

# **Unit 2: School, it's a cool place!**

## **4 Lessons on speaking**

**Final Lesson Plans / Portfolio**  
**Lennie Mangayam**  
**SLS 313 R. Burch**  
**December 10, 2012**

## **Unit 2**

**Topic: School, it's a cool place!**

### **Speaking Lesson 1**

- Asking / Giving directions at school
  - Grammar
    - Two-word prepositions of place
    - Request for information
  - Vocabulary

### **Speaking Lesson 2**

- Important responsibilities at school: What's your role?
  - Grammar
    - Simple present wh-questions and statements
  - Vocabulary

### **Speaking Lesson 3**

- Expressing needs / advice: What should I do?
  - Grammar
    - Simple wh-questions and statements
    - Simple form of modal auxiliaries

### **Speaking Lesson 4**

- Making connections with classes and jobs
  - Grammar
    - Simple present wh-questions and statements

### **Context**

Level: Low-intermediate

Class: ESL secondary class in the United States, mixed race, 20 students

### **Unit 2 Objectives**

SWABT:

1. Use simple grammar forms
2. Use vocabulary words related to school
3. Locate school buildings on school map
4. Identify school workers at school
5. Describe school workers responsibilities at school
6. Locate school workers building on school map

## **Rationales**

### 1. Communicative tasks

Fundamental to the view that speaking is cognitive skill is that the idea that knowledge becomes increasingly automated through successive practice. The kind of practice that helps automatization is best when the learner's attention is distracted from the temptation to refer to the rules of grammar and to generate every utterance from scratch (Thornbury, 2005. p.79)

### 2. Task repetition

Repeating a task shows the most consistent and wide-ranging gains overall, although the jury is still out as to the extent that these short-term gains translate into long-term ones. For example, 'abnormally fluent' speakers, such as race-callers and auctioneers, get constant practice at the same kind of 'task', suggesting that task familiarity, if not exact repetition, is a factor in the development of fluency (Thornbury, 2005. p. 84).

### 3. Closed pair work

One of the 'Student-student pairwork' forms. Closed pairwork is when adjacent students perform the dialogue, all pairs working at the same time. The teacher's role at this stage is to move around the class, checking to see that students are 'on task', and offering any guidance or correction, as appropriate. When pairs finish their dialogue, they can be asked to switch roles and do it again [...]  
(Thornbury, 2005. p. 73)

### 4. Simulations

Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk. Students 'play' as themselves in a simulation situation. What follows is a selection of drama activity types, chosen because they are potentially highly language productive, can be adapted to different levels of proficiency and for different topics, and because they allow learners to experience autonomy in the speaking skill (Thornbury, 2005. p. 98).

## SPK LESSON 1: Asking / Giving directions

- SPK Mini Lesson 1 (revisions):  
Asking / Giving directions  
(Prepositions and Request for Information Forms)

Previously, students learned the **two-word prepositions of place** (i.e., across from, next to, near to, and in between) and the **request for information form** (i.e., excuse me, where is...?). Specific **vocabulary** (i.e., bathroom, cafeteria, library, bookstore, and registration office) were also used to help students apply the grammar lesson to their daily language functions.

In this lesson, students will build on the grammar lesson (previous lesson) with speaking activities. **The focus** is, “How to ask / give directions at school.” The purpose of these activities is to provide extensive opportunities for students to speak in class and increase their confidence to use what they have learned outside of the class (i.e., how to ask / give directions at school, using prepositions of place and request for information forms).

### Objectives

SWABT:

1. Use prepositions of place forms; across from, next to, near to, and in between.
2. Use request for information forms; “excuse me, where is...?”
3. Ask for and give directions at school.
4. Use vocabulary words when asking and giving directions; bathroom, cafeteria, library, bookstore, and registration office.
5. Locate specific information on school map.

### Materials

Handouts: Info-gap activities (2); Information exchange activity (1)

PPT

**Procedure**    **Time: 50 minutes**

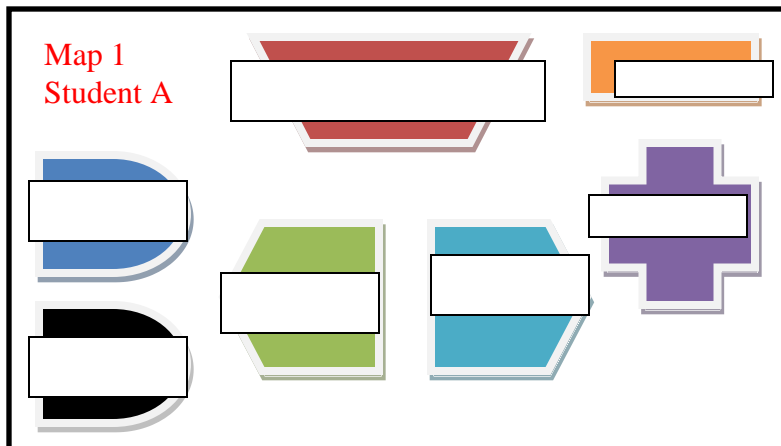
Time	Student Activity	Teacher Activity	SLO	Rationale
1 min	Listen to introduction.	Intro. Ppt		
5 min	<ol style="list-style-type: none"><li>1. Explain to their partner their plans for Halloween.</li><li>2. Describe location.</li></ol>	<p>Greet students. Ppt</p> <ol style="list-style-type: none"><li>1. Ask Ss to pair up and share with each other, <i>What are you doing Halloween? / What do you want to do for</i></li></ol>		3

	3. Share information about partner to the class.	<i>Halloween?</i>  2. Ask Ss to share about their partners plans for Halloween, then ask <i>where is it?</i>		
10 min	<ol style="list-style-type: none"> <li>1. Review previous grammar lesson.</li> <li>2. Reply by locating and describing places on the map using preposition and request for information forms, and vocabs.</li> </ol>	<p>Review pervious grammar lesson. Ppt (T-S)</p> <ol style="list-style-type: none"> <li>1. Briefly explain/review previous grammar lesson.</li> <li>2. <b>PPT: School Map.</b> Ask each S to locate and describe places on the map using preposition and request for information forms, and vocabs.</li> </ol>	1, 2, 3, 4, 5	1,5
10 min	<ol style="list-style-type: none"> <li>1. Listen to directions.</li> <li>2. Watch and listen to demonstration.</li> <li>3. Pair up and work on WS 1.</li> <li>4. Student A Share answers and Summarize scenario</li> </ol>	<p><b>SPK ACTIVITY 1- info gap:</b> Simulations, WS A &amp; B</p> <ol style="list-style-type: none"> <li>1. <b>Map 1.</b> Explain info-gap activity 1 and Student A &amp; B roles, then switch.</li> <li>2. Demonstrate activity. Ask questions? /provide feedback.</li> <li>3. Pair Ss and hand out SPK activity 1: Info-gap.</li> <li>4. Observe Ss, provide feedback if necessary.</li> <li>5. Review answers</li> </ol>	1, 2, 3, 4, 5	1,3,5
10 min		<p><b>SPK ACTIVITY 2 –info gap:</b> Simulations <b>Map 2 For Ss B ONLY</b></p> <ol style="list-style-type: none"> <li>1. Switch roles, partners</li> </ol>	1, 2, 3, 4, 5	1,2,3,4, 5

	<ol style="list-style-type: none"> <li>1. Listen to directions.</li> <li>2. Watch and listen to demonstration.</li> <li>3. Pair up and work on WS 1.</li> <li>4. Student A Share answers and Summarize scenario</li> </ol>	<p>exchange papers (i.e., Ss A will now be B).</p> <ol style="list-style-type: none"> <li>2. Ss B will use a different map, Map 2 (explain that the scenarios stay the same)</li> <li>3. Ask questions? /provide feedback.</li> <li>4. Make sure Ss switch papers. Hand out map 2 for Ss B.</li> <li>5. Observe Ss, provide feedback if necessary.</li> <li>6. Review answers.</li> </ol>		
		<b>End of mini lesson.</b>		
15 min	<ol style="list-style-type: none"> <li>1. Listen and watch demonstration.</li> <li>2. Pair up and complete activity 3.</li> </ol>	<p><b>SPK ACTIVITY 3 –info exchange:</b> Simulations Ppt</p> <ol style="list-style-type: none"> <li>1. Explain info-gap activity 3/explain the 1 scenario at a time when students look done introduce scenario 2.</li> <li>2. Demonstrate activity. Ask questions? /provide feedback.</li> <li>3. Pair Ss and hand out WS3/PPT.</li> <li>4. Observe Ss, provide feedback if necessary.</li> </ol>	1, 2, 3, 4	1,2,3,4,5
		<b>End of speaking lesson.</b>		

### Speaking Activities/ Materials

**Speaking Activity 1 & 2: Info – Gap**  
**FOR STUDENT A ONLY**



Note:

1. Every 'STUDENT A' will have the map illustrations with their scenarios (This note is not included on students worksheet)

**Scenario 1:**

Student A: You are a new student on campus, and you need to buy books from the *bookstore* but you don't know where it is. Ask your classmate for directions. Fill in blank with your location and write down directions.

**Scenario 2:**

Student A: You have a presentation in 20 minutes and suddenly need to use the *bathroom* but you don't know where it is. Ask your classmate for directions. Fill in blank with your location and write down directions.

**Scenario 3:**

Student A: You have a test in 30 minutes and you're hungry but you don't know where the *cafeteria* is. Ask your classmate for directions. Fill in blank with your location and write down directions.

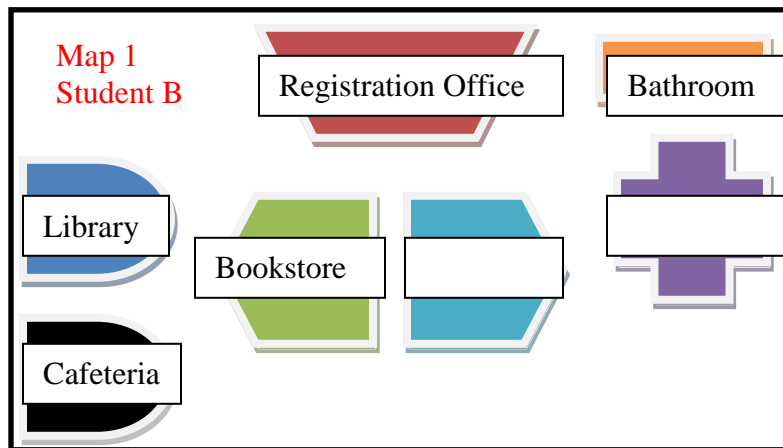
**Scenario 4:**

Student A: You're a transfer student and you need to submit your transcription to the *registration office*, but you don't know where it is. Ask your classmate for directions. Fill in blank with your location and write down directions.

**Scenario 5:**

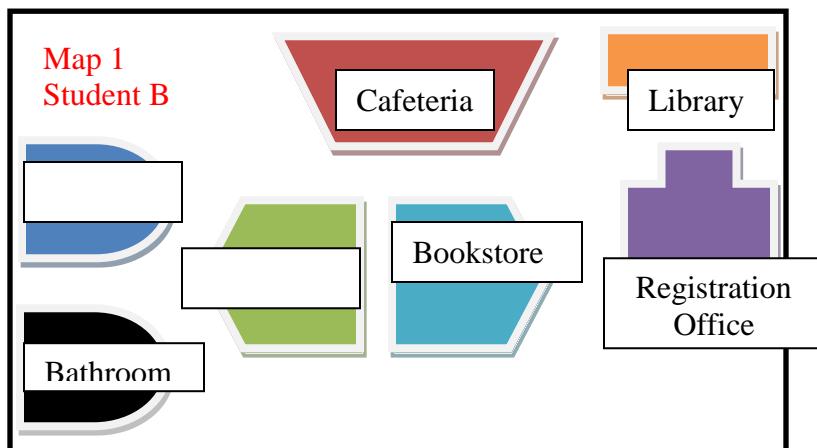
Student A: You are running late for class and need to print out your final essay from the *library*, but you don't know where it is. Ask a someone for directions. Fill in blank with your location and write down directions.

**Speaking Activity 1: Info – Gap**  
**FOR STUDENT B ONLY**



**Student B:** Use the map to describe location using the two-word preposition forms, *across from*, *next to*, *near to* and *in between*.

**Speaking Activity 2: Info – Gap**  
**FOR STUDENT B ONLY**



**Speaking Activity 3: Information exchange**  
**FOR BOTH STUDENTS**

**Student B:** Use the map to describe location using the two-word preposition forms, *across from*, *next to*, and *near to*.

**Scenario 1:** You and your partner need to work on a project. Exchange class schedules. Plan the best time and place to meet.

**Scenario 2:** Your teacher randomly announces that you will now work in groups of 4 instead of 2. Exchange class schedules with your group members. Plan the best time and place to meet.



## SPK LESSON 2: Important responsibilities at school: What's your role?

### Course description

Previously (Lesson 1), students learned how to ask and give directions at school.

In this lesson, students will build on the vocabulary from Lesson 1 (i.e., bathroom, cafeteria, library, bookstore, and registration office), by identifying the types of *workers* (i.e., janitor, cook, librarian, salesperson, and a registrar) at school who can be found working in that particular area. In addition, students will learn of about the workers *responsibilities* at school. The purpose of this lesson is to identify and understand the responsibilities of those they see on campus daily through speaking activities.

### Objectives

SWABT:

1. Use simple present wh-question and statements: *where* does...? *Who* works...? *What* does...?
2. Use vocabulary words: janitor, cook, librarian, salesperson, and registrar.
3. Match and identify workers with their responsibilities, and work places.
4. Locate and identify workers and their buildings on campus.

### Materials

Handouts: Review Time; Important responsibilities at school: Vocabulary

Activity 2: Class/group game questions

Name box with all Ss names

### Procedures

**Time: 51 minutes**

Time	Student Activity	Teacher Activity	SLO's	Rationales
1 min	1. Greet T	2. Greet Ss		
5 min	<ol style="list-style-type: none"><li>1. Listen to T</li><li>2. Review vocabulary as class. Repeat vocabulary after T.</li><li>3. Recite vocabulary.</li><li>4. Read instructions silently, complete assignment individually.</li></ol>	<p><b>Review lesson 1 vocabulary</b></p> <ol style="list-style-type: none"><li>1. Pass out handout: Review Time.</li><li>2. Review as a class vocabulary.<ul style="list-style-type: none"><li>• Read each building aloud, ask Ss to repeat.</li></ul></li><li>3. Call out numbers on worksheet, ask Ss to read out loud buildings as a class.</li></ol>		2

		<ol style="list-style-type: none"> <li>4. Check for pronunciation, provide feedback in needed.</li> <li>5. Ask if any questions / for clarifications.</li> <li>6. Read instructions on WS (below map).</li> <li>• Ss complete assignment individually.</li> <li>7. Begin assignment.</li> <li>8. Walk around, check spelling, provided feedback if needed.</li> </ol>		
<b>5 min</b>	<ol style="list-style-type: none"> <li>1. Assigned S read section A instructions out loud. Ss listen and read along silently.</li> <li>2. Listen to T read new vocabulary</li> <li>3. Repeat out loud vocabulary after T</li> <li>4. Read out loud vocabulary 2x</li> </ol>	<p><b>Introduce new vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Pass out handout: Important responsibilities at school: Vocabulary</li> <li>2. Use name box, pick one name. Tell S read section A instructions out loud.</li> <li>3. Read 1 – 5 vocabulary first.</li> <li>• Second time ask Ss to repeat.</li> <li>• Listen to pronunciation; provided feedback / corrections if needed</li> <li>• Third time call out numbers in order and Ss read out loud vocabulary as a class. (2x)</li> <li>4. Ask if anyone has questions / clarifications. Provided feedback if needed.</li> </ol>	2	

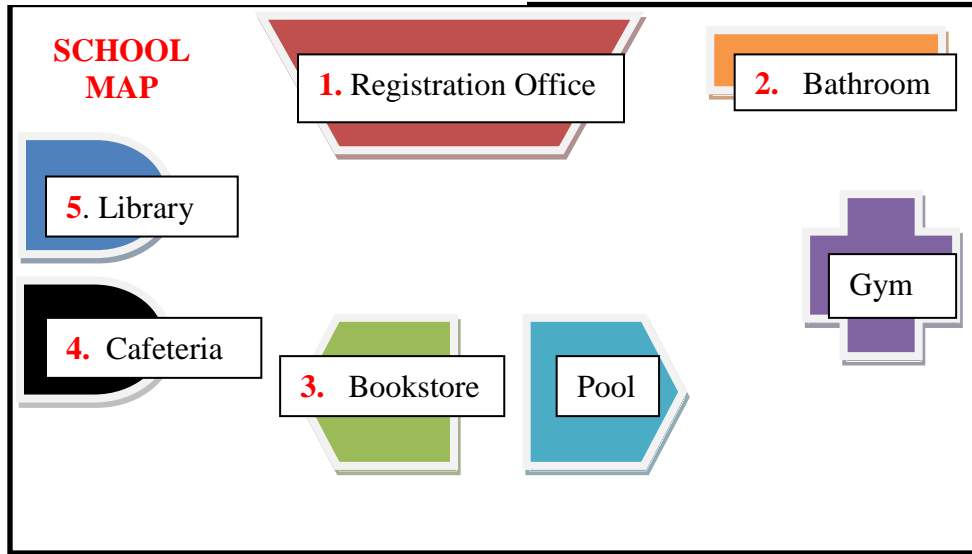
<b>20 min</b>	<ol style="list-style-type: none"> <li>1. Assigned S reads section B instruction out loud. Ss listen and read along silently.</li> <li>2. Participate in class discussion.</li> <li>3. Listen to T, and answer questions out loud. Share answers as a class.</li> <li>4. Listen to T read section b.</li> <li>5. Complete section b individually.</li> <li>6. When done, pair up with partner.</li> <li>7. Discuss section c. together.</li> </ol>	<p><b>Speaking activity 1; casual class discussion, individual work, pair work,</b></p> <ol style="list-style-type: none"> <li>1. Use name box, pick on name. Tell S to read section B instructions out loud.</li> <li>2. Engage Ss in a casual class discussion. <ul style="list-style-type: none"> <li>• Encourage Ss to speak loud and clear, a class.</li> </ul> </li> <li>3. Section B. Ask Ss to look at: <ul style="list-style-type: none"> <li>• number 1. Ask Ss, what is he doing? Where do you think he is? What is he?</li> <li>• number 2. What is she doing?</li> <li>• number 3: where is she?</li> <li>• number 4: what is he selling?</li> <li>• number 5: where do you think this lady works?</li> </ul> </li> <li>4. Read section B instructions again out loud. <ul style="list-style-type: none"> <li>• Tell Ss complete this individually first.</li> </ul> </li> <li>5. Begin assignment</li> <li>6. Walk around, check answers, provided feedback if needed.</li> <li>7. When Ss are done, use</li> </ol>	1,2,3,4	<b>1,2,3,5</b>

		<p>name box, choose 2 names for pair work activity.</p> <p>8. Once paired up, read section c. instructions out loud.</p> <p>9. Walk around, provided feedback when needed.</p>		
<b>20 min</b>	<ol style="list-style-type: none"> <li>1. Get into groups.</li> <li>2. Create group name, and assign one S to write group name on board.</li> <li>3. Listen to game instructions.</li> <li>4. Assign 'standup leader'</li> <li>5. Play/participate in class/group game.</li> </ol> <ul style="list-style-type: none"> <li>• Have fun.</li> </ul>	<p><b>Speaking activity 2; class/group game</b></p> <ol style="list-style-type: none"> <li>1. Ss get into groups.</li> <li>2. Each group creates a group name, have one S write group name on board.</li> </ol> <ul style="list-style-type: none"> <li>• For example: <u>Teams</u> <u>Chili peppers</u> <u>Phantoms</u> <u>Blue</u> <u>Tortillas</u></li> </ul> <ol style="list-style-type: none"> <li>3. Explain game.</li> </ol> <ul style="list-style-type: none"> <li>• Ask class questions based on what they have learned in lesson 1 and 2.</li> <li>• For example: who works in the cafeteria? Which building is next to the registration office?</li> <li>• Discuss with group as quickly as possible, when everyone agrees to an answer, 'standup leader' stands up.</li> <li>• Who ever stands up first, gets to tell answer (all other 'standup leaders' sit back down). If correct, one point. If incorrect, other Ss can give answers.</li> </ul>	1,2,3,4	<b>1,2,5</b>

		<ul style="list-style-type: none"> <li>• Once incorrect answer is known, the others can stand up again, for points.</li> <li>• Tell groups assign a 'standup leader'</li> <li>• They cannot use their handouts.</li> </ul> <p>4. Show example, model activity. Ask any questions?</p> <p>5. Begin game.</p> <p>*Copy of questions on separate paper.</p>		
		<b>End of lesson.</b>		

# Materials / Handouts

## Review time!



**\*Note: All red markings will not be included on students handouts. Just an example**

**Instructions:** Write the correct building name under each picture



Bathroom



# Speaking activity 1, Important responsibilities at school: Vocabulary

A. Instructions: Review vocabulary.

- |            |                |              |
|------------|----------------|--------------|
| 1. Janitor | 3. Registrar   | 5. Librarian |
| 2. Cook    | 4. Salesperson |              |

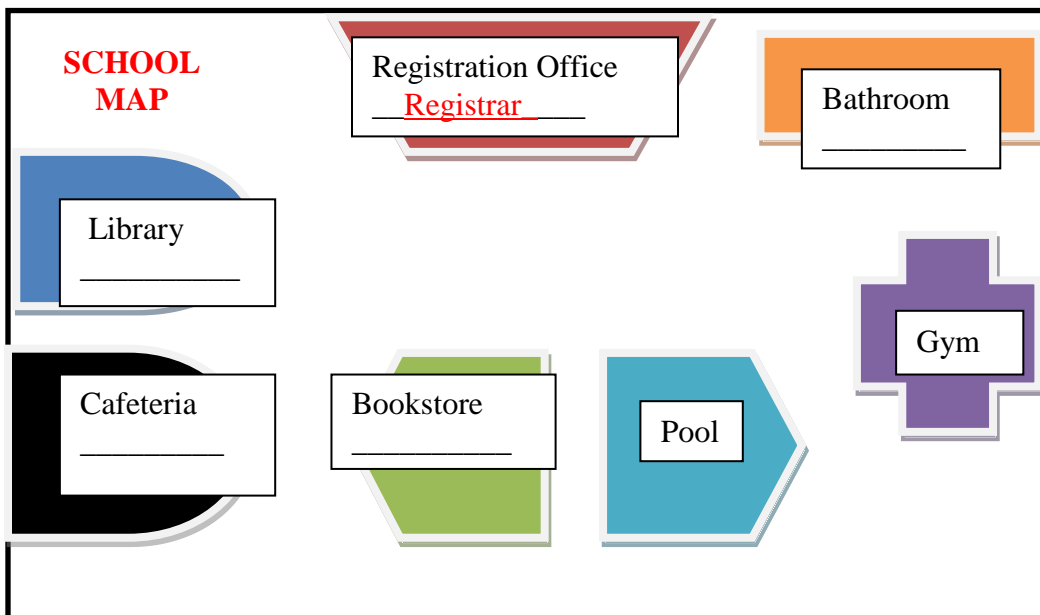
B. Look at the pictures. Match the *worker* with the correct *responsibilities* and correct *place*. Then, fill in the map below by writing the correct worker in that building.



Worker  
a librarian  
a cook  
a salesperson  
a registrar  
a janitor

Responsibility  
sells books and other supplies  
keeps sinks and toilets nice and clean  
cooks and serves meals  
organizes books and helps students find books  
keeps important student records

Place  
in the cafeteria  
in the registration office  
in the library  
in the bathroom  
at the bookstore



C. With a partner take turns explaining each *workers responsibility* and *where they work*.

**\*For example, “a librarian cooks and serves meals in the library.**

# Speaking activity 2: class/group game

**Questions:** \*Randomly select questions instead of asking in order

## Lesson 1 –Questions

1. The bathroom building is in between (tricky, because *gym*)
2. Where is the library building located?
3. The cafeteria building is located near?
4. The bookstore is across from?
5. Where is the registration office?

## Lesson 2 –Questions

1. Who works in the cafeteria?
2. Who works in the registration office?
3. Who works in the library?
4. Who cleans the bathroom?
5. Who works at the bookstore?
6. Who sells books and other supplies?
7. Who keeps sinks and toilets nice and clean?
8. Who cooks and serves meals?
9. Who organizes books and helps students find books ?
10. Who keeps important student records?
11. What does a librarian do and where can you find her/him?
12. What does a cook do and where will you find one?
13. Where will you find a salesperson
14. Will a registrar sell you books? Yes/No, why or why not?
15. If you spilled your lunch in the cafeteria who should you call for help?



### SPK LESSON 3: Expressing needs / advice: What should I do?

#### Course description

Previously (Lesson 2), students learned about the types of workers at school including their responsibilities, and where they can be found at school.

In this lesson, students will build on lesson 2 especially the vocabulary. Students will play speaking games and engage in simulations with a partner. The purpose of this lesson is to better understand the roles of staff and faculty in school, know who to go to for help, and give advice to other students. Therefore, students will also practice expressing advice.

#### Objectives

SWABT:

5. Use simple wh-question and statements: what...? Where...? who...? why...?
6. Use simple form of modal auxiliaries: should, could, would, might, will, can
7. Explain and describe school worker(s) through actions and other words.
8. Identify school worker(s) based on actions, movements, gestures, and other words.

#### Materials

Handouts: Speaking activity 1:who are you?!; Speaking activity 2: charades; Speaking activity 3: Express advice (simulations)

Name box with all Ss names

\*All materials from lesson 2

-Review Time; Important responsibilities at school: Vocabulary

-Activity 2: Class/group game questions

#### Procedures

**Time: 51 minutes**

Time	Student Activity	Teacher Activity	SLO	Rationale
1	1. Greet T	2. Greet Ss		
5	<ol style="list-style-type: none"><li>1. Bring out lesson 2 handouts.</li><li>2. Review vocabulary. Read vocabulary out loud.</li><li>3. When called, answer question (based on lessons 1-2). Can use handouts.</li></ol>	<p><b>Review lesson 2 vocabulary</b></p> <ol style="list-style-type: none"><li>1. Ask Ss bring out lesson 2 handouts: Review Time, Important responsibilities at school: vocabulary</li></ol> <ul style="list-style-type: none"><li>• Review handout: Important responsibilities at school: vocabulary.</li><li>• Tell Ss look at section a.</li><li>• Read instructions</li></ul>	1	1,2,5

		<ul style="list-style-type: none"> <li>• Call out numbers 1 - 5, and Ss read vocabulary out loud as a class.</li> </ul> <p>2. Use speaking activity 2: class/group game questions for review.</p> <ul style="list-style-type: none"> <li>• Use to ask Ss questions for review.</li> <li>• Use name box, pick names one at a time. Randomly select/ ask Ss questions.</li> <li>• Tell Ss they can use their handouts</li> <li>• Ask all Ss</li> </ul> <p>3. Provided feedback if needed.</p>		
<b>15 min</b>	<ol style="list-style-type: none"> <li>1. Get into pairs, sit next to partner.</li> <li>2. Receive handout: either blue or red stack.</li> <li>3. Listen to instructions</li> <li>4. Begin game. <ul style="list-style-type: none"> <li>• Student A guesses word and explains vocab.</li> <li>• Student B explains vocab, guesses word.</li> </ul> </li> <li>5. Review/ discuss about activity as a class.</li> </ol>	<p><b>Speaking activity 1: Who are you?! , pair work</b></p> <ol style="list-style-type: none"> <li>1. Use name box to choose partners. Tell Ss move and sit next to partner.</li> <li>2. Pass out handout: speaking activity 1: who are you?! (should be cut, into card like shapes)</li> <li>3. Explain instructions. <ul style="list-style-type: none"> <li>• Partners will work together.</li> <li>• One partner have a stack of cards; either a blue stack for student 1 or a red stack for student b.</li> <li>• One card will say a vocab word, with a list of words you CANNOT say. Try to describe your vocab word as best as you can with out</li> </ul> </li> </ol>	<b>1,3,4</b>	<b>1,2,3,5</b>

		<p>saying the restricted words.</p> <ul style="list-style-type: none"> <li>• Your partner will have to guess your word.</li> <li>• Provide examples, model game.</li> <li>• Ask for any questions.</li> </ul> <p>4. Begin game.</p> <p>5. Walk around, assist, guide, provided feedback when needed.</p> <p><b><u>Class discussion</u></b></p> <p>6. After game, review with class.</p> <ul style="list-style-type: none"> <li>• Ask was it hard or easy using/finding other words to describe vocab?</li> <li>• Was it easy guessing the word?</li> <li>• Which words were harder/easier to describe?</li> <li>• What types of words did you use?</li> </ul>		
<b>15 min</b>	<ol style="list-style-type: none"> <li>1. Sit with new partner</li> <li>2. Receive handout, either red or blue.</li> <li>3. Listen to instructions.</li> <li>4. Begin game.</li> <li>5. Act without talking / guess words</li> <li>6. Review/ discuss about class activity</li> </ol>	<p><b>Speaking activity 2: Charades, pair work.</b></p> <ol style="list-style-type: none"> <li>1. Use name box to choose new partners. Tell Ss to move and sit next to new partner.</li> <li>2. Pass out handout, Speaking activity 2: charades (make sure material is cut into card like shapes, make sure in order, don't shuffle, write numbers on cards)</li> <li>3. Explain instructions.</li> </ol> <ul style="list-style-type: none"> <li>• Work with a partner.</li> </ul>	<b>1,3,4</b>	<b>1,2,3,5</b>

		<ul style="list-style-type: none"> <li>Both of you will have either a blue or red stack of cards.</li> <li>One card will say a word, one of your vocabs, you have to act out the word and describe words without talking.</li> <li>Your partner has to guess what you're trying to act. Also, when guessing you can't ask yes/no questions. Just try your best to guess the word.</li> <li>Provide examples, model activity.</li> </ul> <p>4. Begin activity.</p> <p>5. Walk around, help, assist, and guide, provide feedback when needed.</p> <p><b><u>Class discussion</u></b></p> <p>6. When done, review activity as a class.</p> <ul style="list-style-type: none"> <li>Was it easy/ hard? What was easy/ hard about the activity?</li> <li>Was it easy to guess?</li> </ul>		
<b>15 min.</b>	<ol style="list-style-type: none"> <li>Sit with new partner</li> <li>Receive handout, either red or blue.</li> <li>Listen to instructions. <ul style="list-style-type: none"> <li>Use handout from lesson 1-2 for vocab</li> </ul> </li> <li>Begin game.</li> </ol>	<p><b>Speaking activity: Express advice (simulations), pair work</b></p> <ol style="list-style-type: none"> <li>Use name box to choose new partners. Tell Ss sit next to new partners.</li> <li>Pass out handout, speaking activity 3: express advice (make sure material is cut into card like shapes, make sure in order, don't shuffle, write numbers on cards)</li> </ol>	<b>1,2,3,4</b>	<b>1,2,3,4,5</b>

	<p>5. Express need/ express advice.</p> <p>6. Review/ discuss about class activity</p>	<p>3. Explain activity.</p> <ul style="list-style-type: none"> <li>• Work with partner. Each card has instructions. Read card out loud.</li> <li>• Give examples, model activity</li> <li>• Students can use lesson 1 and 2 handout for vocab</li> </ul> <p>4. Walk around, help, assist, and guide, provide feedback when needed.</p> <p><b><u>Class discussion</u></b></p> <p>5. When done, review activity as a class.</p> <ul style="list-style-type: none"> <li>• Which activity did you like better / least, why?</li> <li>• Was it easy giving advice?</li> <li>• What do you think about the people who work at school? <ul style="list-style-type: none"> <li>○ Try to guide them: they're helpful, here to support students, etc.</li> </ul> </li> </ul>		
		<b>End of lesson.</b>		

# Materials / Handouts

## Speaking Activity 1: Who are you?!

\*Note: All material below will eventually be cut into pieces. This will not be shown on handout.

Student A	Student B
Guess word	Janitor  Can't say these words: Janitor Broom Sink Toilet Clean Bathroom
Cook  Can't say these words: Cook Cafeteria Food Serve Meals Apron	Guess word
Guess word	Registrar  Can't say these words: Registrar Registration office Office Documents Records File
Salesperson  Cant' say these words: Salesperson Sells Bookstore Supplies Cash register Money	Guess word
	Librarian  Can't say these words: Librarian Library Books Checkout Resources Study

## Speaking Activity 2: Charades

<b>Librarian</b> (No talking; only use actions, gestures, etc)	Guess with out asking Yes/No questions.
Guess with out asking Yes/No questions.	<b>Sales person</b> (No talking; only use actions, gestures, etc)
<b>Cook</b> (No talking; only use actions, gestures, etc)	Guess with out asking Yes/No questions.
Guess with out asking Yes/No questions.	<b>Registrar</b> (No talking; only use actions, gestures, etc)
<b>Janitor</b> (No talking; only use actions, gestures, etc)	Guess with out asking Yes/No questions.

## Speaking Activity 3: Express advice (simulations)

<p>Student A</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>I accidentally tripped and spilled my lunch. I'm so hungry.</p>	<p>Student B</p> <p>Express Advice: Give advice using</p> <p><b>a. simple for m of modal auxiliaries</b>      <b>b. lesson 1-2 Vocab</b></p> <p>should could would might will can</p> <div data-bbox="948 447 1362 615" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*ie., You should call the janitor and go back to the cafeteria to get another lunch (not included on student</p> </div>
<p>Student A</p> <p>Express Advice: Give advice using</p> <p><b>b. simple for m of modal auxiliaries</b>      <b>b. lesson1- 2 Vocab</b></p> <p>should could would might will can</p>	<p>Student B</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>I'm a new student here. Do you know where I can submit my transcripts? (Document from previous school)</p>
<p>Student A</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>My backpack has a huge hole! My books are so heavy!</p>	<p>Student B</p> <p>Express Advice: Give advice using</p> <p><b>c. simple for m of modal auxiliaries</b>      <b>b. lesson 1-2 Vocab</b></p> <p>should could would might will can</p>



<p>Student A</p> <p>Express Advice: Give advice using</p> <p><b>d. simple for m                      b. lesson1- 2</b>  <b><u>of modal auxiliaries              Vocab</u></b>  should  could  would  might  will  can</p>	<p>Student B</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>Do you mind helping me? I have to do a research on global warming. What is global warming?</p>
<p>Student A</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>Someone forgot to turn off the sink in the boy's bathroom! I slipped and dropped my backpack. Everything in it is ruined.</p>	<p>Student B</p> <p>Express Advice: Give advice using</p> <p><b>e. simple for m                      b. lesson 1-2</b>  <b><u>of modal auxiliaries              Vocab</u></b>  should  could  would  might  will  can</p>
<p>Student A</p> <p>Express Advice: Give advice using</p> <p><b>f. simple for m                      b. lesson 1-2</b>  <b><u>of modal auxiliaries              Vocab</u></b>  should  could  would  might  will  can</p>	<p>Student B</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>My school counselor told me I need to take a language course. But, I already took Spanish at my other school.</p>

<p>Student A</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>I'm allergic to peanuts, do you know if this sandwich has peanuts in it?</p>	<p>Student B</p> <p>Express Advice: Give advice using</p> <p><b>g. simple for m                      b. lesson1- 2</b>  <b><u>of modal auxiliaries</u>              <u>Vocab</u></b>  should  could  would  might  will  can</p>
<p>Student A</p> <p>Express Advice: Give advice using</p> <p><b>h. simple for m                      b. lesson 1-2</b>  <b><u>of modal auxiliaries</u>              <u>Vocab</u></b>  should  could  would  might  will  can</p>	<p>Student B</p> <p>Express need: Explain to your partner the following. Use wh-questions.</p> <p>The textbook for my math class is so expensive! But, good news is if I find a 1<sup>st</sup> edition I could use that instead.</p>

## SPK LESSON 4: Making connections with classes and jobs

### Course description

Previously, students learned how to express advice using simple modal auxiliaries, and express needs using simple wh-questions using vocabulary from lessons 1 and 2

In this lesson, students will talk about their different classes (other content areas; math, science, art, music, health, etc.) and the types of jobs related to those classes. The purpose of this lesson is to discover connections between their classes and jobs through speaking activities.

### Objectives

SWABT:

9. Use simple present wh-question and statements: what classes....? What jobs...? Which classes...? Which jobs...?
10. Identify jobs that relate to their classes (other content areas: math, science, art, etc.)

### Materials

Chalk board/ dry erase board

Chalk / dry erase markers

Eraser

Poster boards

Markers

**Procedures Time: 56 minutes**

Time	Student Activity	Teacher Activity	SLO's	Rationales
1	1. Greet T	1. Greet Ss		
5	<ol style="list-style-type: none"><li>1. Review previous lesson</li><li>2. Participate in class discussion.</li></ol>	<p><b>Review previous lesson</b></p> <ol style="list-style-type: none"><li>1. Casual class discussions, ask Ss:<ul style="list-style-type: none"><li>• What types of games did we play? Which ones were fun? Why?</li><li>• Why do you think it's important to know who works here what they do?<ul style="list-style-type: none"><li>○ For example, how they help us etc.</li><li>○ Encourage class discussion/participation , if Ss don't talk use name box and call on people.</li></ul></li></ul></li></ol>		1,2,5

25	<ol style="list-style-type: none"> <li>1. Take out 2 sheets of paper and a pencil.</li> <li>2. Listen to instructions.</li> <li>3. Participate in group discussion. Share with class how many classes their taking in school.</li> <li>4. Get into pairs</li> <li>5. Read along instructions on board silently.</li> <li>6. Questions if any.</li> <li>7. Ss work in pairs, ask partner questions a and b. list classes..</li> <li>8. Write, Types of classes on paper.</li> <li>9. Share class list of their partner to the class.</li> <li>10. Listen to classmates classes, and write down classes on paper.</li> <li>11. (If any) Share / describe classes they are taking outside of school. Explain how they like it, reasons for taking it, etc.</li> <li>12. Listen to classmates share about their classes taken outside of school.</li> </ol>	<p><b>Speaking Activity 1; Whole class, pairwork</b></p> <ol style="list-style-type: none"> <li>1. Ask Ss to take out 2 sheets of paper and a pencil.</li> <li>2. While Ss are preparing write on board: <ol style="list-style-type: none"> <li>a. What other classes are you taking? (In school and outside of school)</li> <li>b. Create a list of all your partners' classes.</li> </ol> </li> </ol> <p><b><u>Class discussion</u></b></p> <ol style="list-style-type: none"> <li>3. Ask each S how many classes they are taking in school including ESL class. Which class (es) do they like the best/ least.</li> <li>4. Ss get into pairs.</li> <li>5. Read instructions on board; elaborate with examples <ul style="list-style-type: none"> <li>• i.e., classes at school: science class, art class. Classes outside of school: piano, cooking, dance.</li> <li>• Tell Ss, ask your partner question a. and list down their classes.</li> </ul> </li> <li>6. Ask: any questions? Provide feedback if needed.</li> </ol> <p><b><u>Pair work</u></b></p> <ol style="list-style-type: none"> <li>7. Begin class assignment. <ul style="list-style-type: none"> <li>• Wait a few minutes (1-2 min), for Ss to write list of classes.</li> <li>• While Ss are writing; write on</li> </ul> </li> </ol>	1	1,2,3,5
----	---	---	---	---------

		<p>board:</p> <p><u>Types of classes</u></p> <ol style="list-style-type: none"> <li>8. When Ss are done, tell Ss to copy the board: 'Types of classes'</li> <li>9. Ask each Ss to read their list of classes of their partner.</li> <li>10. While Ss are sharing their lists, write down their classes on board under, 'Types of classes.'</li> <li>• Tell Ss to write the list of classes also.</li> <li>• Add numbers next to class (many Ss will have the same classes).</li> <li>11. When complete, review the list as a class. Point to the classes and ask Ss to read out loud.</li> <li>• check for pronunciation, provided feedback if needed.</li> </ol> <p><b><u>Class discussion</u></b></p> <ol style="list-style-type: none"> <li>12. Casual conversation about classes taken outside of school (if any).</li> <li>• Ask Ss to share/ describe the type of class (es) taken outside of school.</li> <li>• If needed, help guide their answers: why are they taking it, is it a hobby, interests, preparing for a job, etc.</li> </ol> <p>*Note: Usual classes in secondary ed. Math; Science; Social studies; History; English; Art, a second language course: Spanish, French, Tagalog, etc.)</p>		
--	--	---	--	--

10	<ol style="list-style-type: none"> <li>1. Get into groups, need 1 sheet of paper per group, and assign a writer for activity.</li> <li>2. Writers copy board.</li> <li>3. Listen to instructions</li> <li>4. Discuss with group about types of jobs, and create a list of jobs.</li> </ol>	<p><b>Speaking Activity 2; Group discussion</b></p> <ol style="list-style-type: none"> <li>1. Place Ss into groups. <ul style="list-style-type: none"> <li>• Explain: Each group will need 1 sheet of paper, and assign a writer for the group (to write list of jobs).</li> </ul> </li> <li>2. While Ss are preparing, <b>write on board:</b> <p style="text-align: center;"><u>Types of jobs</u></p> <ul style="list-style-type: none"> <li>• Ask writers to copy board.</li> </ul> </li> <li>3. Explain instructions: <p style="text-align: center;"><b><u>Group activity</u></b></p> <ul style="list-style-type: none"> <li>• As a group creates a list of jobs, workers, careers (<i>as much as they can</i>).</li> <li>• Writer, list them under, ‘Types of jobs.’</li> <li>• Provide examples, (i.e., cook, police officer, sales clerk, etc.).</li> </ul> </li> <li>4. Begin class assignment.</li> <li>5. Walk around, check groups, provide feedback when needed.</li> <li>6. While Ss are discussing, create a chart for ‘Activity 3; Class discussion’. Based on the list of classes from activity 1, <b>write on board each class as its own column. For example:</b> <p style="text-align: center;"><u>Math</u>   <u>Science</u>   <u>Art</u>   <u>Sewing</u></p> </li> </ol>	1,2	1,2,5,
15		<b>Speaking Activity 3; Class activity/discussion/team work</b>	1,2	1,2,5

	<ol style="list-style-type: none"> <li>1. Groups assign another writer to write answers on the board.</li> <li>2. Listen to instructions.</li> <li>3. Discuss and brainstorm as a group what kind of job(s) relate to the classes we are taking? Which class(es) are needed in order to be successful with the jobs listed?</li> <li>4. Send writer to the board.</li> <li>5. Work as a team. Communicate with group and the writer. Tell the writer which jobs to write under appropriate classes.</li> <li>6. Explain why the classes are needed for that job.</li> <li>7. Share with the class what types of job(s) they're interested in.</li> </ol>	<ol style="list-style-type: none"> <li>1. When groups are done creating lists of jobs, tell groups to assign another writer (to represent group and write on board). <ul style="list-style-type: none"> <li>• Hand each group writer chalk/ dry erase marker/ marker.</li> </ul> </li> <li>2. Explain instructions: <ul style="list-style-type: none"> <li>• As a group think about and brainstorm about the classes you all are taking and your list of jobs.</li> <li>• What kind of job(s) relate to the classes you all are taking? Which class(es) are needed in order to be successful with the jobs you have listed?</li> <li>• Discuss with your group and send your writer to the board to list the jobs under the appropriate classes.</li> <li>• Writers will stay by the board, so you need to communicate loud and clear for your writer to hear.</li> <li>• You need to work as a team.</li> <li>• Explain, no duplicates. Try to find another class that may help/ relate to that job.</li> </ul> </li> <li>3. Begin activity.</li> <li>4. Assist/ support/ guide groups and writers. Provide feedback when needed.</li> <li>5. When lists' are complete, review the chart as a class.</li> <li>6. For each job listed under classes, ask Ss to justify their answers. For example, why do</li> </ol>		
--	--	--	--	--

		<p>you need math to work at a store? Etc.</p> <p>7. Go around and ask each Ss where do they want to work what type of field or job are they interested in, and why?</p>		
	<p>1. Listen to instructions</p> <p>2. Ask questions if needed.</p>	<p><b>Announce Unit 2 assessment</b></p> <p>1. Tell Ss to review all Speaking assignments and handouts.</p> <ul style="list-style-type: none"> <li>• Cannot use during assessment.</li> <li>• Study for assessment.</li> </ul> <p>2. Ask if anyone has questions</p>		
		<p><b>End of lesson.</b></p> <p><b>End of Unit 2.</b></p>		



# Unit 2 Assessment Criteria

## Teacher Copy ONLY

Tasks / Questions	Description	Score
<b>Section A</b>		
1. I would like sit down and read a book. Where should I go and give me reason why you chose that place. (30 sec.)	<p>Described / explained appropriate location. Uses vocabulary and grammar sentence structures from lessons.</p> <p>Speaks fluently with little repetition or self correction.</p> <p>Pronunciation – stress and intonation (naturally)</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
2. The bathrooms inside the cafeteria are closed. Please tell me where I can find another bathroom.	<p>Described / explained appropriate location. Uses vocabulary and grammar sentence structures from lessons.</p> <p>Speaks fluently with little repetition or self correction.</p> <p>Pronunciation – stress and intonation (naturally)</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
3. I was at the gym and found someone's report card on the floor. I don't know who I should give it to. Please tell me who could help me and explain why (45 sec).	<p>Described / explained appropriate location and why I should go there. Uses vocabulary and grammar sentence structures from lessons.</p> <p>Speaks fluently with little repetition or self correction.</p> <p>Pronunciation – stress and intonation (naturally)</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
4. Choose one place on the map where I could take my children. Explain your reasoning (45 sec.).	<p>Described / explained appropriate location and why I should bring children there. Uses vocabulary and grammar sentence structures from lessons.</p> <p>Speaks fluently with little repetition or self correction.</p> <p>Pronunciation – stress and intonation (naturally)</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5

<b>Section B</b>		
1. (Picture of registrar)	<p>Uses a wide range of vocabulary to describe / explain picture (especially vocabulary from Unit 2)</p> <p>Correctly states person, and role (job).</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
2. (Picture of janitor)	<p>Uses a wide range of vocabulary to describe / explain picture (especially vocabulary from Unit 2)</p> <p>Correctly states person, and role (job).</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
3. (Picture of salesman)	<p>Uses a wide range of vocabulary to describe / explain picture (especially vocabulary from Unit 2)</p> <p>Correctly states person, and role (job).</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
4. (Picture of librarian)	<p>Uses a wide range of vocabulary to describe / explain picture (especially vocabulary from Unit 2)</p> <p>Correctly states person, and role (job).</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
5. (Picture of cook)	<p>Uses a wide range of vocabulary to describe / explain picture (especially vocabulary from Unit 2)</p> <p>Correctly states person, and role (job).</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
6. This is Jerrilyn. Where do you think she works? Explain why you think she works there. (Picture of salesperson, at a bookstore)	<p>Correctly chooses Jerrilyn's workplace</p> <p>Explains in detail why she works there.</p> <p>Uses grammar from Unit 2 Uses vocabulary from Unit 2</p>	1 2 3 4 5
		Total:

## Unit 2 Speaking Assessment

### STUDENT COPY

#### Directions

The purpose of this speaking assessment is for you to demonstrate, (1) your proficiency in spoken English and, (2) how well you have met the SLO's in Unit 2.

For the assessment, you will be asked questions based on assessment.

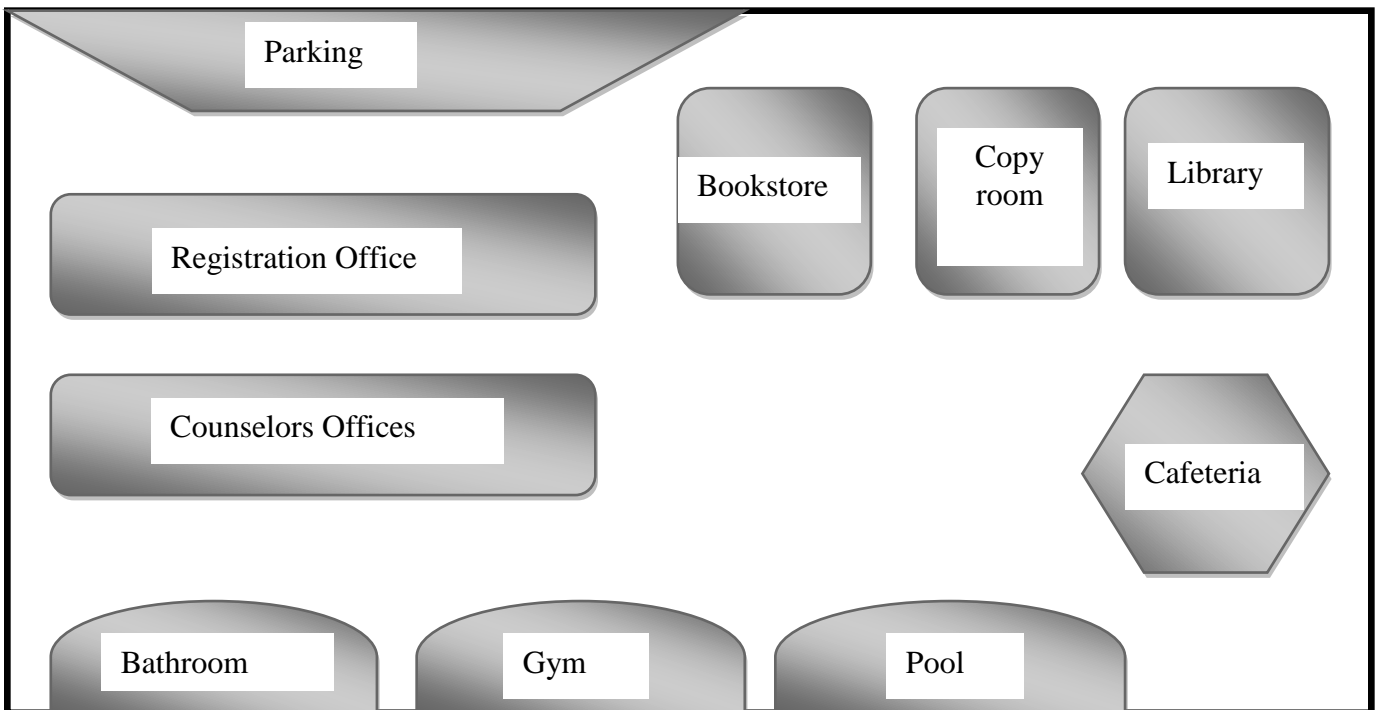
This assessment will last approximately 5 to 7 minutes.

Any questions?

Begin assessment.

---

- A. Imagine this is a map of your school. Study the map for 30 seconds.  
(I will ask you questions about it.)



1. I would like sit down and read a book. Where should I go and give me reason why you chose that place. (30 sec.)
2. The bathrooms inside the cafeteria are closed. Please tell me where I can find another bathroom. (30 sec.)
3. I was at the gym and found someone's report card on the floor. I don't know who I should give it to. Please tell me who could help me and explain why (45 sec).
4. Choose one place on the map where I could take my children. Explain your reasoning (45 sec).

**B.** Look at the pictures below. Tell me as much as you can about each picture.  
(I will read the numbers to you and I will read number 6 to you).

1.



2.



3.



4.





This is Jerrilyn. Where do you think she works?  
Explain why you think she works there. (45 sec.).

## **Rationales**

Unit 2, '*School, it's a cool place!*' consists of 4 active speaking lessons. It was designed to help ESL learners feel more comfortable at school, by becoming more familiar with their campus and helpful faculty members (referred to as school workers in the Unit). Most importantly, I wanted my students to engage in meaningful conversations that they will eventually use outside of class. Therefore, my goal was to build their confidence by providing multiple speaking opportunities in class.

The target students are ESL learners in high school – a secondary classroom filled with adolescents going through critical changes in their lives. The last thing I want is for my students to become discouraged (i.e., low English language proficiency, not keeping up with friends, classmates, or grade level, etc.), bored, and uninterested in school. In addition, my second goal is to help my students discover the connections between education and jobs. I have chosen **Communicative tasks, Task repetition, Closed pair work, Interactivity, and Simulations** to shape my lessons.

For my first rationale, I chose **communicative tasks**. As much as possible I wanted my students to practice communication skills in casual and informal settings. Since students spend majority of their time at school, all speaking contexts were involved in a school setting. In addition, the speaking activities took place in real-time, achieving the outcome requires the participants to interact, such as listen as well as speak (Thornbury, 2005). According to Thornbury, 2005, "Fundamental to the view that speaking is a cognitive skill is that the idea that knowledge becomes increasingly automated through successive practice. The kind of practice that helps automatization is best when the learner's attention is distracted from the temptation to refer to the rules of grammar and to generate every utterance from scratch (Thornbury, 2005 p. 79). Strong examples of communicative tasks are in lesson 3. The types of speaking activities involved in lesson 3 are more of games, for example, charades, guessing games, and simulations. Though, there were some guided words and instructions in the games, however, students

were still forced to use other words and phrases and even actions to get the message across. In my lesson I was not too strict or focused on their correct grammar usage, or accuracy. Instead, I was more concerned on they communicate during classes discussions, pair work, group discussions, and when asked a question. Most importantly, fluency. “Practice makes – not perfect –at least fluent (Thornbury, 2005). “

Secondly, **task repetitions**. With communicative tasks focusing on fluency, task repetitions focus on both accuracy and fluency. For example, “repeating a task shows gains in accuracy (including pronunciation) fluency, and complexity, but these gains don’t necessarily transfer to other similar task (Thornbury, 2005). I learned that speaking tasks, giving learners unlimited time when performing a task increases their accuracy, but at the expense of their fluency. Repeating a task shows the most consistent and wide-ranging gains overall, although the jury is still out as the extent that these short-term gains translate into long-term ones. For example, ‘abnormally fluent’ speakers, such as race-callers and auctioneers, get constant practice at the same kind of ‘task’, suggesting that task familiarity, if not exact repetition, is a factor in the development of fluency (Thornbury, 2005. p. 84). Task repetitions are used in every lesson. Therefore, each lessons builds and expands from the previous, for example the vocabularies, buildkings, school maps, and schol workers. The only lesson that has less repetative tasks in lesson 4. The purpose of lesson 4 was to have students explore their insterests, get ideas of possible careers or jobs in the future, and focus primarily on themselves and their education.

The third rationale, **closed pair work**. Different from open pairwork (i.e., perform dialogue while the rest of the class observes). Closed paiowrk is when adjacent students perform the dialogue, all pairs working at the same time (Thornbury, 2005. p. 73). In my lesson I had a mixture group, class, and closed pairwork. I decided to use more closed pair work because I wanted the students to become more comfortable speaking with a partner first, then gradually to groups, then class, and then eventually in the

preceeding Units, open pairwork. According to Thornbury, “The closed pair stage can be followed by a performance stage, when selected pairs perform the dialogue they have been practicing in front of the class. Knowing that will happen helps ‘concentrate their minds’ during the closed practice stage and is an incentive to rehearse or even memorize the dialouge (Thornbury, 2005. p. 73). I also used the, ‘name box’ strategy (i.e., placing all students name in a box) when choosing (or calling on people to speak /give an answer) partners. In lesson 3, students had different partners for each activity. During closed pairwork activities, I am also assisting, guiding, and providing feedback to students when needed. In each lesson, during pairwork, group work, and individual work I would make myself available to students while walking around and checking students’ progress. The teacher’s role at this stage is to move around the class, checking to see that students are ‘on task’, and offering any guidance or correction, as appropriate. When pairs finish their dialogue, they can be asked to switch roles and do it again [...] (Thornbury, 2005. p. 73).

**Simulations** were used primarily in lesson 1 and 3. This approach is a fun, imaginative and very interactive way for students to explore the roles of some school workers. The purpose of these speaking activities is to also recognize how they can help them at school. Besides teachers and school counselors, students are now aware about others they can go to for helpfor specific purposes, because they now know their responsibilities. Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk. Students ‘play’ as themselves in a simulation situation. What follows is a selection of drama activity types, chosen because they are potentially highly language productive, can be adapted to different levels of proficiency and for different topics, and because they allow learners to experience autonomy in the speaking skill (Thornbury, 2005. p. 98).



Lastly, the **grammar** approach is found in all lessons. Grammar knowledge for speaking purposes consists largely of those grammar systems that favor rapid, real-time speech production. It is sentence grammar that has always been the main focus of language teaching. Learners are taught grammar items without a clear distinction being made between spoken and written grammar (Thornbury, 2005. p. 33). The grammar rules were not emphasized in the lessons, because it is a speaking activity. Also, it was simple grammar forms used to help students produce sentences, and get meaning across.

## **Reflection**

I made a few adjustments on my speaking mini lesson (lesson 1: Asking / giving direction). For the introduction, I added specifications and more detailed information by bolding words, reworded, and added another preposition, 'in between.' After the revisions, I realized that for my presentation with Judith, I may have over structured and confused the class with the grammar sections – speaking activities could have been longer. I also made changes to the objectives. Before the revisions, it seemed too “wordy,” and confusing. I simplified the SLO’s by restructuring the statements (breaking sentences a part from one to two). Now, the SLO’s seem a lot more measurable. Since I added another preposition of place for the grammar section, I had to include it in the Power point. I also, revised the school maps. Before the revisions, the school maps (speaking activities) seemed confusing and messy. I created completely different maps. It now looks easier to follow. Based on my classmate’s comments, the activities with the maps were also confusing (confusing with maps and simulations because there were 2 different maps, placed in wrong order), so I included more instruction and made sure to specify which map belong to which activity. For my presentation with Judith, she was a great partner to work with. However, I may have taken control during the lesson planning and demonstration in class. On our feedback, 2 people had mentioned that it seemed like Judith was my assistant. Prior to our presentation we divided the parts evenly (assigned who was going to present what), but during or presentation Judith skipped a lot of her parts or shortened it too much (which is okay, I understand was probably nervous). That is the reason why I had to fill in and take over a little in order to make sense of what I was assigned to say/do.

Though these assignments were a little stressful, it was great practice. It was through these activities that gave me a taste of what I would be doing in the future, I learned how demanding it could be as a teacher, and what it takes to be an effective teacher. As frustrating lesson planning could be I

know I will only get better, with time, practice, and a lot of trials and errors. As I created my other 3 lesson plans, I was able to recognize how I structure my lesson plans, teach, how I like to simplify things, and conduct activities. During my last lesson planning, I was able to recognize which rationales I could use to justify my lessons because we have been working so closely with that on our text book analysis assignment.

Lastly, as I was creating my portfolio, I learned that *simplicity* is my best friend. Meaning, less instructions the better, focus on the outcomes and SLO's instead of little details that no one will notice (often times I would get distracted and focus more on being picky with pictures, fonts, colors, etc.). Also, be simple with my handouts, and how I word things. The handouts and Power points should be as simple as possible, what matters is how I explain it and present on it aloud. Overall, this was great practice for me, if I had more time I know I could have done better.

## **References**

Thornbury, S. (2005). *How to teach speaking*. England: Pearson Education Limited.