



English Conversation 1

Today's class

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

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!

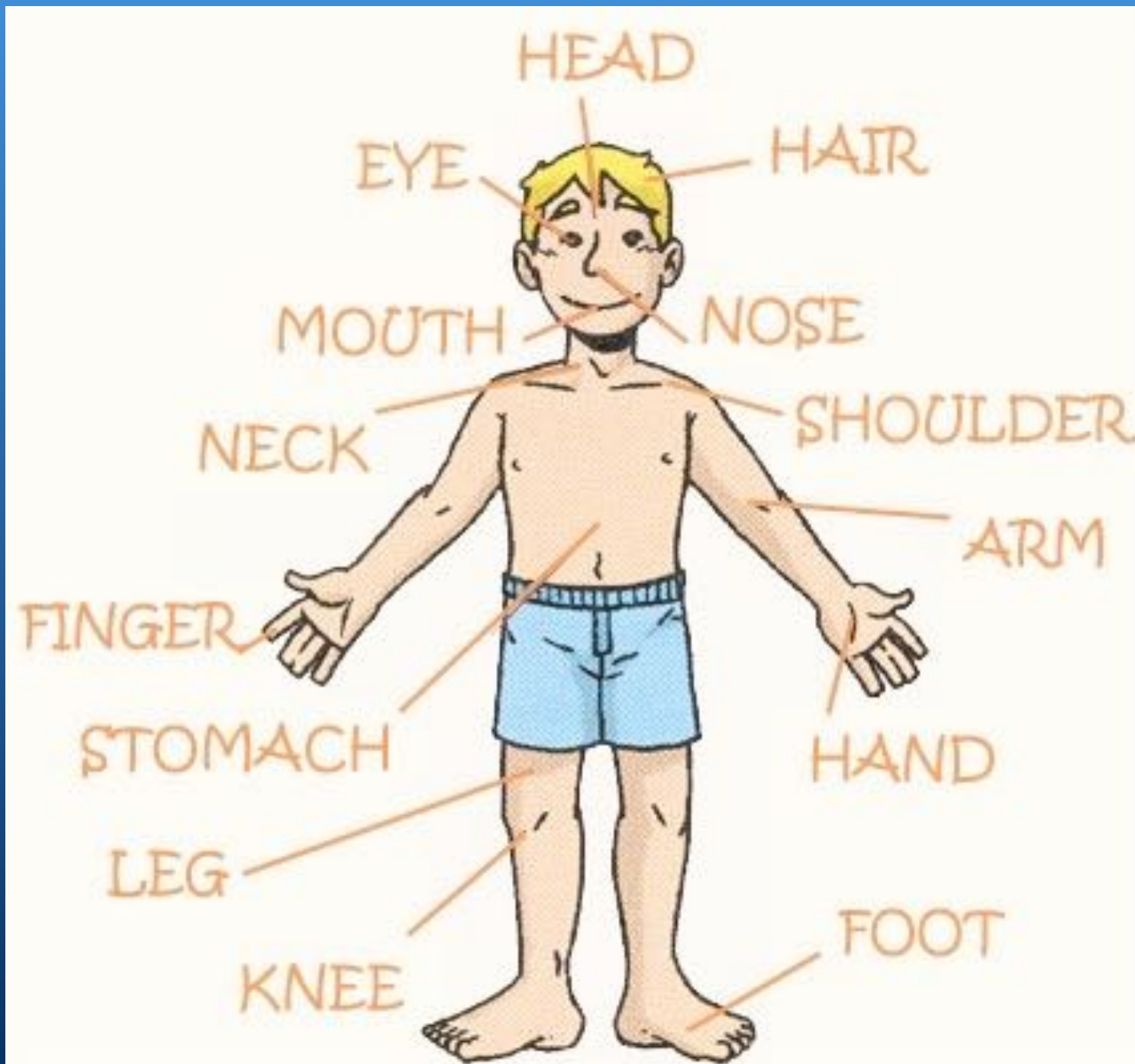
(Assess prior knowledge)



“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)



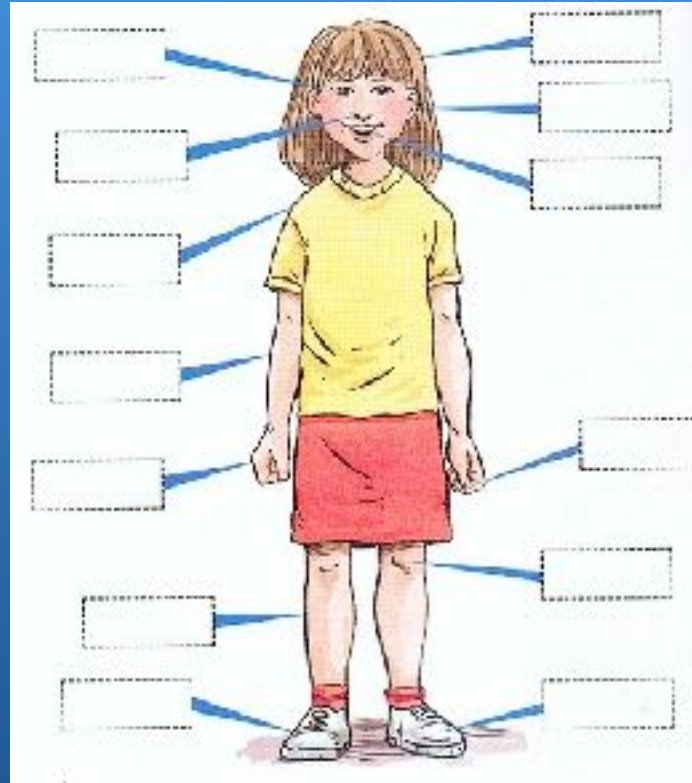
Let's play Simon Says with 'please'!

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.”

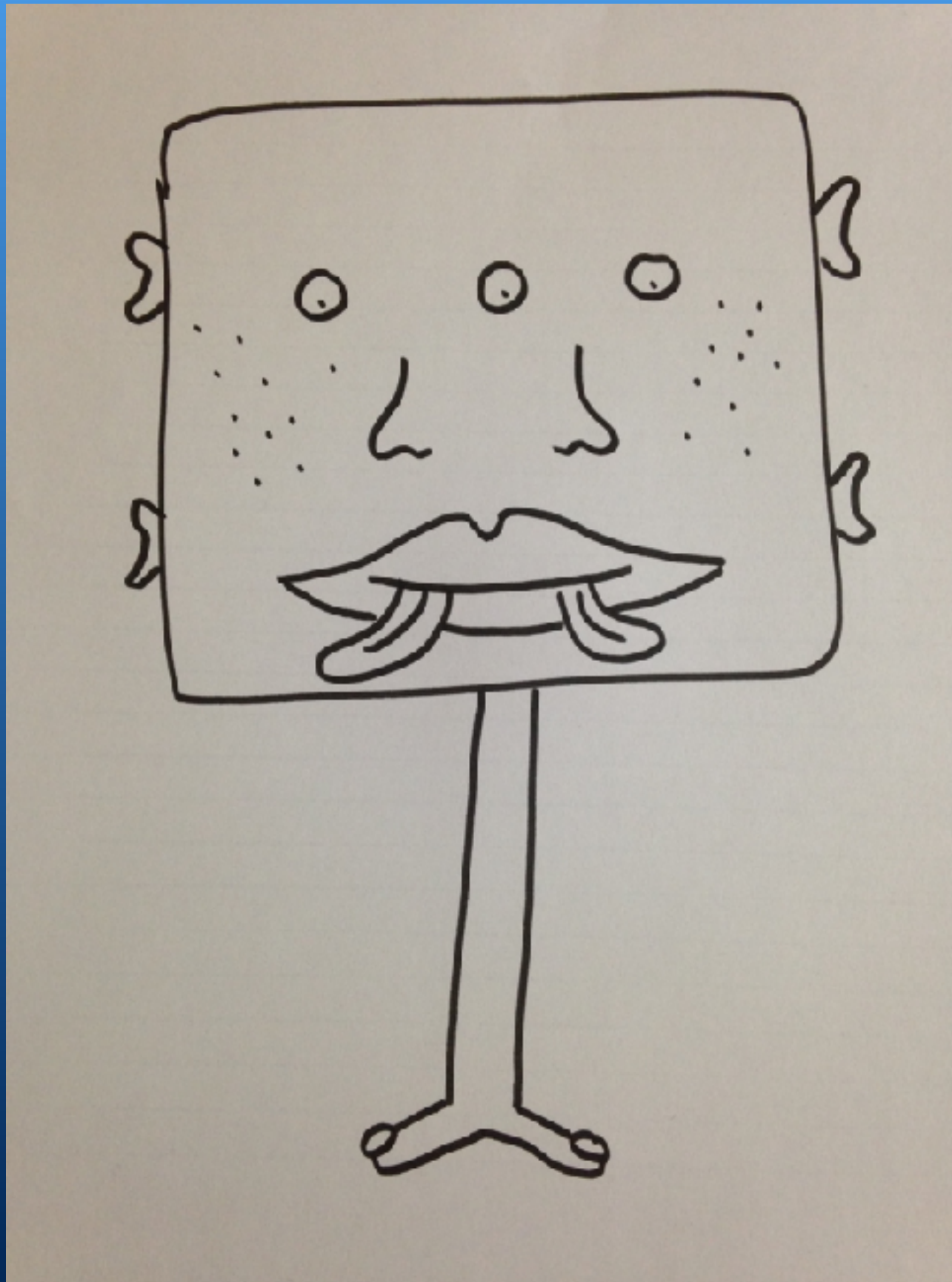
(Preparation for final communicative task)

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!



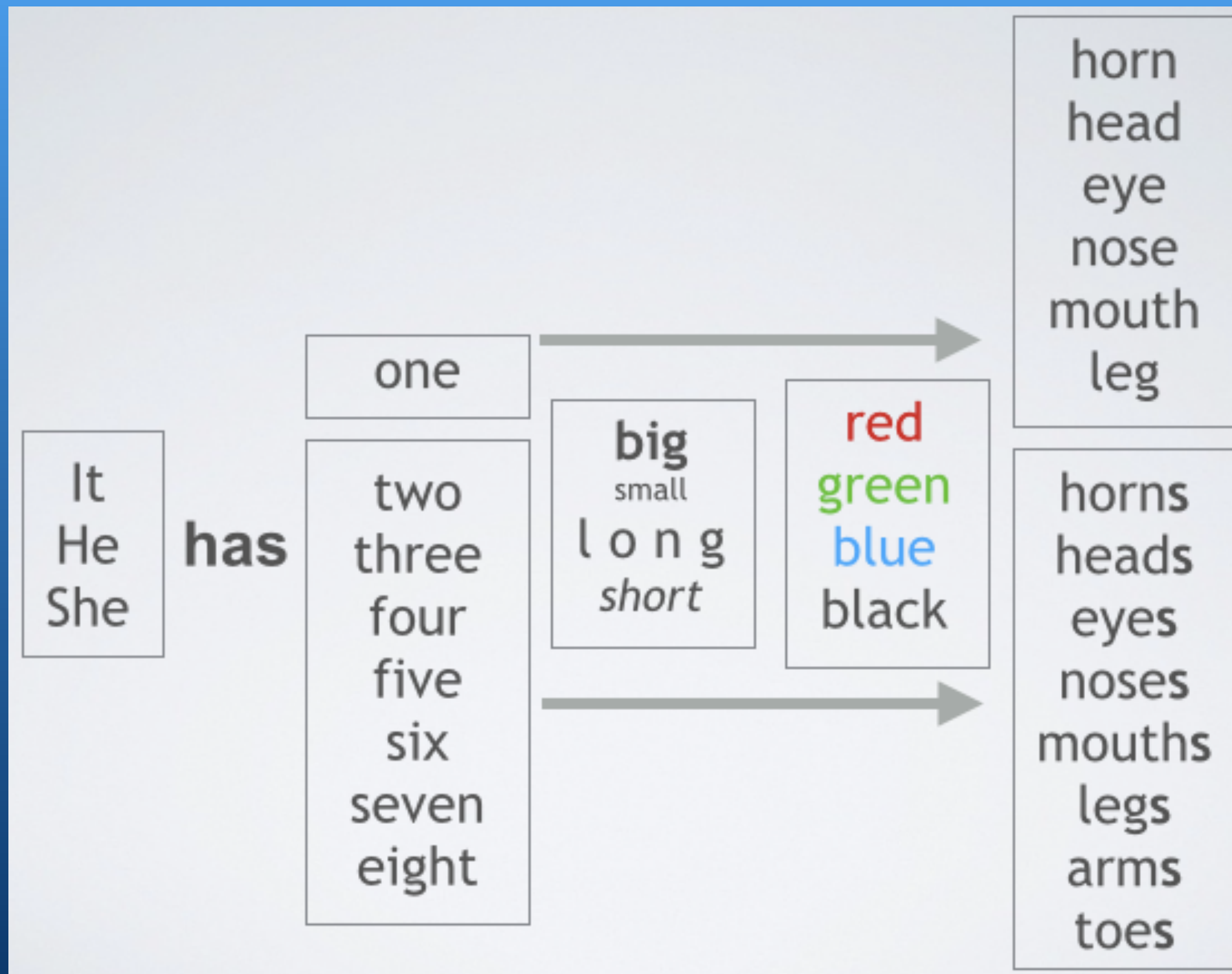
(Information Gap activity - Free practice)



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

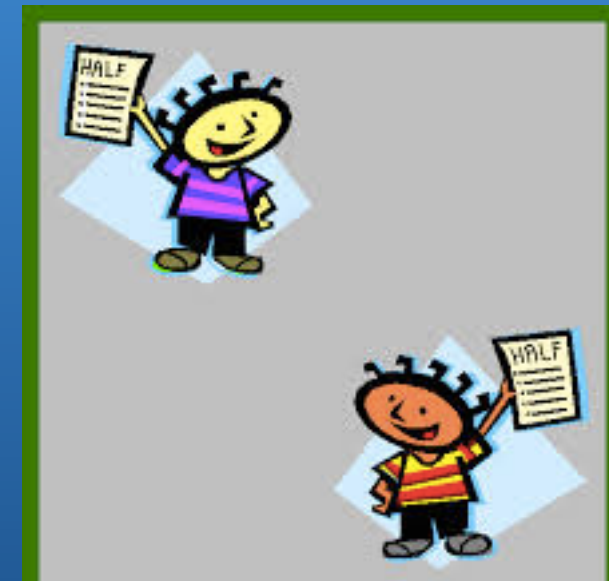


Grammar practice / focus could be at this stage with worksheets and extra activities

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.

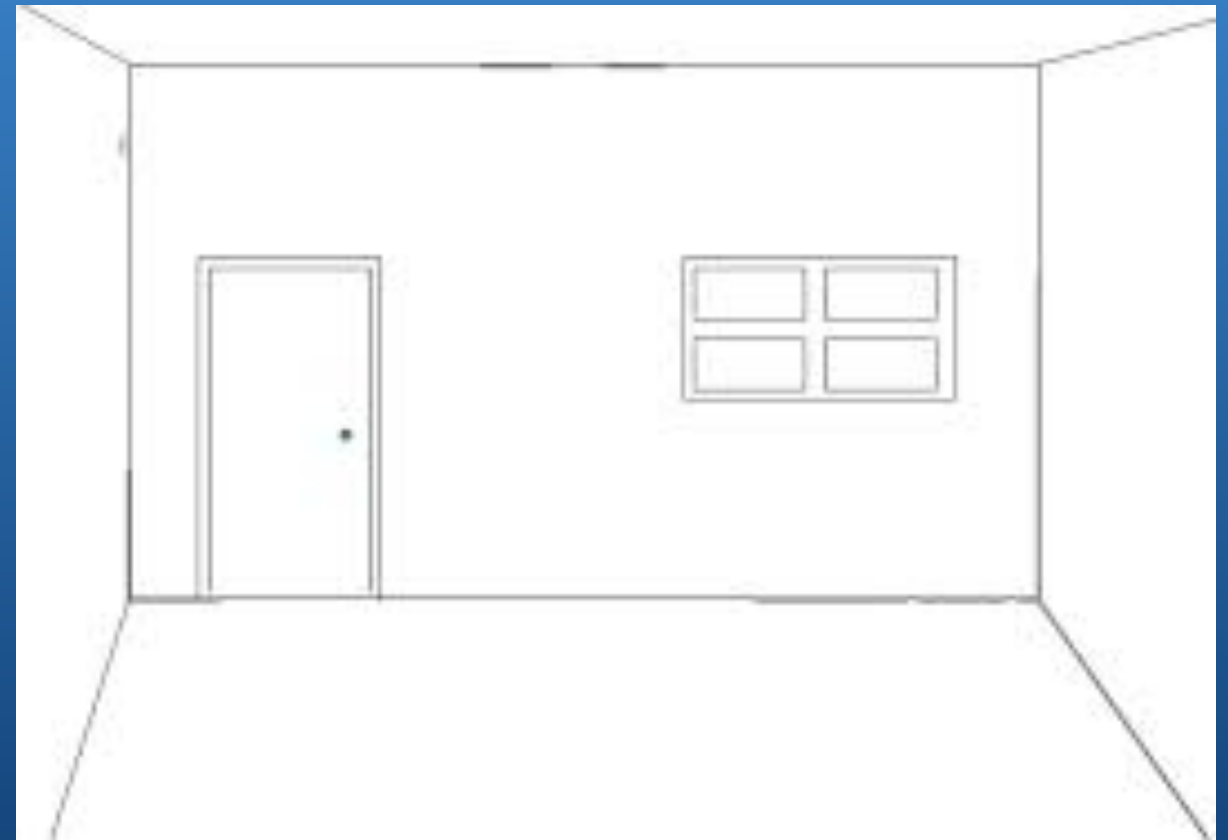
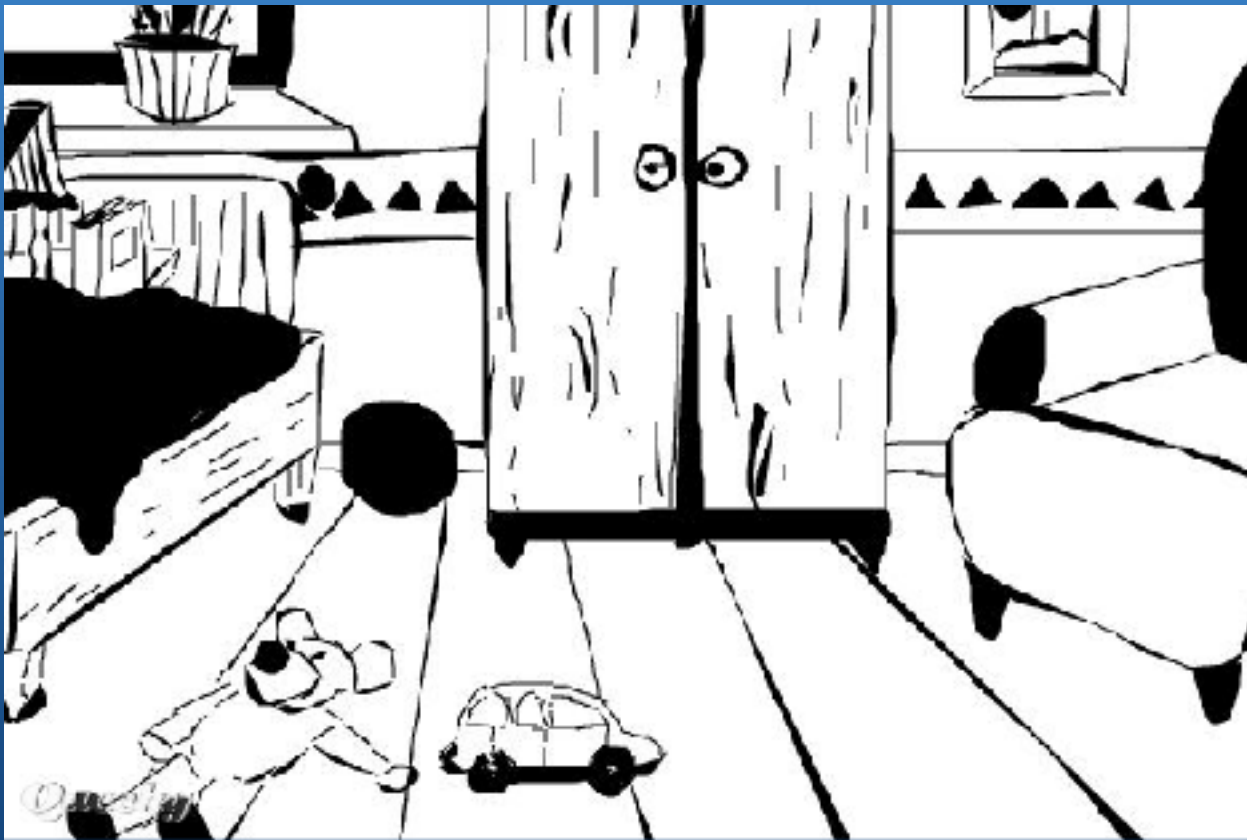
Will he/she + V ... ?



	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

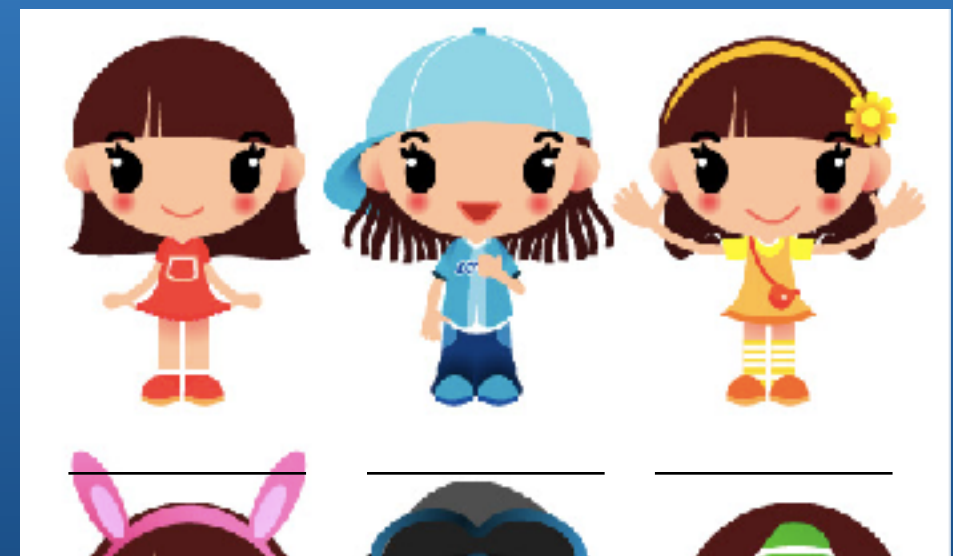


“The sofa is on the right. The toy is on the floor.”



Here are some more examples of Information Gap activities

Drawing and Describing People

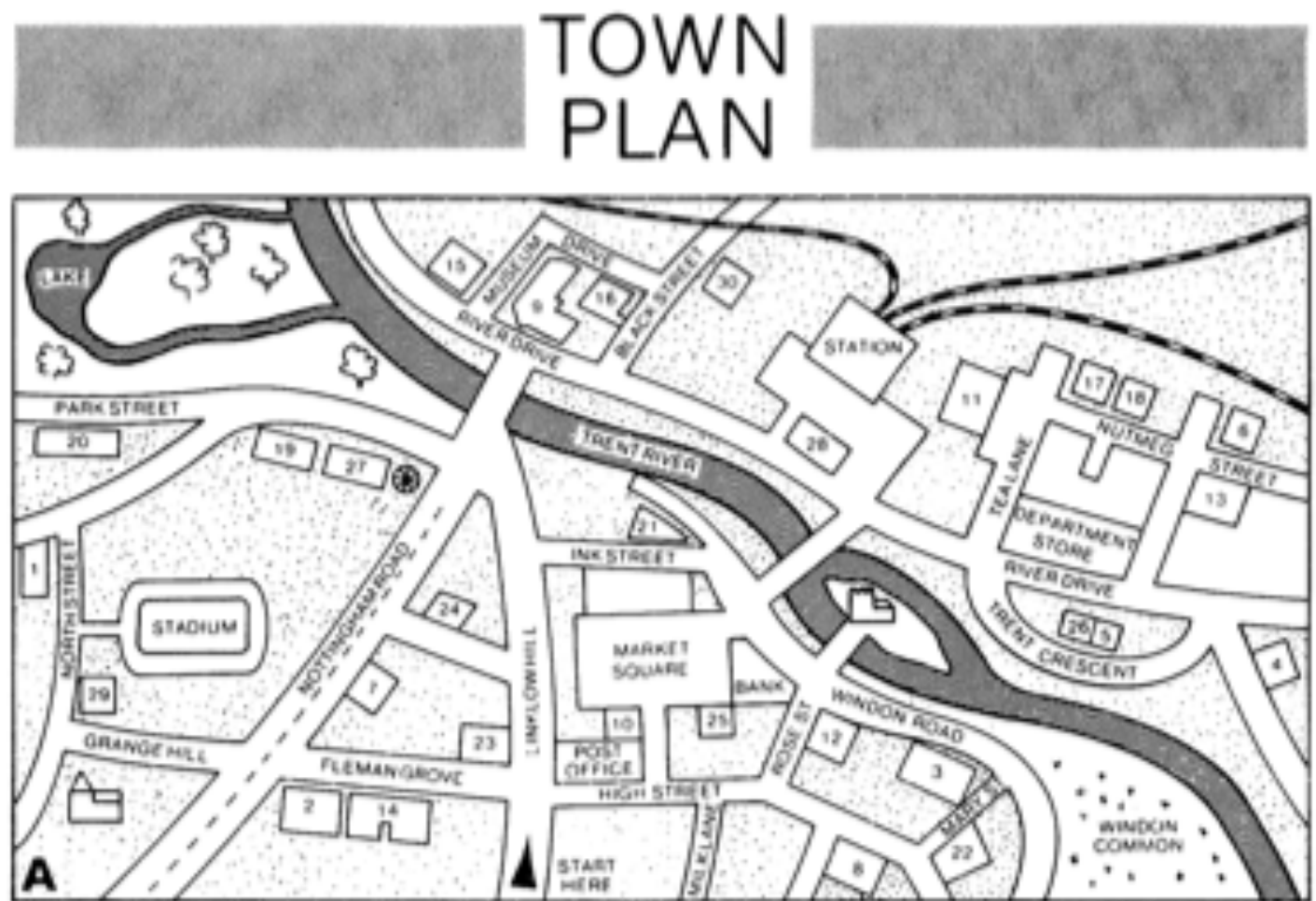


“Sally is wearing a blue cap.”

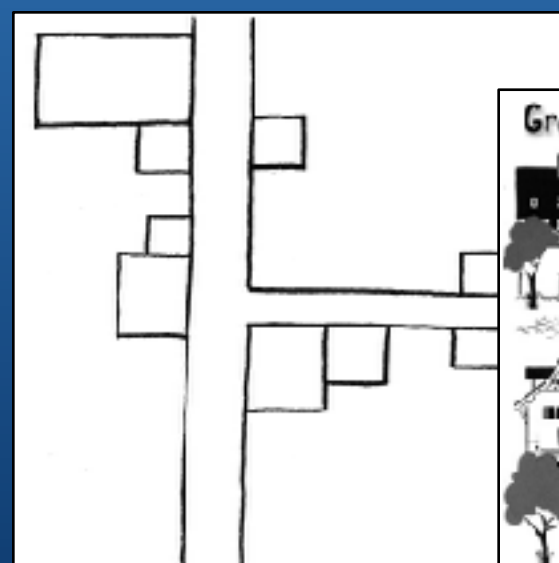
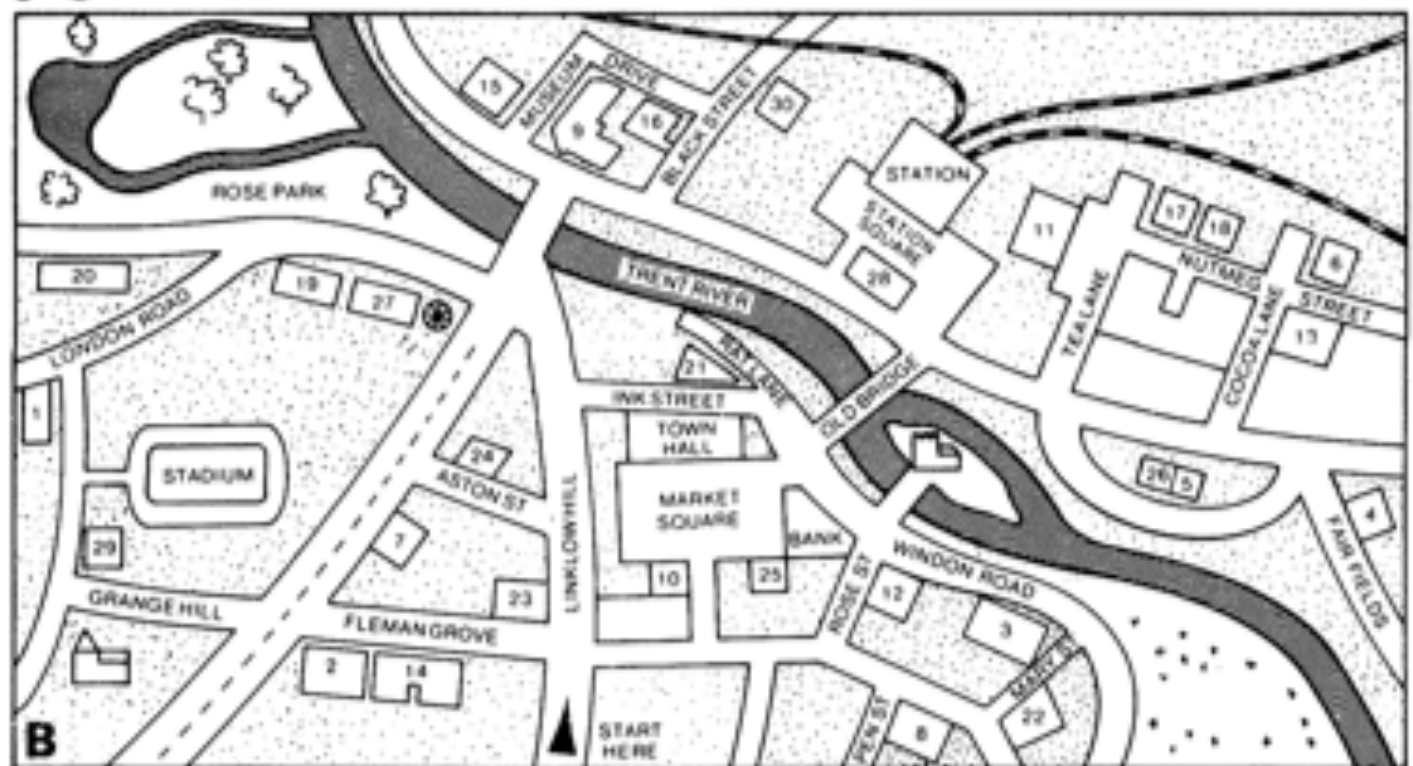


Information Gap activities

“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.



Activity Planning Homework

A. What does the teacher need to consider and what is the purpose for each stage?

Brainstorm with your partner.

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

B. Look at the student examples. Have they included the correct elements for each stage? What have they done well in their activity planning?

Homework

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

Bring your first draft.

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.

Share your ideas with your group. Try to help and suggest ideas for each other.

REVIEW

Tips for starting a lesson



- Ask about things the students know & can answer
- Start with easy questions
- Start with something interesting
- Use actions, multimedia, realia, pictures and videos to get attention

REVIEW

More tips for starting a lesson



- Talk about the objective of the lesson - “Today we’re going to make a poster.”
- Re-use and review language - “Last week we talked about hobbies. Let’s make a list of hobbies.”
- Personalize - “Do you remember we went to the zoo? What was your favourite animal?”
- Contextualize - “What cities do you know in Europe? What European food can you name?”

REVIEW

Giving instructions

Ok, everybody listen to me.

<stop, wait, is everybody ready?>

Sit down and take a piece of paper.

<stop, wait, is everybody ready?>

Fold it in half and then pick up a pencil.

<stop, wait, is everybody ready?>

Draw a house with four rooms.

- What do we draw?
- How many rooms?

Write bathroom, bedroom, kitchen and living room for each room.

- What do we write?
- How do you spell 'bathroom'?

REVIEW

Giving instructions

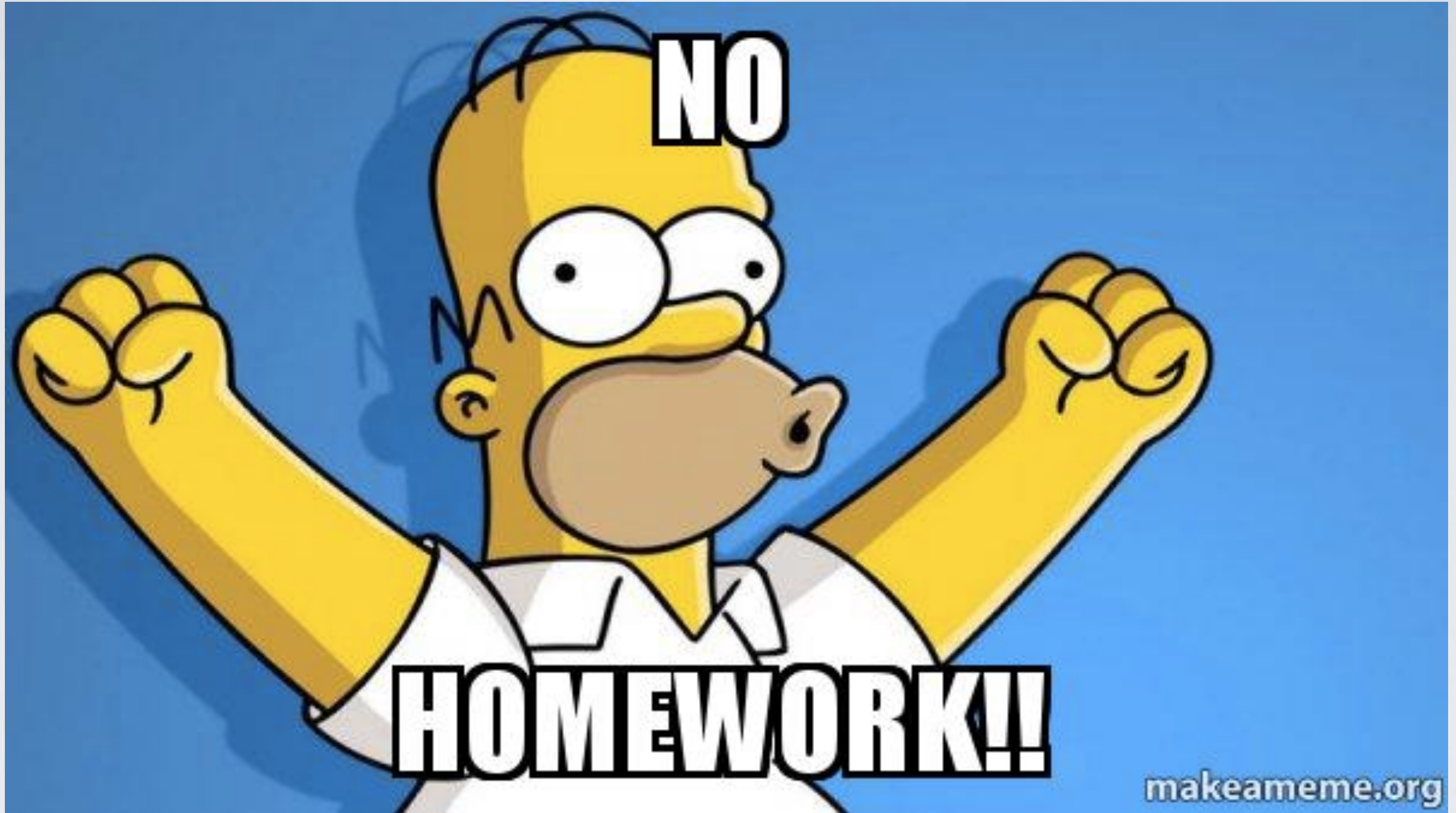
Be clear

B.E.C.L.E.A.R.

1. **B**reak things down.
2. **E**xplain the activity.
3. **C**reate a step by step outline.
4. **L**et students see what the activity looks like.
5. **E**xperiment with a student.
6. **A**ssess their understanding.
7. **R**epair misunderstandings.

From: <http://everythingteachingtesol.blogspot.kr/2013/01/normal.html>

Now plan the instructions for your main speaking activity.



NO

HOMEWORK!!

makeameme.org