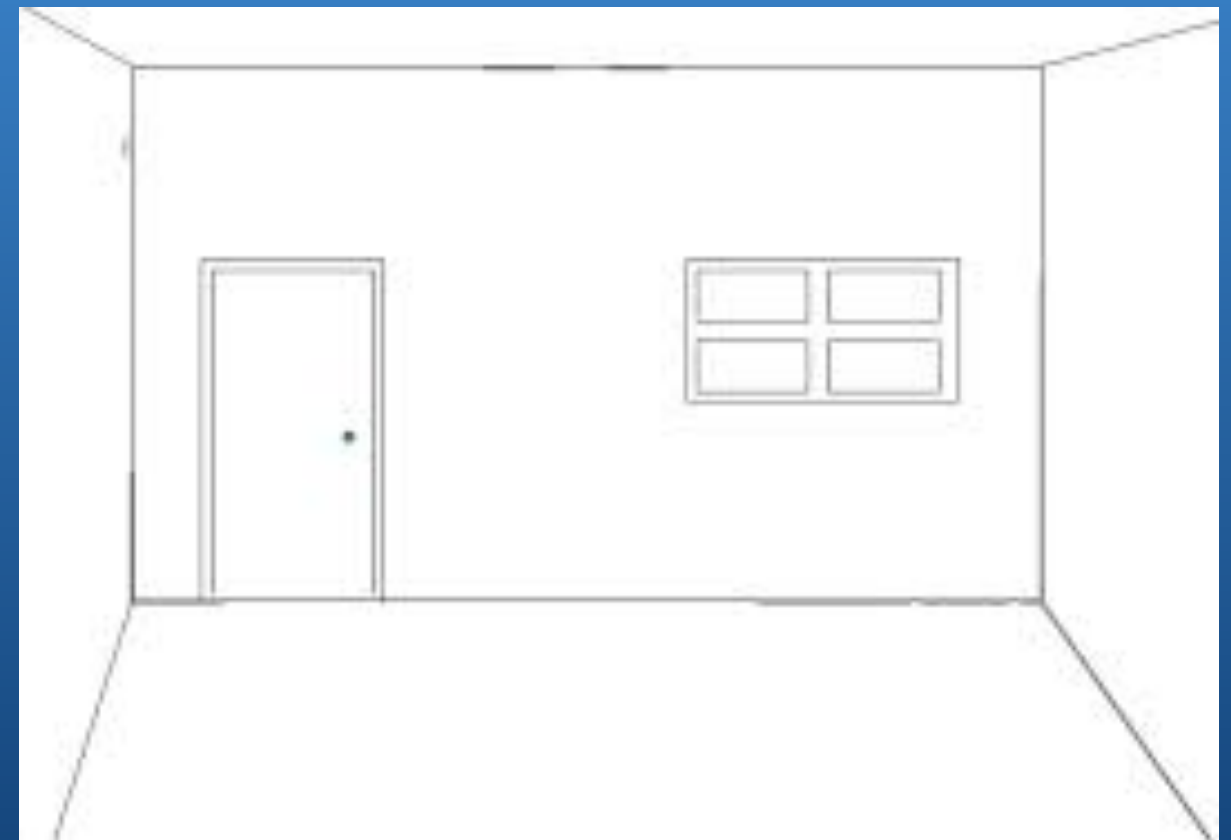
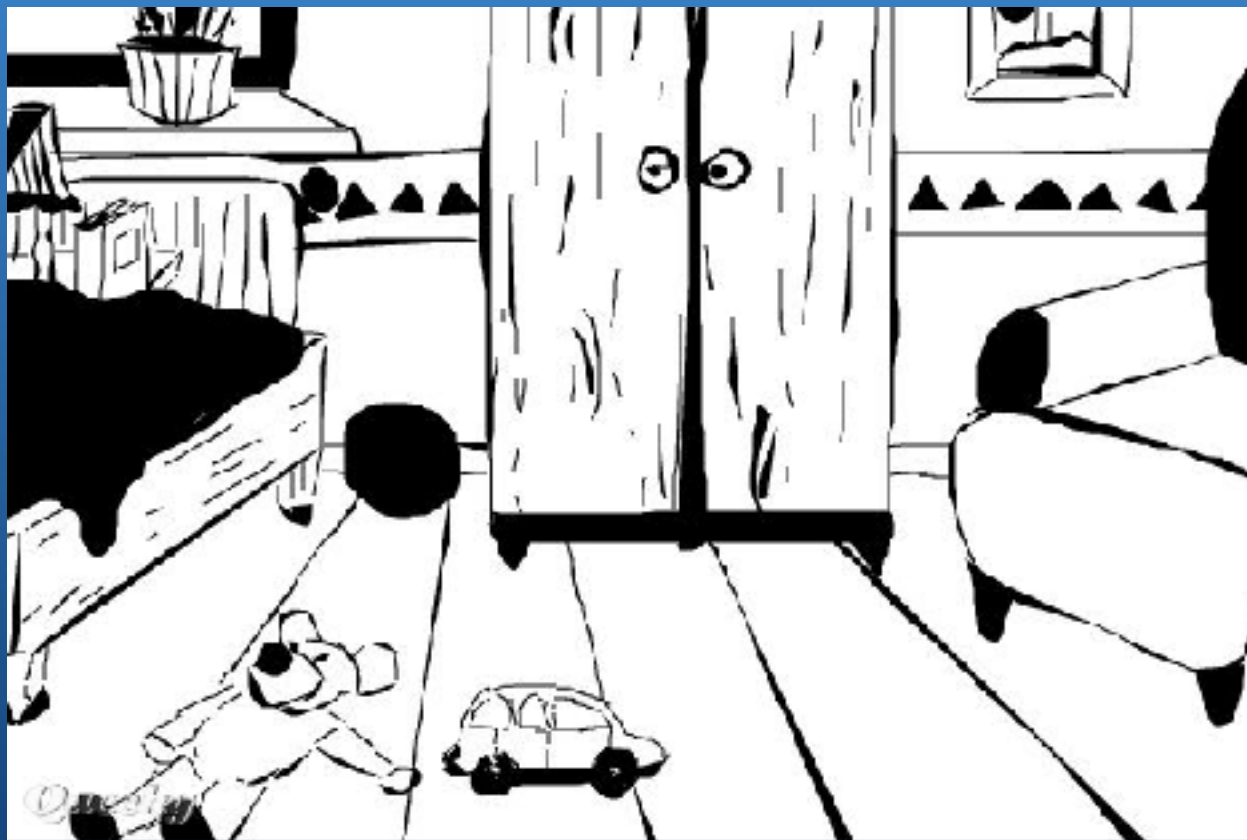
Will he/she + V ... ?



	go to university 	get married 	win the lottery 	have children 	be famous 
Sam	✓		✓		X
Jenny		✓		X	
Paul	X		X		X

Here are some more examples of Information Gap activities

Drawing and Describing Rooms



“The sofa is on the right. The toy is on the floor.”



Here are some more examples of Information Gap activities

Drawing and Describing People

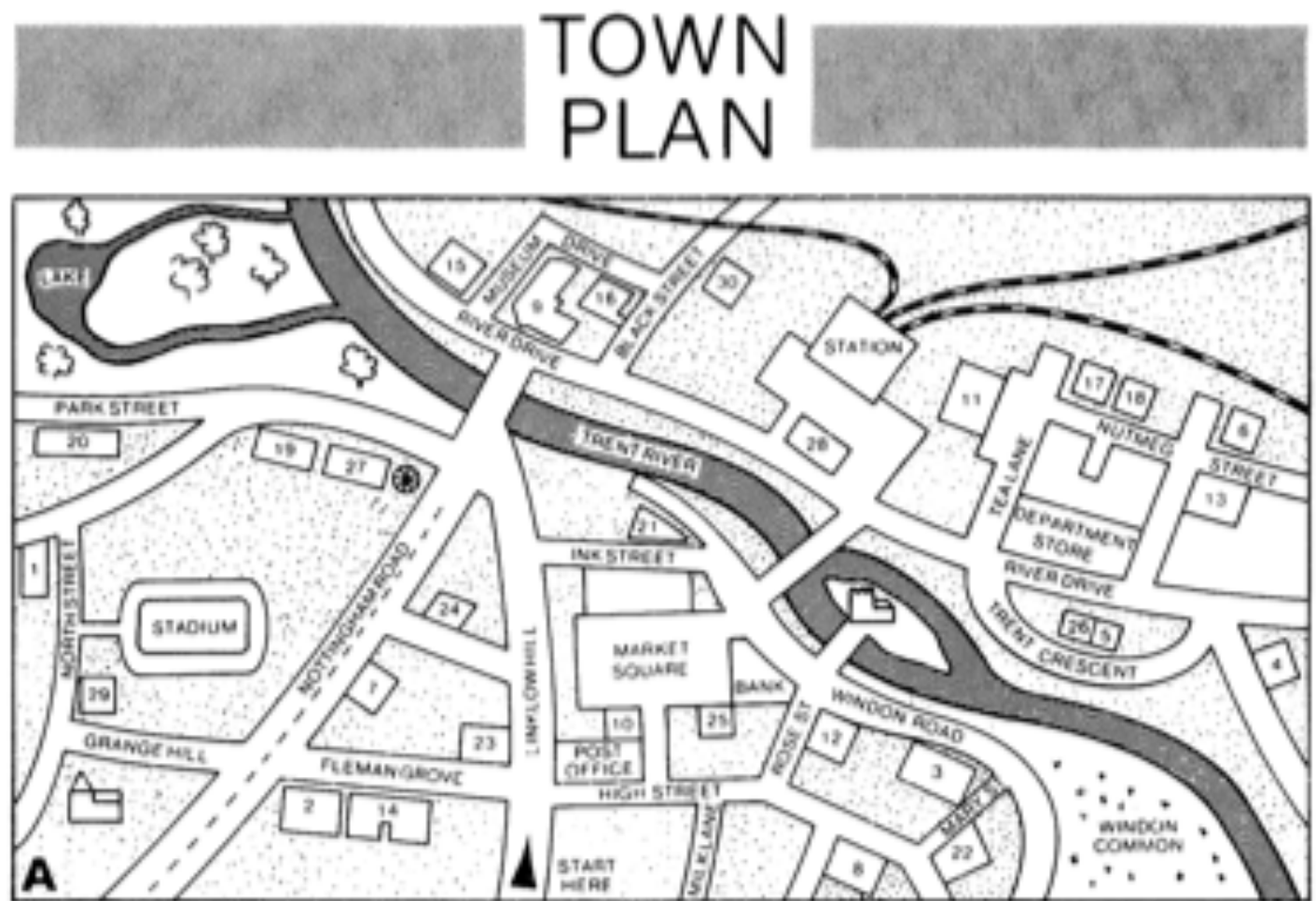


“Sally is wearing a blue cap.”

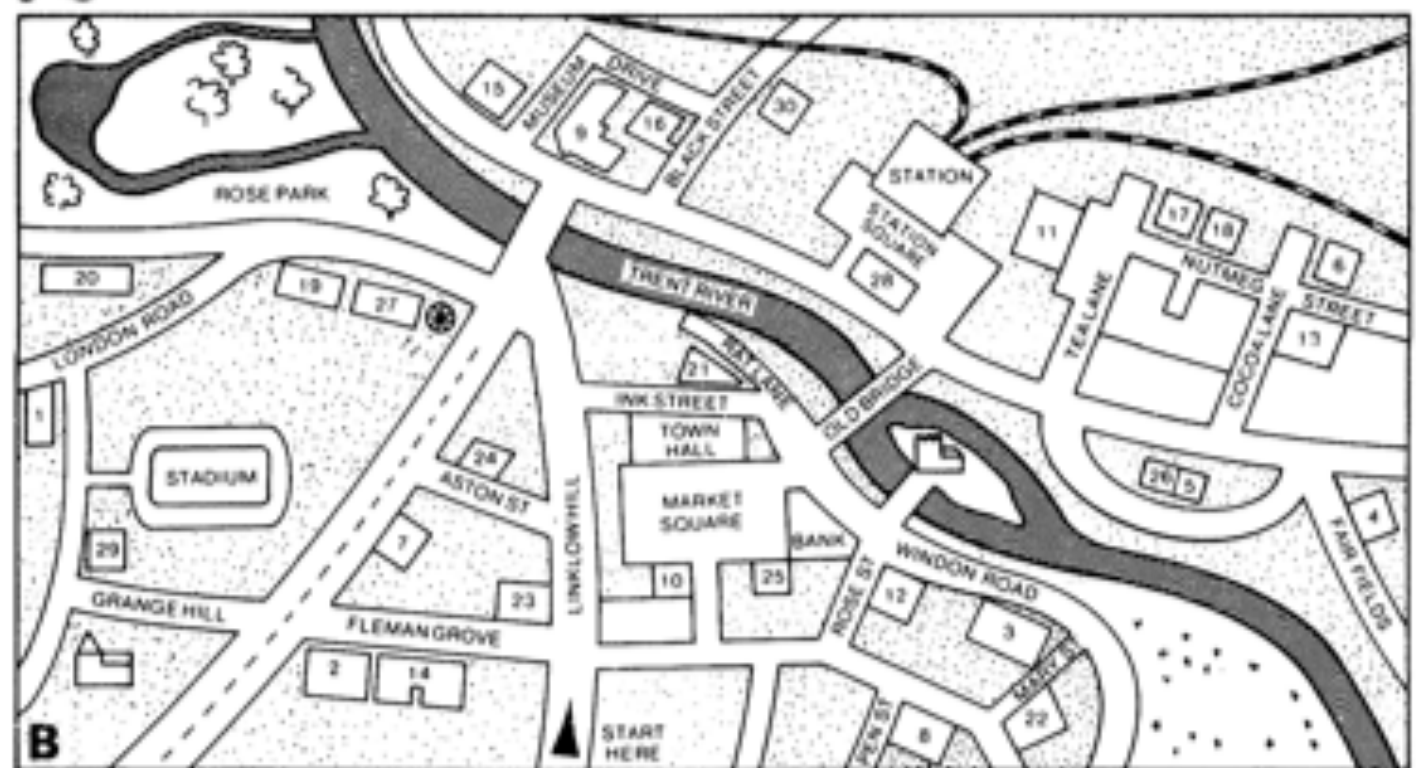


Information Gap activities

“River Drive is north of the river and next to the station.”



First find out all the names of the streets, parks and unnumbered buildings from your partner. Then write eight more names of places on the map (use the boxes numbered 1 to 15): a cinema, a supermarket, a school, an Indian restaurant, a library, a hospital, a pub, a bus station. Don't let your partner see what you have written, because he has to find these places. You have to find the following places, which your partner has written in: a Chinese restaurant, a police station, a bookshop, a petrol station, a kindergarten, a doctor's surgery, a hairdresser's, a swimming pool.



Homework

You are going to make an activity plan for a 20-30 minute speaking lesson.

Bring your first draft next week.

There are 3 stages:

1. Warm up stage
2. Main skills task (speaking)
3. Post stage

Each stage can have multiple steps.

Think about scaffolding, modeling, giving instructions, setting the context, and all of the topics we have covered so far.

See my website for files and examples.