

Speaking leads to Vocabulary Acquisition

& Vice Versa

TextBook/ website Lesson plan based on A.E.L - Now You're Talking 2

Lesson Length: 45 minutes

Learning Objectives (1-3 SWBATs):

- Students will be able to use productively at least 3 of the new lexical chunks from Band III in spoken conversation.
- Students will be able to give their opinion on each of the topics using the sentence starter and one of the learnt lexical chunks.

Lexical Items (at least 5):

- as a matter of fact...
- Contrary to...
- Bear in mind that...
- It makes no difference...
- In favor of...
- For some time...
- For the sake of...
- A handful of students...

Pre-Teaching Reflection:

Challenge:

Possible solution:

Procedure: Slide 2 (5 minutes)

Introduce yourself to a colleague and take 2 minutes to discuss what you love about teaching speaking (or not)!

Body of Lesson: Slide 3 (5 minutes)

How can we effectively get students talking:

- Create an environment that is comfortable and safe (this way pupils feel free to experiment with the language)
- Make activities engaging and interesting
- Keep the amount of corrections to a minimum
- Act as a role model - speak English
- Set clear and achievable speaking outcomes for each lesson: "Students will be able to use at least 4 of the functional language expressions (page 7) correctly."

Slide 4 (5-10 minutes) How many things can you say in English about this picture? (5 minutes)

- There is / There are some / a few / many

Slides 5-6 How many things can you think of that are round... that fly...?

Slide 7: How many things can you think of that you might need to go camping?

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Slide 8: Fluency and the use of Lexical Chunks - (5 minutes)

"A chunk is a group of words that often occur together. There is no universally accepted definition of what is – and isn't – a chunk, but they include collocations, fixed phrases, idioms, sentence starters and so on." Dellar, H. Walkley, A. (2016)

- I'll be with you in a minute.
- Let me think about it.
- My shout. (British usage)
- This one's on me.
- Have you got a minute?
- I haven't seen you in ages.

Sit with a partner and pick 2 or 3 chunks and have a mini conversation.

Slide 9: Quizlet - Selected Lexical Chunks Band III (10 minutes)

- Flashcards English - Hebrew (Eliciting)
- Second Set - Cloze
- **In groups of 4 - Complete the cloze by matching the chunk to the sentence.**

Slide 10: Giving your opinions / Disagreeing (15 minutes)

Slide 11: Four Corners

- Reveal statement. Ts go to the corner that they identify with, and discuss with their group their opinion. Ts need to make a group statement and give a reason for their opinion. Each group must use one of the Opinion phrases and try to use one of the lexical chunks in their corner.
- **"There's no doubt that** some celebrities earn too much money, however you need **to bear in mind** that they are always in the public eye and have no privacy, which is worth a lot."
- Encourage other groups to respond

Slide 12: Four Corners (for lower level learners)

- Reveal statement
- Ts go to the corner that they identify with, and then each person chooses a different sentence starter and has to complete the sentence that is true for them. "I believe that summer is the best season of the year because there are so many festivals."

Slide 13: Suggested words for lower level Four corners

Slide 14: Meeting People (speaking practice) LearnEnglishTeens website

Slide 15: Podcasts and other resources - LearnEnglish website

Slide 16: Closure / Review (5 minutes)

- 1) ... what went well in the lesson?
- 2) ... what haven't you tried with your students in the past, but would like to try?

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- 3) ... *what would you not feel comfortable doing in your class?*
- 4) ... *what could I have done differently to get a better result?*