

## Lesson Plan for a Speaking Class

Student Learning Outcomes: SLO's= At the end of the lesson, SWAT demonstrate their hot spot to your classmate by speaking about the place name, location and reasons using “ \_\_\_\_\_ is my hot spot because they have \_\_\_\_\_”

Number of students: 16

Age/ Level of students: high school ESL students in Hawaii/ intermediate

Time: 50 minutes

Target language: Positive adjective words and target phrase related to Hot Spot

Context: To describe their favorite place using positive adjectives

To be familiar with the target phrase ( \_\_\_\_\_ is a hotspot for me because \_\_\_\_)

Materials: worksheets (fill in the blank, a template, etc.) , PowerPoint, color markers, pencils

Stage	Time	Procedures	Interactions	Purposes/ Rationales
PRE 1	5 min	T will provide pictures such as eating food, shopping for cloths, watching movies. (PPT) In group, Ss will list of adjectives about pictures. Ss will share ideas with classmates.	T-Ss Ss-Ss	Reviewing/ Extralinguistic knowledge
PRE 2	5 min  3 min	In groups of three, Ss will discuss the following questions: - What makes a place a favorite/ preferred ex: cheap food, fun atmosphere, enjoyable activities  (PPT) T will introduce what is hotspot means by using Power Point. (include pictures support)	Ss-Ss  T-Ss	Awareness-raising  Awareness-raising
DUR 1	5 min  8 min	Repeating (PPT)  1. T will show target phrase on ppt with example hotspots and reasons 2. T will say the sentences. 3. Ss will repeat the sentences.  Drilling (PPT)  1. T will provide a set of cards. 2. Ss will put number (1-3) next to sentence pieces to form correct order of phrase. 3. T will ask groups to read aloud answers to given questions.	T-Ss  Ss-Ss  T-Ss	Appropriation activity: reading aloud  Appropriation activity: drilling

DUR 2	10 min	<p>Give a template which include place name, location, and reasons. (worksheet)</p> <p>Ss will fill in the information. Ss need to write (2-3 reasons "WITH" adjectives ) to describe why it is a hotspot to them.</p> <p>Ss will share their hotspots with other Ss</p> <p>Example:  Name: 678 Restaurant  Location: Near ala moana  Reason: Delicious food</p>	<p>Ss-Ss</p> <p>Ss-Ss</p>	<p>Appropriation activity:  withdrawing teacher support</p>
DUR 3	10 min	<p>Doughnut game  (SsA: inner circle, SsB: outer circle)</p> <ol style="list-style-type: none"> <li>1. Ss will make two circles. (An inner circle and an outer circle)</li> <li>2. SsA will ask "What is your hotspot?", and "Why is it a hotspot for you?"</li> <li>3. SsB will exchange their hot spot by using " _____ is my hot spot because they have _____"</li> <li>4. Change the role and repeat. (only in the inside circle move to their right.)</li> </ol>	<p>Ss-Ss</p> <p>Ss-Ss</p>	<p>Autonomy activity:  challenge, safety, authenticity</p>

POST	20 min	<p>Ss will make a simple flyer of their hot spot.  Ss will include three major points: place name, address, and three reasons.  Ss will draw a map to explain the location.  Mini presentation</p> <ol style="list-style-type: none"> <li>1. Half students post flyers on the wall, same students will stand by their flyer while the other half of the students go up and are presented with the presenters hotspot.</li> <li>2. Presenters will use phrase “ _____ is a hot a hotspot for me because_____”.</li> <li>3. Presenters and listeners will switch roles</li> </ol>		Autonomy activity: presentations and talks
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