



Teaching English Speaking

Today's class

- Giving instructions
- Review
- Your activities
- Homework

- Please call me 'Edward' or just 'teacher'!

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Giving Clear Instructions

- Unscramble the instructions + put them in the order you think is correct
- Check the video to compare the order of instructions
- What are the key elements of these instructions?

Set 1: https://youtu.be/Ff_d_FcJ5do?t=4m1s

Set 2: https://youtu.be/Ff_d_FcJ5do?t=6m29s

Set 1 Sequence Answers

Set One

- Okay, so we heard lots of directions but we also heard people asking for directions.
- On the board I've written what they ask but I've left out some words.
- With the person next to you, so you two together, you two together, two two two.
- Can you talk about what words you think are in the gaps, please.
- Go

Set 2 Sequence Answers

Set two

- Can you take your book and open it on page 77 please
- Lets look at the language for giving directions now
- At the bottom, you'll see some pictures and above there's a box with some expressions
- Please can you match the expressions to the pictures.
- Umm, Jonathon, what do I want you to do?
- Okay!

Giving Instructions

- Fill in blanks with the correct instructions
- (not all blanks can be completed)
- What is missing?

Worksheet: Giving Clear Instructions

1. In each set identify the instructions or phrases from I - VII below. One of them has been done as an example.

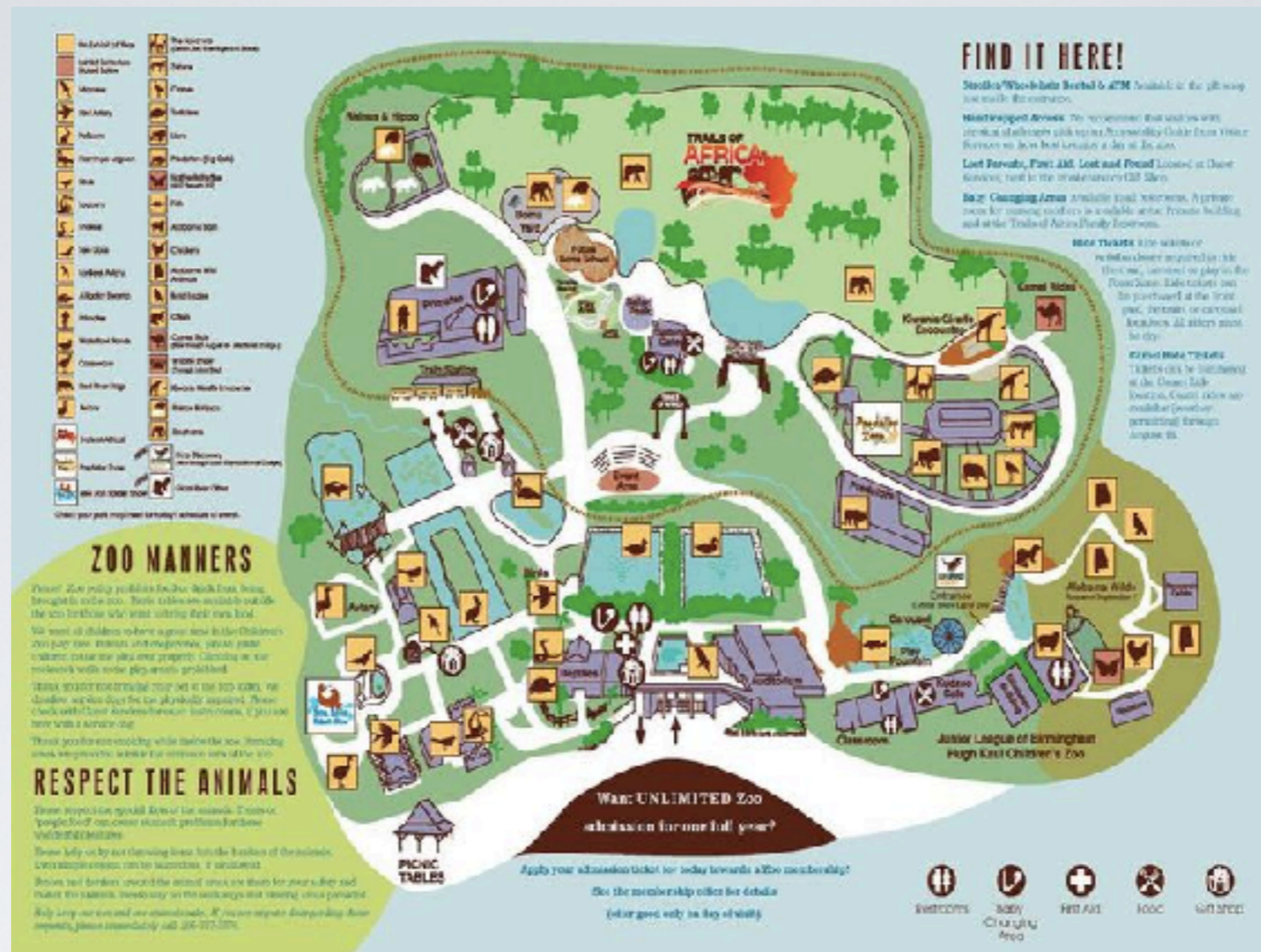
I. Get
attention

II. Transition...Indicate the stage
of the lesson

Set 1: ...we heard lots of directions but we also...
directions.

III. Identify and preview the materials that the
student will use

Homework task



Example: zoo brochure and map

- input (what is your material)
- setting (type of students)
- procedure (how it will be used in a task)
- learner role (during task)
- teacher role (during task)
- goal (outcome of task, goal type)

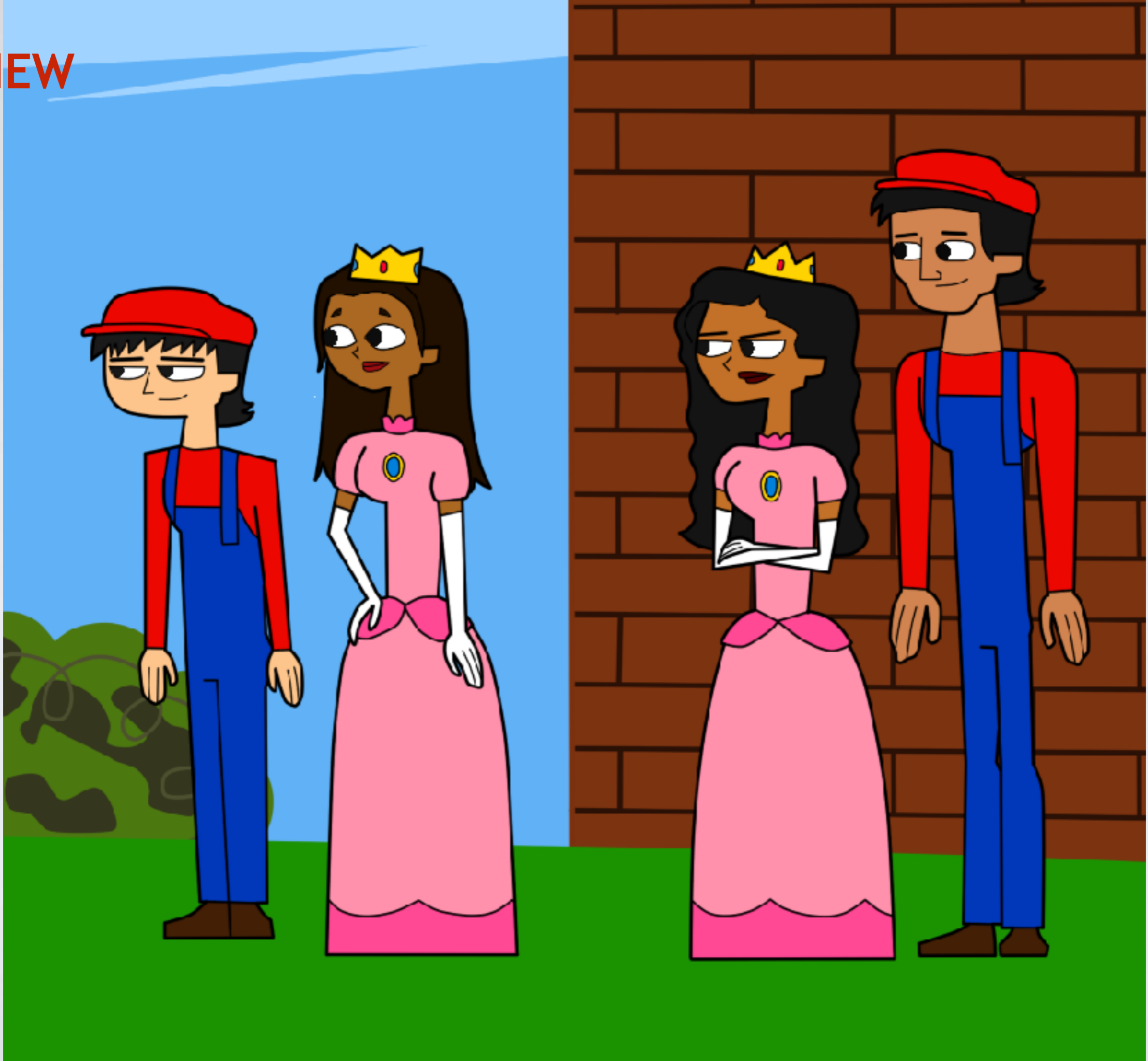
Homework task

Try to brainstorm some more tasks for your materials using this list of task types.

Task Types

- Listing
- Brainstorming
- Fact-finding
- Ordering
- Sorting
- Sequencing
- Ranking
- Classifying
- Matching
- Finding similarities
- Finding differences
- Problem solving
- Analyzing situations
- Reasoning
- Decision making
- Sharing personal experiences
- Narrating
- Describing
- Explaining
- Getting/Giving information

REVIEW





Hotel Mystery

You are going to role play a guest in a hotel. There has been a murder and you need to guess who is the killer!

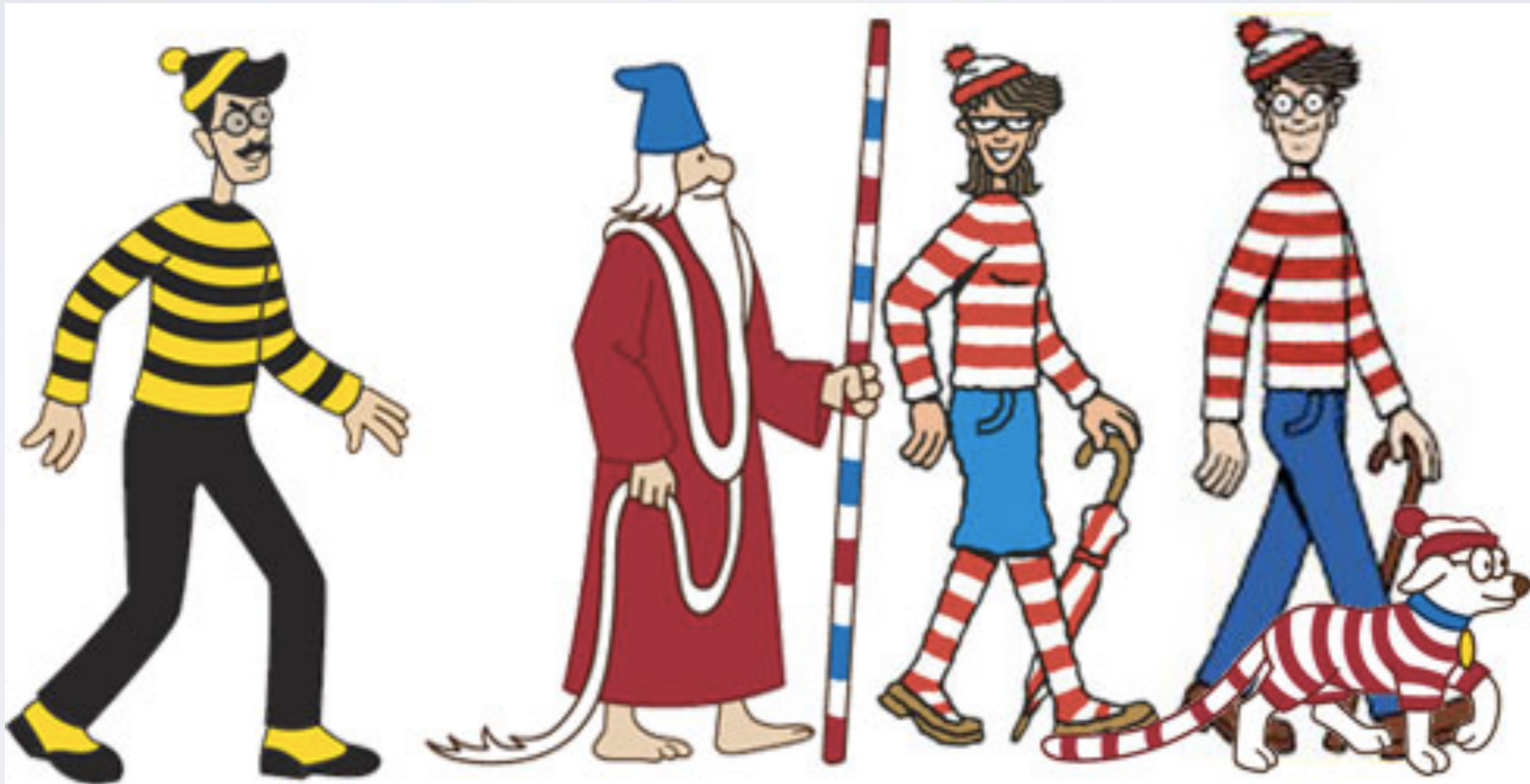
You and the people you are with are not the murderer. One of the other guests that you saw today is probably the murderer.

You need to share each clue with your partners and build the information you know about the other guests to decide who you think is the murderer.

1. Everybody read the introduction to your group to set the scene.
2. Read the clues to your group one by one. All guests read clue 1, then all guests read clue 2, etc.
3. Read slowly and take notes or drawings to help you put together the cause.
4. At the end you will guess which other guest in the hotel is the killer.

Who is it?

- A. He's wearing ing a blue hat.
- B. She's wearing ing a blue skirt.
- C. He's wearing ing a yellow hat.
- D. He's wearing ing blue jeans.



1.

2.

3.

4.

Practice with your partner!

Where's Wally





Homework for this week

Prepare a short speaking activity to share in small groups. Read the chapter on my website (part 2 of the reading homework for this week) for ideas and guidance.

The speaking activity does not need a lot of scaffolding and it can be for any age group or level. Be prepared to share your activity next week.

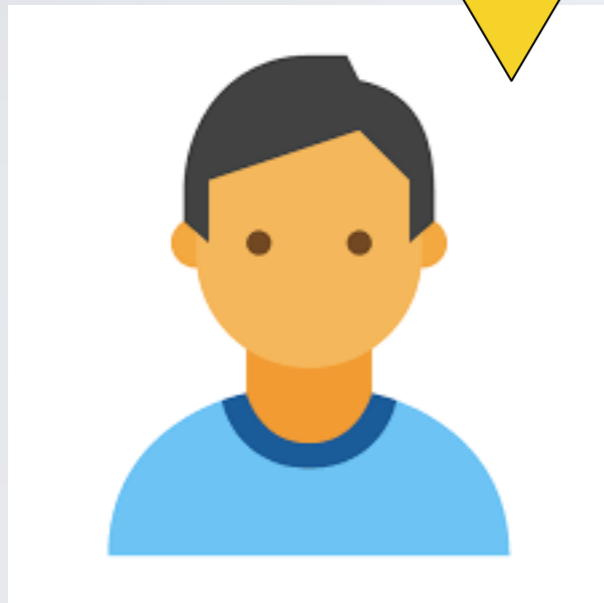
Think about:

- Giving clear instructions
- Asking checking questions with the instructions
- Modeling/demonstrating the task
- Doing an example of the activity with a student

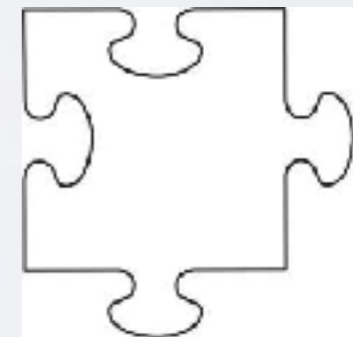
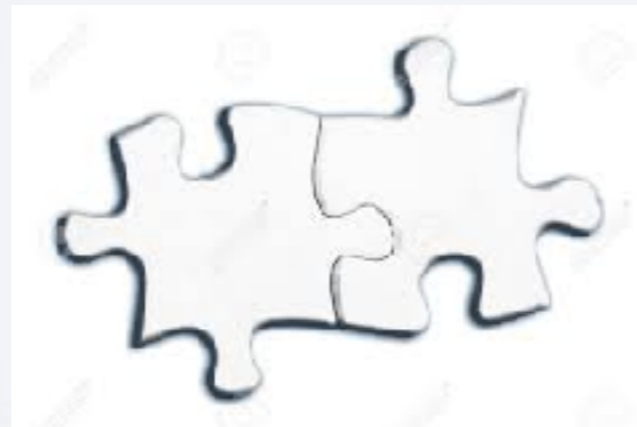
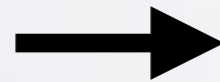
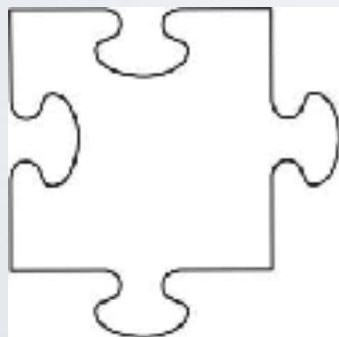
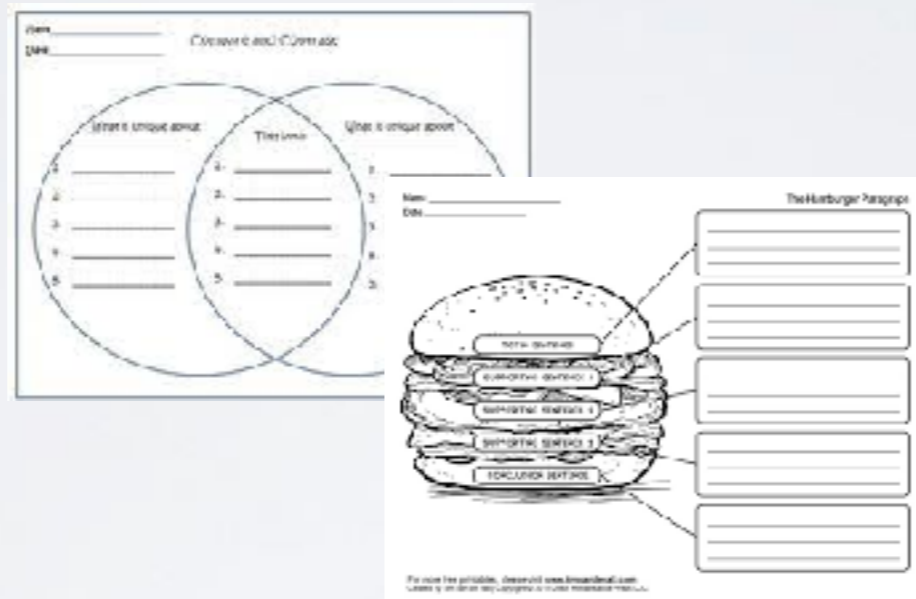
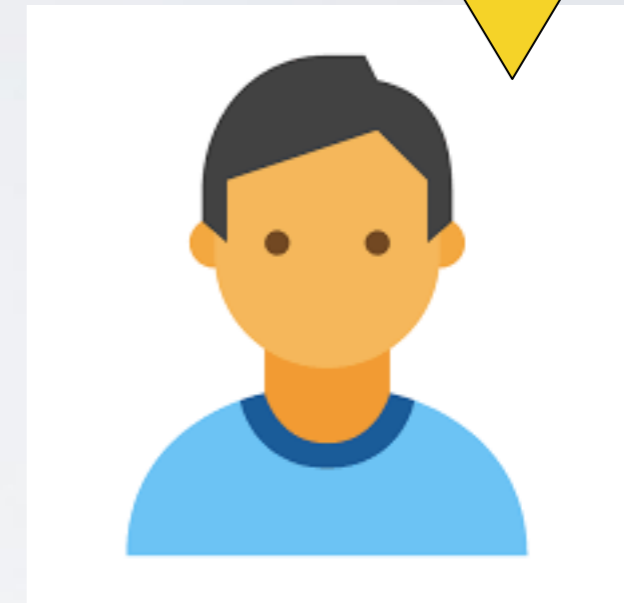
Task Types (p.57)

INFORMATION GAP

target language



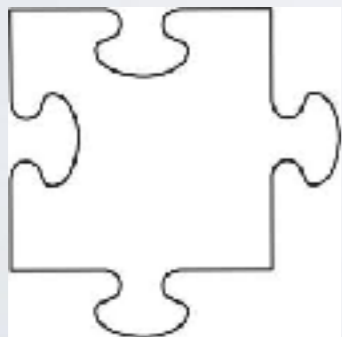
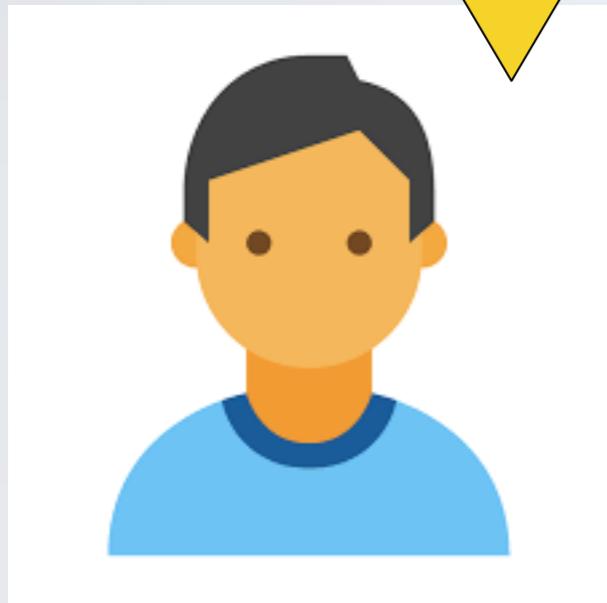
target language



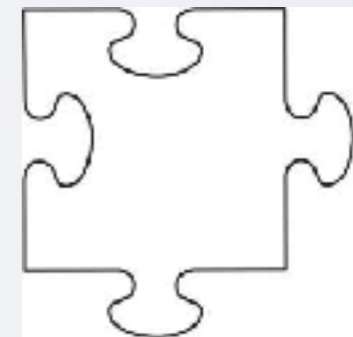
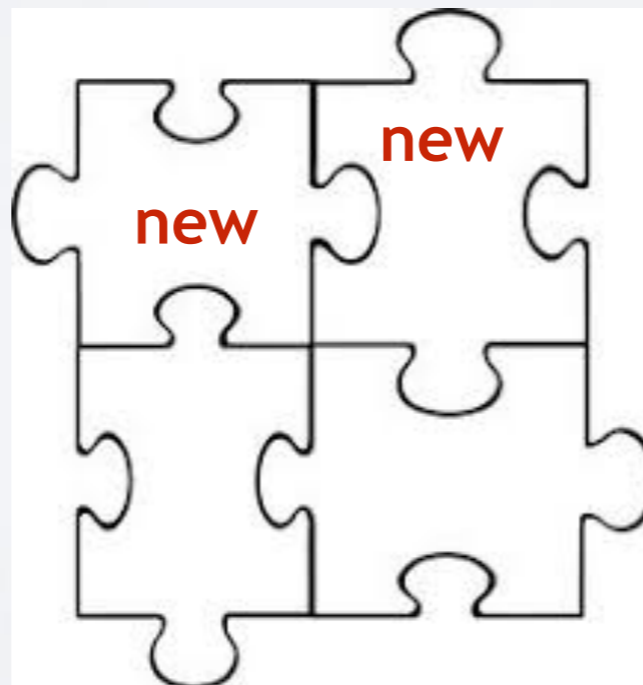
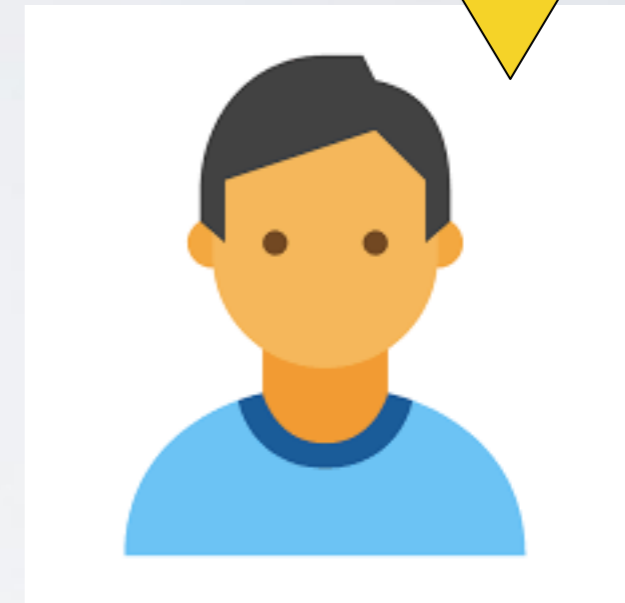
Task Types (p.57)

REASONING GAP

target language



target language

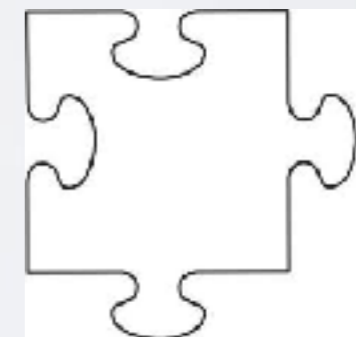
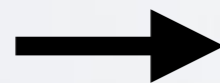
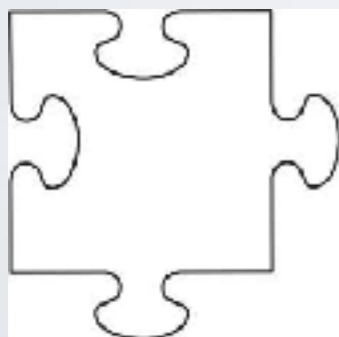
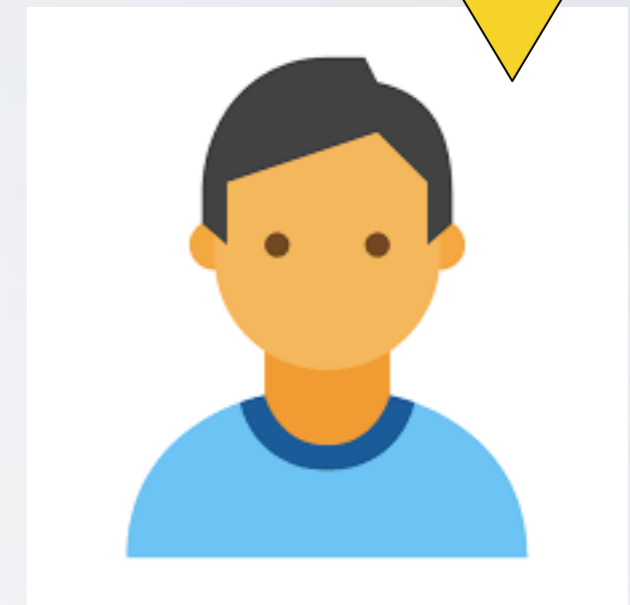
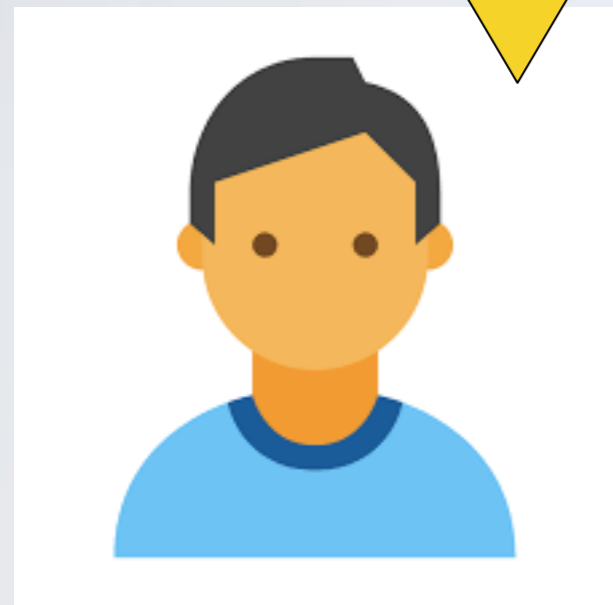


Task Types (p.57)

OPINION GAP

target language

target language





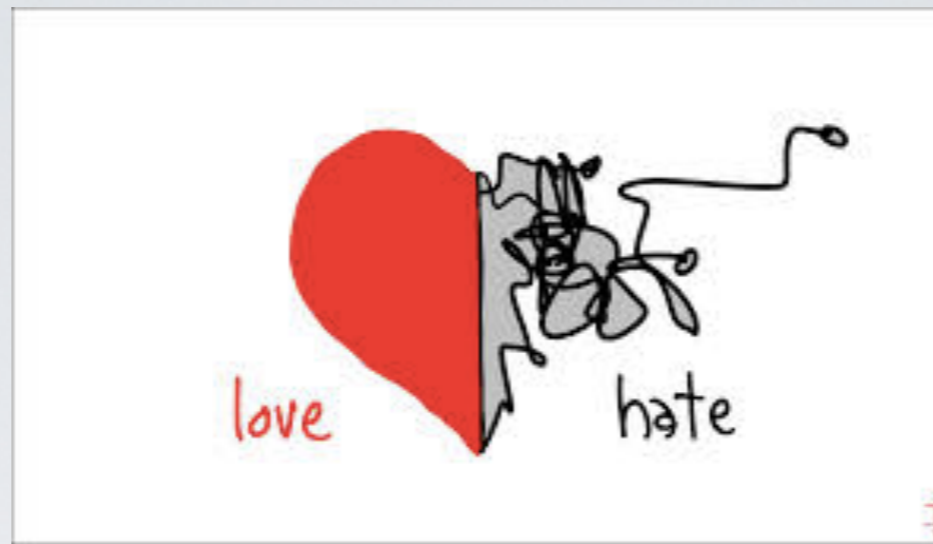
Review

Let's analyze the activities we saw this week using the reading homework. In groups, look through the reading and try to match the activities from this week with different aspects of activities listed in the reading.

e.g.

“Spot the Difference”

- info gap (p.67)
- pictures and picture stories (p.58)
- comparing pictures (p.62)
- communicative (p.64)



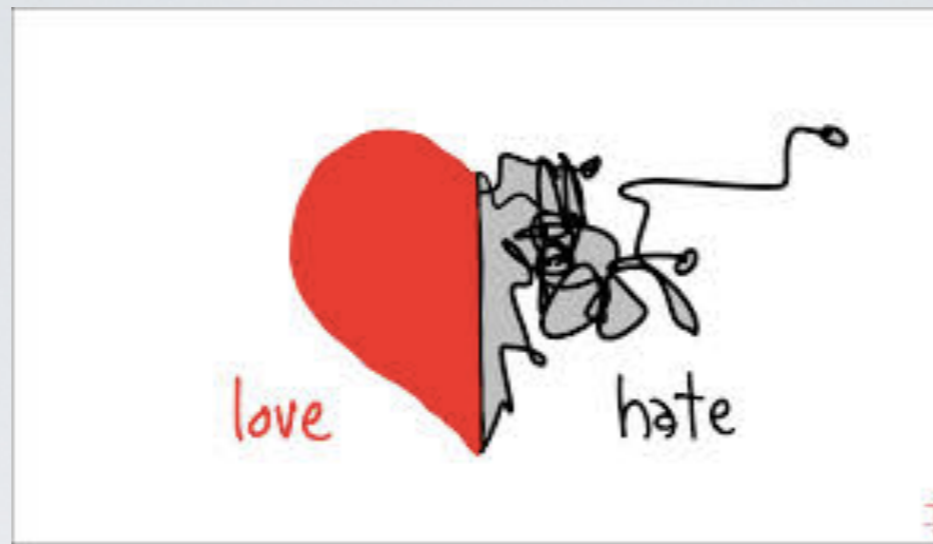
Love / Hate activity



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

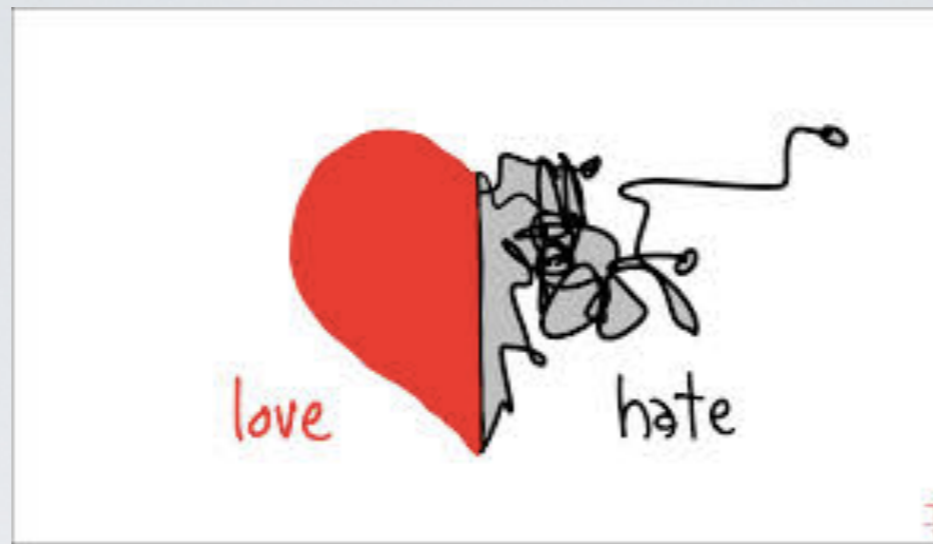
tofu

trot music

washing dishes

old horror movies

Your turn!



Love / Hate activity



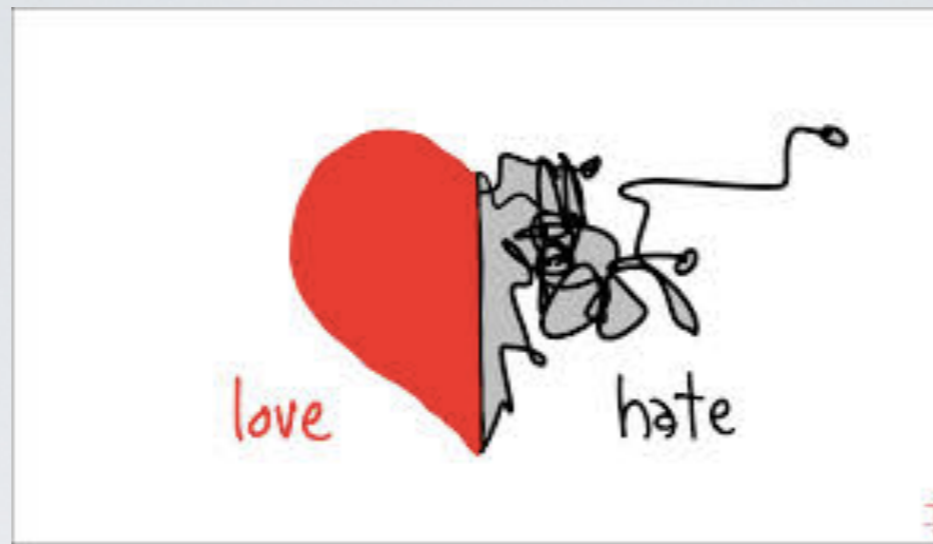
Discuss:

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!





1. **Think of a task** you would like to develop a lesson plan for. The task should have a non-linguistic outcome. It can be an activation task (not similar to real world) or a pedagogical task (similar to real world). Think about the language needed to complete the task. Be ready to discuss the task design (materials, steps, outcome) next week.
2. **Read the document** on my site and answer the questions on the first page.