Listening & Speaking Lesson Plan (60 minutes)

Lesson Topic: Food / The prepositions of place

Brief description of classroom setting:
- In the class, there are around nine low-intermediate three Vietnamese speakers and six mandarin Chinese speakers. The majority of students are low-intermediate.
- The listening/speaking lessons are about vocabulary of food and preposition of place.
- The lesson will include individual work, team work, and whole class work.

Pre-lesson inventory
- Lesson objectives:
  Students will use this structure productively and use the prepositions of place with the food vocabulary in the daily conversation. In addition, they can learn the sentence patterns of prepositional phrases by the activities and practices.
- Materials to take to class:
  - 11 copies of lesson plan
  - 20 copies of handout and worksheet
  - Teaching aids: a poster with preposition of place, flashcards
  - Activity aids: sticky ball, crowns, golden medals, the pictures of fridges

Equipment needed for class: white board, markers
Assignments to collect from students: None
Special room arrangement: None

Warm-Up: What food do you like? (5 minutes)
Purpose:
By the warm-up, I can know what previous knowledge and experience they have when I ask the students questions. What kind of food do you like? Why do you like it?

Procedures:
By asking students these questions, they will answer me by their previous knowledge.

Transition:
After asking the questions, I will introduce the topic I am going to teach. I will stick the flashcards and the poster of the prepositions on the board, and start to teach the vocabulary and the prepositions of place.
Introduction: (20 minutes)
First, I will teach food vocabulary words like cucumber, pumpkin, cherry, and I will focus on the students’ pronunciation. After ensuring every student can pronounce them correctly, I will teach the nine prepositions of place from the poster. I will demonstrate the action of the nine prepositions of place for the students, for example I will use my right hand as an object, and use my left hand as the place like the sentence ‘the apple is above the box.’ The apple is my right hand, and the box is my left hand. The students will have to follow my postures and say the words they are going to learn. The students’ understanding of the target language will be developed before using it. After they get familiar with the words, I will give them the commands quickly in order to let them learn the words rapidly by performing the actions.

Transition:
After reviewing the vocabulary and the prepositions of place, I will ask the students to see the flash cards on the board in order to help them do the next activity. That is, the listening part will include the vocabulary I have already taught, and they have to draw the food in the correct position that I say.

Listening Activity: Draw what you hear (10 minutes)
Purpose:
This activity would develop students’ listening comprehension ability. It is kind of basic listening training. The students do not have to spell the word correctly, and they just draw what they hear. For instance, if I say ‘The apple is in the box’, the students have to draw an apple in the box.

Procedures:
First, I will give each student a worksheet, and ask them to draw the food in the correct position. After doing the activity, I will ask students to exchange their worksheets. They have to see the picture from each other, and answer my questions. At the same time, they can check their answer is correct or not. In order to ensure everyone’s worksheet is corrected appropriately, I will ask them to turn in the worksheet and check them after class.

Transition:
I will ask them the questions from the picture, and the students have to use the prepositions of place in their sentence to answer my questions.
At the same time, I will review the questions, and ask them if their answer is correct or not. After the Q&A, all of the students have to repeat the ten sentences after the instructor to get more familiar with the sentence pattern.

**Speaking Activity:** See and speak (20 minutes)

**Purpose:**
This activity develops the students’ ability to integrate the sentence. First, the students have to see the instructor’s action, and say the whole sentence. The instructor does not say anything, and he just does the action. It is kind of silent way. In addition, there is the other activity for the students using their brain to memorize the position of all food in the fridge.

**Procedure**
First, I will write down the sentence pattern like ‘The __1___ is __2___ the box(es)’ on the board, and ask the students come to the front of the room to do the action for __2___. I will also keep changing the flashcard from __1___. All of the students have to say the sentence that is shown on the board. I will also prepare two boxes for the student who has to show the position after doing the action.

Second, I will pass out the flashcards to each student. Each student has one or two flashcards, and I will draw a big fridge on the whiteboard. Then I will say a dialogue like ‘Where is the strawberry?’ (all students have to repeat after me) The student who has strawberry flashcard, and he/she has to come to front of the room and stick it on the correct position by listening to the answer like ‘the strawberry is above the pineapple.’ All students have to repeat it as well.

Third, I will show students the pictures of fridge, and give them couple minutes to memorize the picture. Next, I will randomly choose students and asked them questions. (Where are the bananas? The bananas are next to the cheese.) After doing this part, I will divide students into four groups. I will distribute pictures of a fridge, and each group has to say at least six sentences by using the prepositions of place I teach. Then, each group has to choose two persons to describe where the food is. One asks the question, and the other one answers the question. All students have to see the picture and repeat after them.
Listening and Speaking Post-Teaching Reflection

In this lesson, I worked with Angela, so our lessons should have been connected and logical. Learning prepositions of place is boring, so I tried to make my lesson more interesting and communicative. Before doing my lesson plan, I really did not have any ideas how I could connect prepositions of place to our mutual topic food. In this struggle, I realized that teaching English is not an easy task especially for a teacher who has to make everything logical and easily understood.

In Taiwan, many teachers at school use the grammar translation method to teach students English no matter if it is an L&S lesson or a R&W lesson. Therefore, teaching an L&S lesson to the international scholars was kind of challenging for me since I could not use my native language to support my explanation for the lesson. In order to prevent any embarrassment from happening in class, I had rehearsed the lesson many times. In front of these visiting scholars, I really wanted to be professional. However, I did not do very well because I was too nervous. I did not realize my mistakes until I eventually heard the comments by my evaluators. Afterwards, I found that the main reason for my struggle was that I focused on myself too much. Due to the educational culture in my country, I unconsciously regarded the students as people who had to follow every instruction from the teacher. In fact, I think it is a serious problem in our educational culture. Thus, I decided to change my teaching style and develop an appropriate pedagogical approach for my next R&W lesson.