



Teaching English Speaking

Today's class

- Review
- Love/Hate activity
- Reading homework
- Example lesson
- Homework

Set 1 Sequence Answers

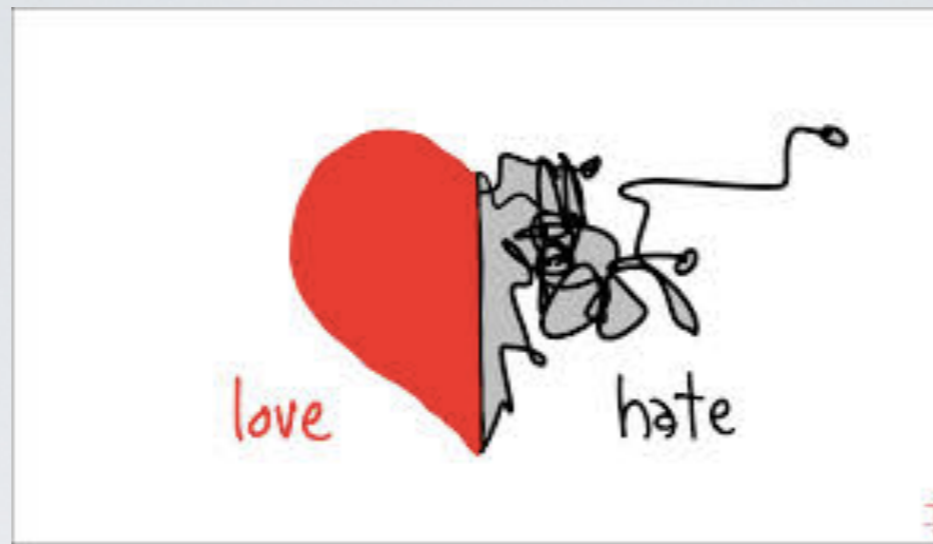
Set One

- 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!



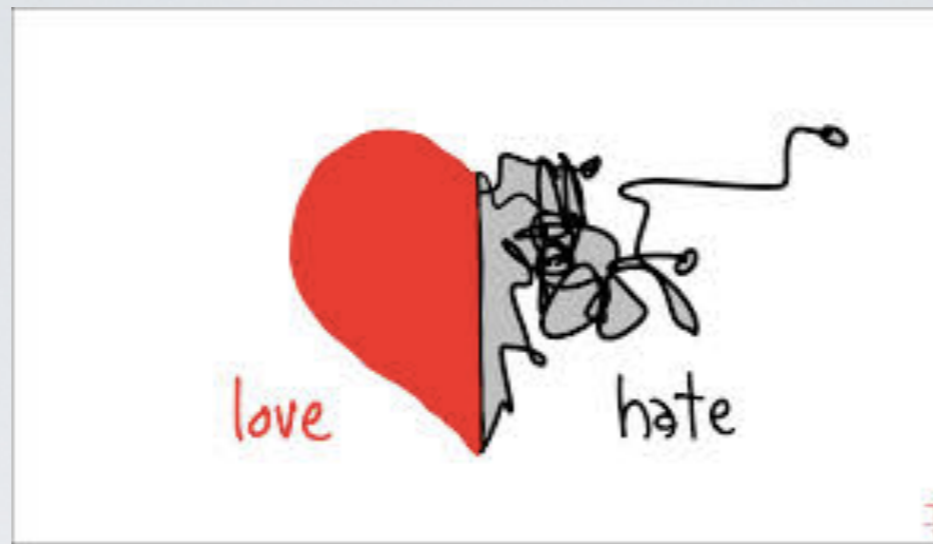
Love / Hate activity



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...

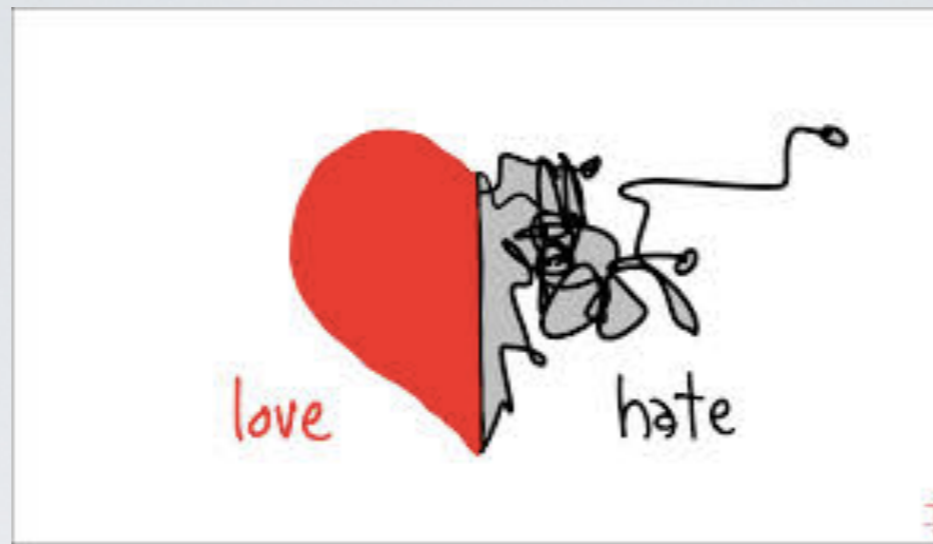
I think you don't mind...

I think you dislike...

I think you hate...

mushrooms
tofu trot music
washing dishes
old horror movies

Your turn!



Love / Hate activity



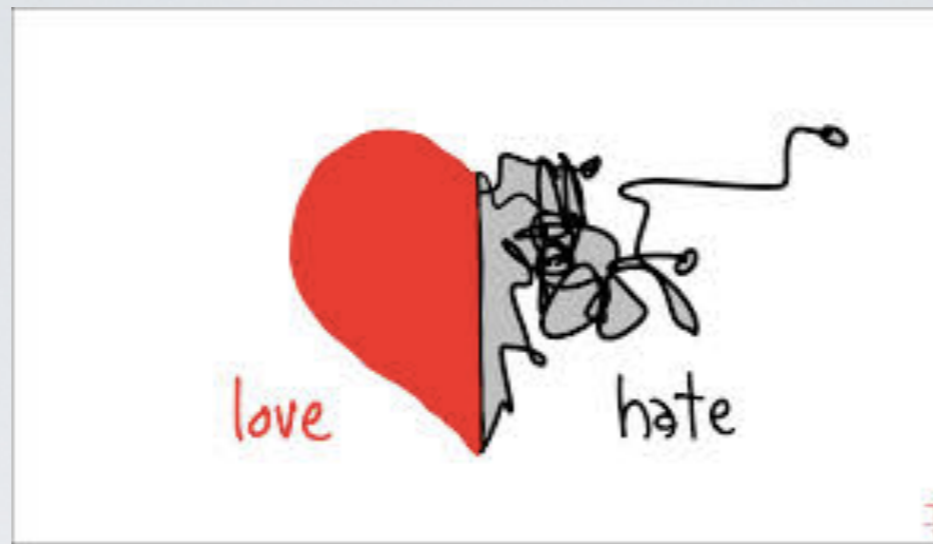
Discuss:

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).

3-Stage lesson plan for speaking skills

1 Encounter

2. **Read the document** on my site and answer the questions on the first page.

2 Internalize

Can you summarise the three stages:


1. Encounter
2. Internalize
3. Fluency

3 Fluency



Homework
Let's discuss

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"

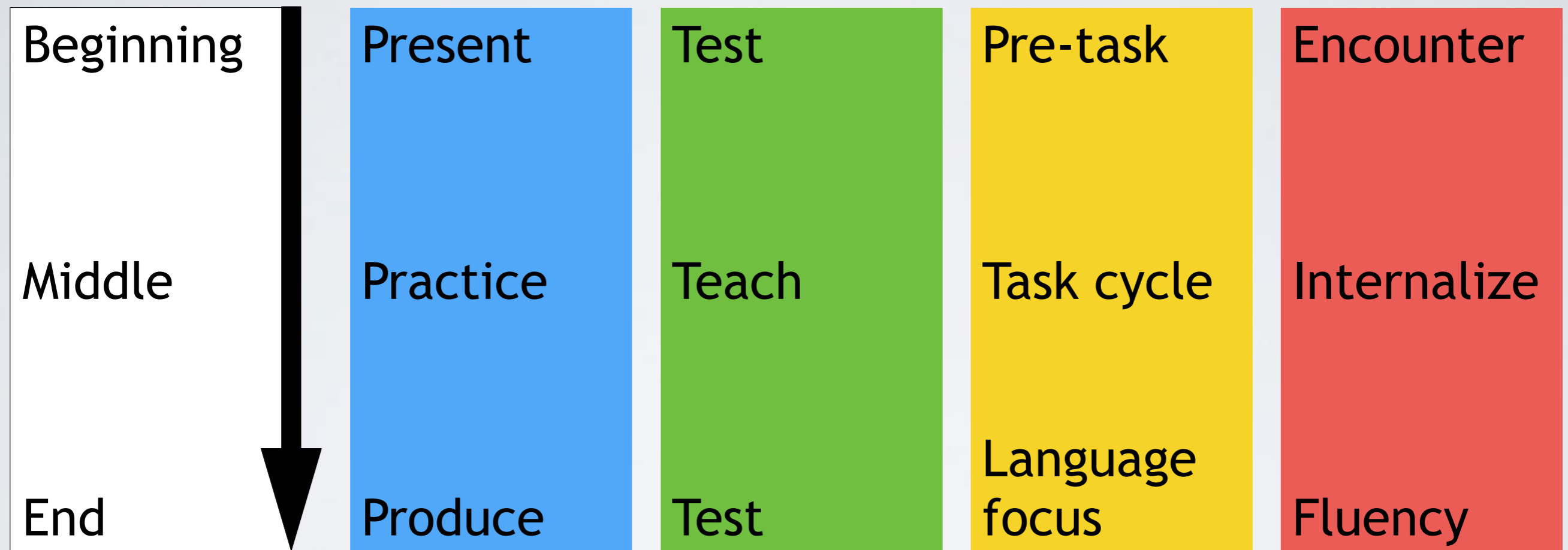
synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; [More](#)



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.

E-I-F Framework for speaking lessons

E = Encounter

Students 'encounter' the target language through an activity focused on meaning.

I = Internalize


Students 'internalize' (memorize) the target language with scaffolded practice activities (controlled → free).

F = Fluency

Students 'USE' the target language on their own in a speaking task. They become 'fluent' in the TL.

Lesson planning sequence

The steps for learning how to speak new language:

- 
1. Generate interest.
 2. Assess prior knowledge.
 3. Hear the target language in context.
 4. Controlled practice.
 5. Less controlled practice.
 6. No support.
 7. Model the task
 8. Give a task to assess success.

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!

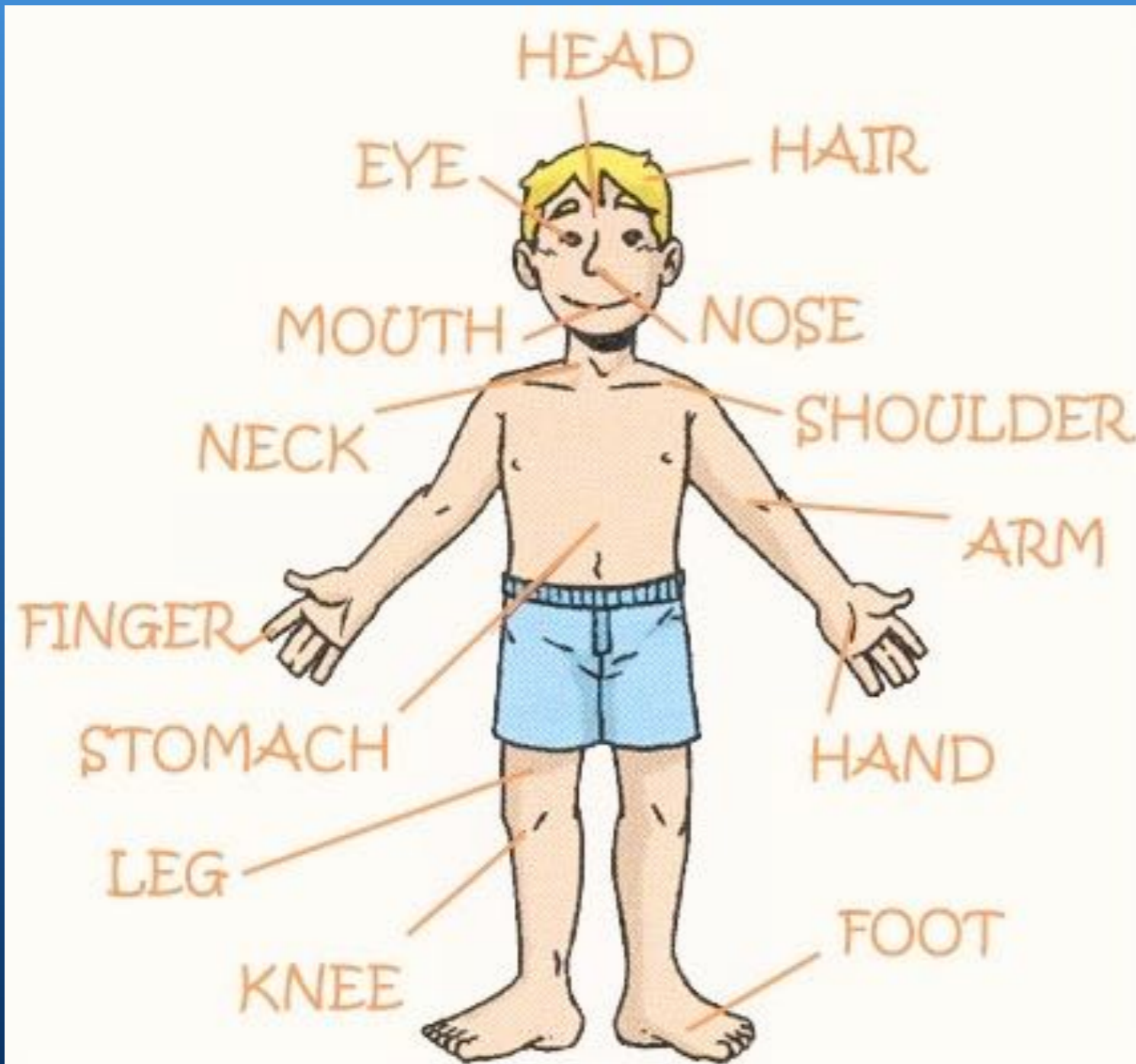
(Assess prior knowledge)



“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)



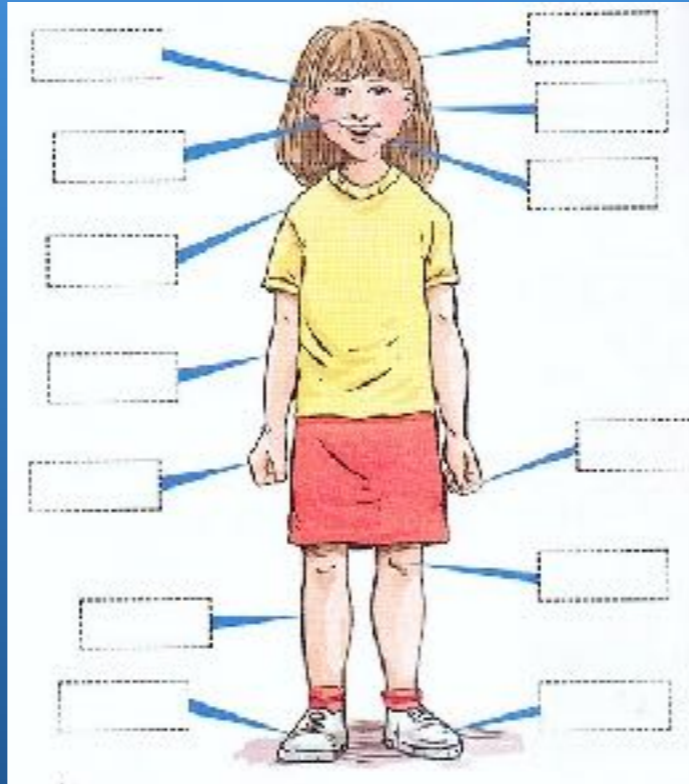
Let's play Simon Says with 'please'!

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.”

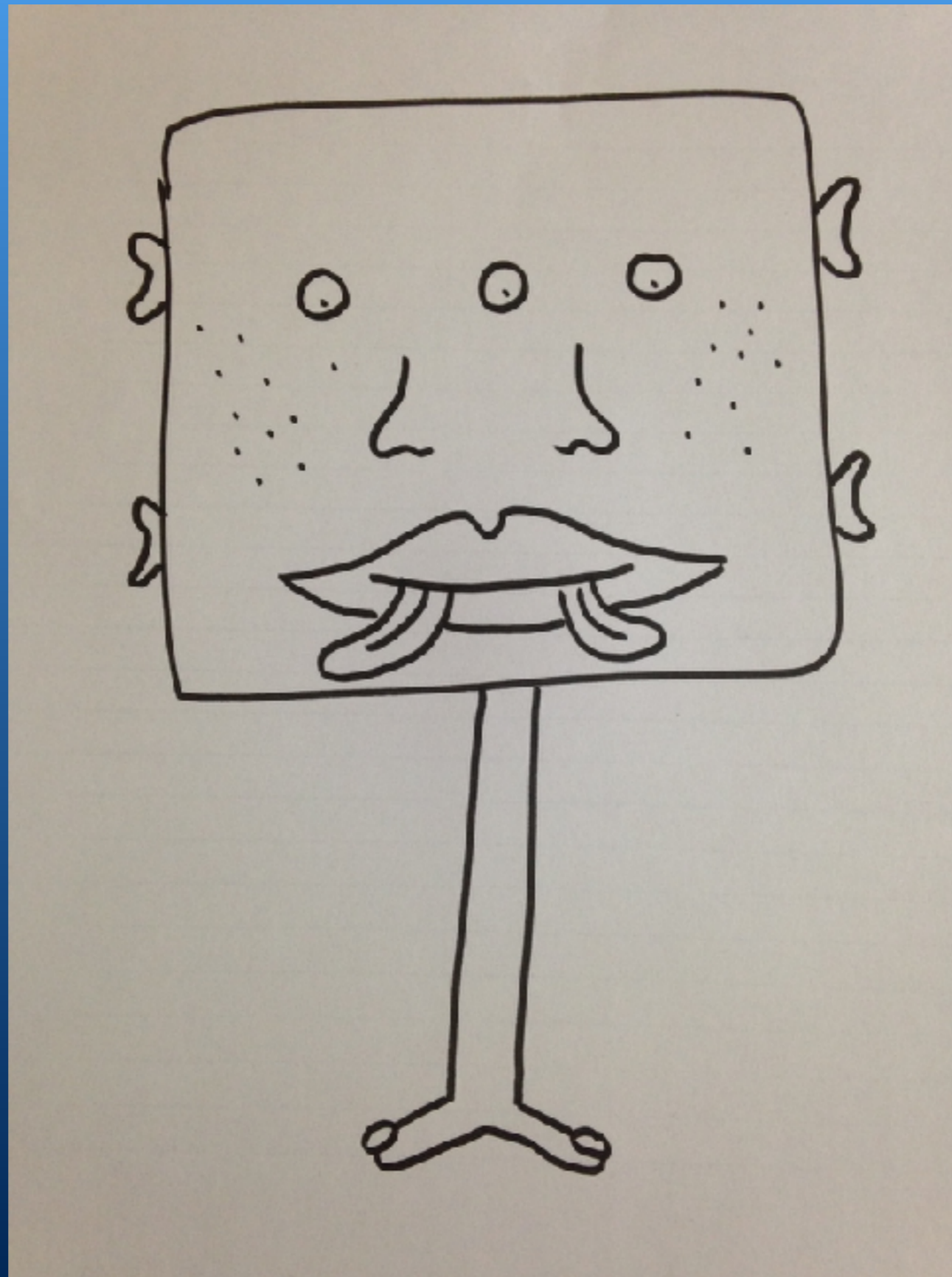
(Preparation for final communicative task)

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!



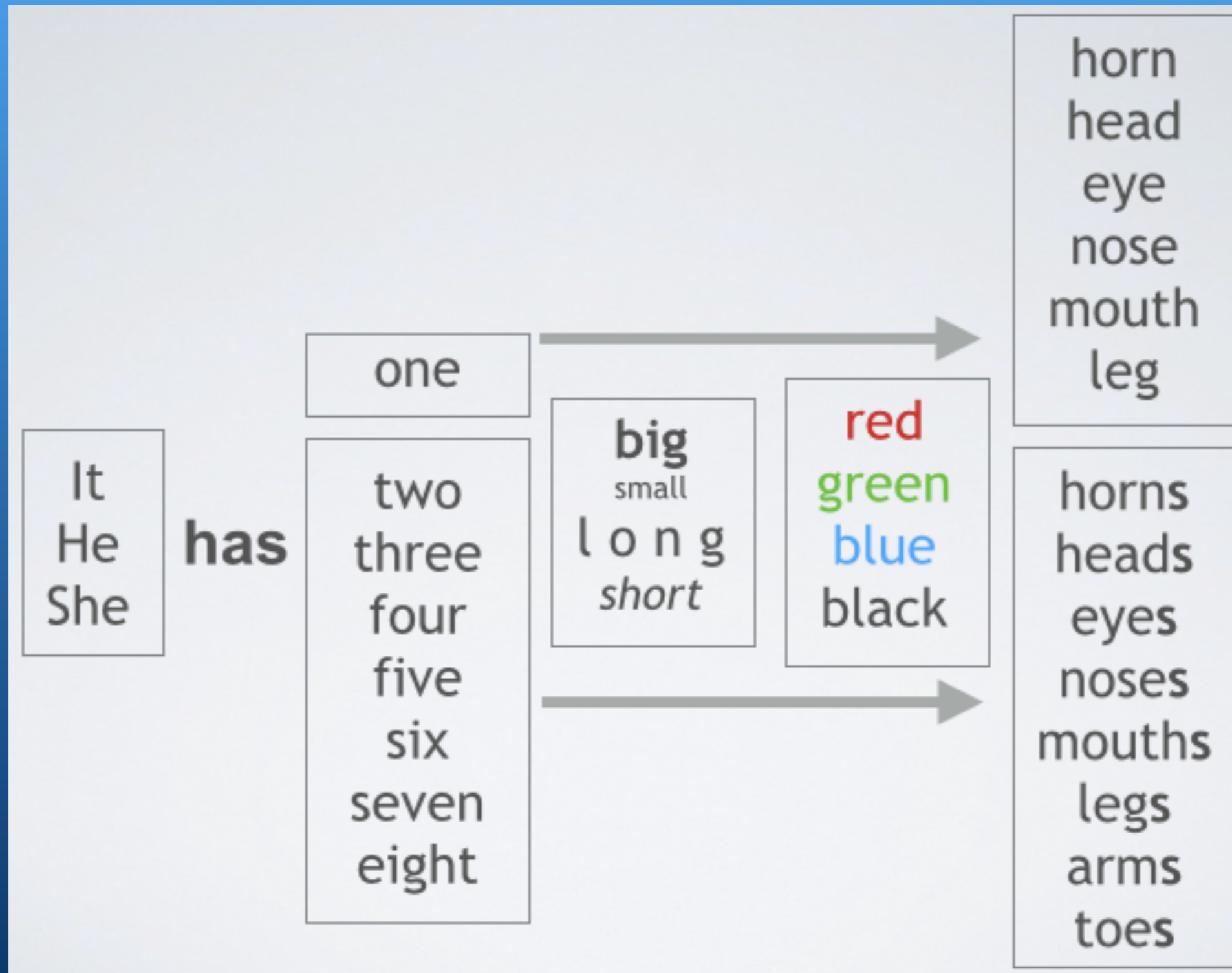
(Information Gap activity - Free practice)



Drawing and Describing Monsters

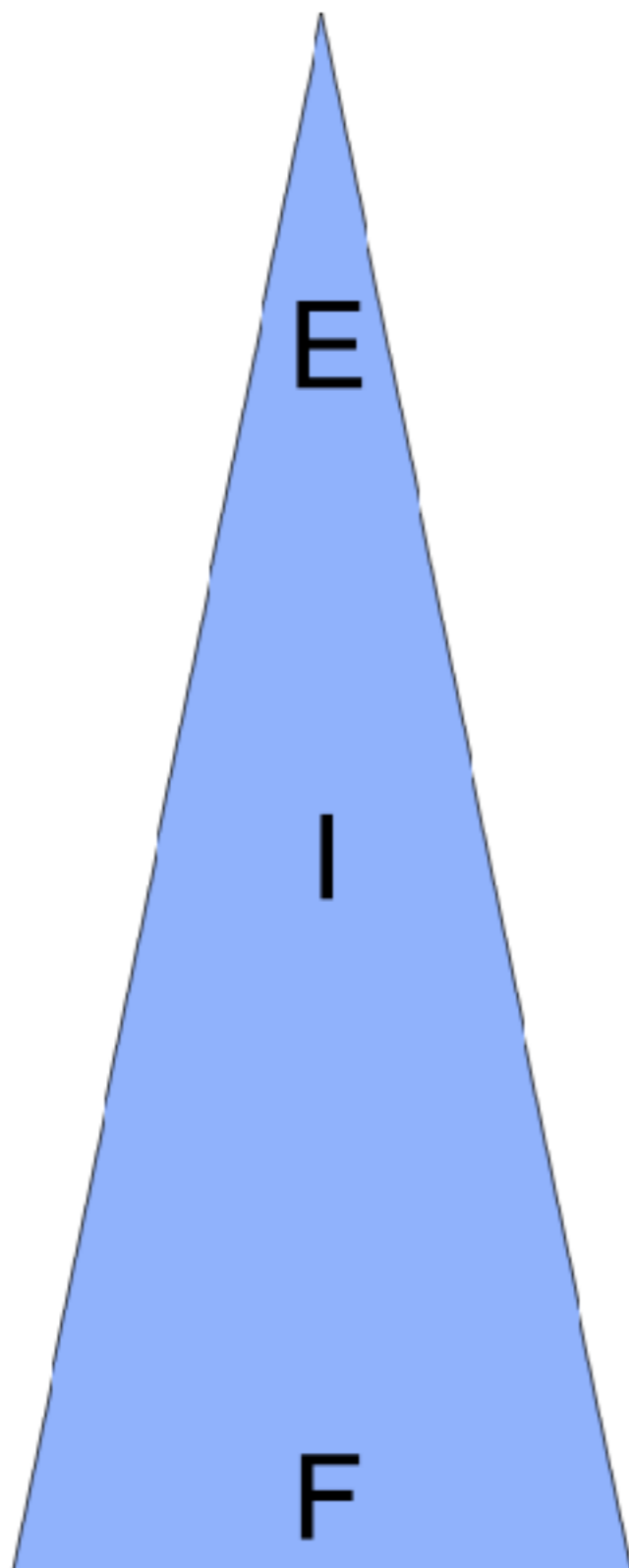
1. Draw a monster in your notebook. *Is it a boy or a girl?*
2. Describe your monster to your partner.
Your partner will listen and draw your monster.
4. Compare your monster drawings. Are they similar?
5. Let's describe our monsters with the class.

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

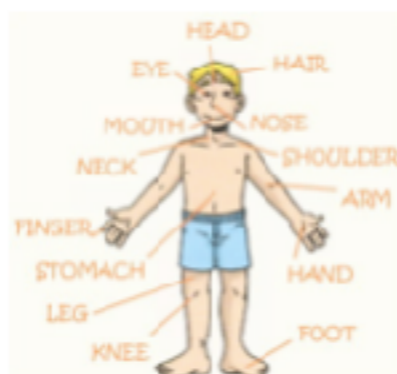


Warm up - generate interest

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 for next week:

Read Fadil Learning Objectives on my website and answer the questions on the first page.