By Monique Nicastro

Sangin High School

Daegu, South Korea

**Referenced Materials1, 2, 3:**

*The attached lesson plans are examples of ways in which Guest English Teachers can apply the concepts mentioned to focus on speaking, listening, and implicit grammar while creating extremely motivating environments inside and outside of the classroom.*

**Addendum 1: Speaking and Listening**

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| **Course / Level** | General English - Intermediate |
| **Aim** | Students will practice modals of polite request and food vocabulary in the context of ordering food in a restaurant. |
| **Personal Aims** | * Use more elicitation, especially in the presentation stage.
* Manage time more effectively.
* Be sure to concept check prior to production stage.
* Do not correct students during the communicative speaking activity.
 |
| **Skills Emphasized** | Speaking and Listening |
| **Assumptions / Potential Issues** | Students may be confused by the different verb uses in the modals of polite request. |
| **Previous Lesson** | Used the simple past tense to critique and describe food that they tried. |

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| **Time** | **Stage** | **Procedures** | **Interaction** | **Aids / Materials** |
| 5 min. | Warm-up | Ask students to watch the video and write down how the waitress offers the food and how the man orders the food. They should listen carefully.* What expressions do they use?
* What beverage, appetizer, and main course did the man order?

Jerry Lewis in *Smorgasbord*: <http://www.youtube.com/watch?v=J5MpO9grPpk>Notes: May need to play the video twice to get the appropriate expressions from the students.  | T -> S | Video, computer, TV |
| 10 min. | Presentation | * 1. Elicit the expressions from the students. Write the ideas that express modals of polite request as the students come up with them.

Waitress:* “Would you like…?”

Customer:* “I would like…please.”
* “May I please have…?”
* “I will have…please.”
* “I will try…please.”

Notes: May need to ask students questions like: “What will you have?”, ect., to elicit the appropriate modal.* 1. Elicit the target vocabulary by asking “What beverage, appetizer, and main course did the man order?”
	2. Then concept check by picking individual students and asking “What appetizer (ect.) would you like? We have…”. Students should use one of the forms presented to order.
 | S <-> T | White board, markers |
| 20 min. | Practice | 1. Students will complete an unfinished menu by adding (2) appetizers, (4) main courses, (2) desserts, and (1) beverage. They should also give descriptions for each item they add to the menu.
2. Students should write (7) sample sentences using the modals presented and an item of food that they added to their menu.
3. Students will then discuss and compare their items with a partner.
4. Each student will present (1) item from their menu, including the description, and a corresponding sentence.
 | SS <-> SS -> T | Menu worksheet |
| 15 min. | Production | 1. The Restaurant Game.
2. Divide the class in half.
3. In group A, individual students will race to write down (5) different orders from (5) different people in Group B using the menus they created in class. Both groups should use the forms learned. Group A should listen and write as students from Group B dictate their orders. The first student from Group A to get all (5) orders is the winner. The winner will read the orders they took to the rest of the class. Then the two groups should switch roles and Group B will take orders.

Notes: The game can continue if there is extra time. Challenge students to take 10 orders! | S <-> SS -> S | Menu worksheet (order form) |

**Addendum 2: Motivation**

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| **Course / Level** | General English - Intermediate |
| **Aim** | Students will practice modals of suggestion in the context of travel. Students will use the advice of their classmates to plan a trip. |
| **Personal Aim** | * Manage time more effectively.
* Elicit a greater variety of responses.
* Be sure to check students’ writing during the practice stage.
 |
| **Skills Emphasized** | Speaking and Listening |
| **Assumptions / Potential Issues** | Students may feel uncomfortable giving advice and may be confused initially when learning when to use could, may, should, or must. |
| **Previous Lesson** | Students learned about world geography and tourist information for a variety of countries. |

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| **Time** | **Stage** | **Procedures** | **Interaction** | **Aids / Materials** |
| 7 min. | Warm-up | Show about 5 minutes of the video “Mr. Bean Rides Again”. Ask students questions about what Mr. Bean could, may, should, or must do? Elicit the modals that will be used in the lesson.* What must the weather be like where Mr. Bean is going? What activity must he have planned since he packed a bathing suit?
* What should Mr. Bean have done to pack better? What shirt should he have chosen?
* Where may Mr. Bean be going?
* How long could Mr. Bean be gone? List some activities the he could do on his trip.
 | T <-> S | Video, computer, TV |
| 8 min. | Presentation | 1. Review travel vocabulary.
* Take a trip, travel, suitcase, pack, tour, and activity.
1. Present modals of suggestion.
* Use a graph to plot the urgency of each modal.
* Elicit examples of each modal.
	1. What is something that you MUST do every day?
	2. What should you do when you wake up and before you go to bed?
	3. What may happen when it is cloudy?
	4. What could you put on a pizza?
 | T -> SS <-> T | Whiteboard, markers |
| 20 min. | Practice | 1. Students will be given a worksheet to practice the modals and vocabulary they just used. They will be given a description of a person with 2 vocabulary words and 2 modals. They must make 2 different suggestions for the person using the words provided.
* (Example) Gary is 32. He likes museums. He doesn’t like hot weather. (take a trip, tour, could, should)
1. Gary could take a trip to Paris.
2. Gary should tour the Louvre.
* (Example) Cindy is 24. She wants to learn to SCUBA dive, but doesn’t want to spend a lot of money. (pack, travel, may, must)
1. Cindy may travel by train to Busan.
2. Cindy must pack a bathing suit.
* Each student will present one sentence.
1. Show students 5 different pictures from my travels. Students can call out their ideas by raising their hands.
* Where may I have gone?
* What should I have packed?
* What activity could / must (depending on how obvious the picture is) I have done?

Note: You may need to choose several students to present their answers instead of the entire class if time becomes a problem. | SS-> T | Worksheet, TV, computer, pictures |
| 15 min. | Production | “If you could take a trip anywhere in the world, where would you go?” Students will work in pairs to make travel recommendations and plan a trip. They will take turns giving advice based on their partner’s preferences.* Each student will specify 3 travel preferences.
* Their partner must make one recommendation using each vocabulary word (6).
* After each student has given their recommendations, they will consider their partner’s advice and tell their partner 6 sentences about what they would actually do.

Note: Be sure to monitor student discussions. | S <-> S | Worksheet |

**Addendum 3: After School Situational Cooking Class**

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| **Course / Level** | Situational English – High Intermediate  |
| **Aim** | Students will discuss food and food preparation using cooking vocabulary. Students will use this information to cook chocolate pudding. |
| **Personal Aims** | * Encourage students to speak English only.
* Oversee group work without influencing the group dynamic.
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| **Skills Emphasized** | Speaking, Reading, and Listening |
| **Assumptions / Potential Issues** | Students may have difficulty limiting conversation to English while they are cooking. |
| **Previous Lesson** | Students participated in an all-English shopping activity. Ingredients for the following lesson were purchased. |

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| **Time** | **Stage** | **Procedures** | **Interaction** | **Aids / Materials** |
| 5 min. | Warm-up | Class will discuss food and cooking. Elicit answers from students regarding their likes, dislikes, and experiences.* What is your favorite food / dessert?
* Do you know how to cook it?
* What is your favorite thing to cook?
* What ingredients are in your favorite food?
* If you could learn to cook anything, what would it be?
 | T <-> S |  |
| 10 min. | Presentation | 1. The class will read the recipe using “popcorn reading”. (One student reads a sentence and then calls on another student to read next, and so on. In this way students cannot predict what section they will be reading.)
2. Students should underline words and terms that they unfamiliar with while reading.
3. Teacher will elicit definitions of underlined words, ingredients, and cooking terms.
4. Teacher will elicit and concept the actual cooking steps.
 | S -> ST <-> S | Recipe worksheet |
| 10 min. | Practice | 1. Students will work alone to complete cloze (fill-in-the-blanks) and sequencing (putting the steps of the recipe in the correct order) exercises on the worksheet using the recipe.
2. Students will form groups of five and compare answers. They should discuss and debate the correct answers.

Notes: If a group’s answers are not correct in this stage, their recipe will not be made correctly. | SS <-> S | Recipe worksheet |
| 15 min. | Production | 1. In the same groups, students should make the pudding using their final answers from the cloze / sequencing exercise.
2. Students should help and instruct each other in ENGLISH ONLY using the vocabulary and terminology reviewed in the lesson.
3. After completing the recipe and cleaning, students can eat their pudding. While eating they should evaluate their success using the questionnaire provided on the worksheet.
* Does your pudding taste good? Why or why not?
* Would you prepare it again? If so, what would you do differently or change?
* Rate your pudding (1 – 5). Why does it deserve that score?
* Rate your teamwork (1 – 5). Did one person do most of the work? If you could have changed something about your teamwork, what would you have done differently?
* If you could do this activity again, what food would you want to make?
 | S <-> S | Recipe worksheet, pudding ingredients, and cooking utensils |