

English Speaking

Shenongjia

Julia Kasper, Matthew Jiang, Andrew Zhen

Day 1

Greetings (10 minutes)

- Introduce ourselves
 - Tell the students our name and favorite food
- Introduce themselves
 - Ask for each their names, favorite food, and an interesting fact
- Explanation on why we are here and what they are going to learn
 - They are going to learn how to apply their english speaking skills to everyday activities and communications with others
 - They will also learn to properly pronounce difficult english words and to properly construct sentences

Pronunciation Games

- Listening to english songs (10-15 minutes)
 - combination of the 3 or 4 most popular songs currently
 - We will give them paper with the lyrics on it or have the lyrics on the board so that they can follow along
 - This will teach them pronunciation in a fun way, as well as learning a little bit about the pop culture in America
- Tongue Twisters (10-15 minutes)
 - Who can say it the fastest, correctly?
 - We will go around the classroom so that every student is able to try the tongue twisters
 - Tongue Twisters will allow them to listen to and attempt to recreate the difficult speaking prompts

Conclusion

- Ask if they have any questions or if there's anything they want to specifically learn about next class
 - If they have anything specific, we can integrate it into our next class' teaching plan.

Day 2

Greetings (10 minutes)

- Re-introduce themselves and ourselves
 - Have the students tell us their names, hobbies, and favorite color
 - We also answer the same questions

Pronunciation Games (10-15 minutes)

- “Odd one out”
 - Prepare a list with sets of three to four words that have the same vowel sound, plus one somewhere in the middle that is different. For example, cut, but, nut and put.
 - Divide the class into two teams and have them form two lines in front of the board. Write the first set of four words on the board. The students at the front of the line must read the set of words, race to the board once they have identified the word that sounds different and circle it. The first student to circle the odd word scores a point for the team.

Speaking using Minimal Pairs (5-10 minutes)

- Examine words in English that are hard to pronounce or have unexpected pronunciations
- Introduce “minimal pairs”
 - words that are exactly the same except for one different sound. These can help you target the sounds that your students need to focus on. A simple example would be: “ship” and “sheep”
- Practice with common minimal pairs

Conclusion (10-15 minutes)

- “Run and Grab”
 - Write minimal pairs on board and split class into two teams. One from each team goes up and circles the correct word, which is called out.

Day 3

Greetings (10 minutes)

- Fun questions to get to know one another
 - Books or Television? Favorite Day of the Week? How Much Sleep do you get on Average?
- Go over last class’ concepts

- Ask students to give an example of a minimal pair that they learned

Listening Activities (5 minutes)

- Watch videos on what English sounds like to non-English speakers:
 - https://www.youtube.com/watch?time_continue=137&v=-VsmF9m_Nt8
 - <https://www.youtube.com/watch?v=yU2wkD-gbzI>

Show that while real English isn't being spoken, it still sounds like English because of the "melodic pattern" of the language ie. the subtle emphasis placed on certain words and sounds

Speaking (5-10 minutes)

- Overview on Sentence Stresses
 - Further examine the subtle stresses on words in a sentence, this is just supposed to make them more aware of this in the future, it takes time to learn.
 - Have students try to imitate a few examples of the "melodic pattern" of sentences. Let them try at first, then correcting them if wrong.

Conclusion (10 minutes)

- Minimal Pairs Activity
 - Choose two students at a time, given them a sentence containing a number of minimal pairs and have one of them read it out to the other one to write.
 - Break the class into two teams, one person from each team goes up at a time and writes a word, then has to pronounce it right to get points. The next person has to write a word that starts with the last letter of the previous word.

Day 4

Greetings (10 minutes)

- Storytime
 - Each student will say one word, going around the classroom, and this will create a story as we write it out on the board.
 - For example: "The"- "Dog"- "Ran"- "Around"- "The"- "Tree".
 - This will teach them proper grammar through sentence structure and we can correct them as applicable.

Pronunciation Activity (10 minutes)

- Talk to Siri

- Given a few sentences, each student will say one into the phone and we will be able to see if Siri picks up the correct sentence.
- If Siri does not hear the sentence given, we will explain how to properly pronounce select words that could be difficult to understand.
- Interpretation Game (10 minutes)
- Simon says
 - First round: We will be Simon
 - Next few rounds: Student volunteers will be Simon
 - This will be an example of how to apply the english speaking grammar and pronunciation, and will give them a chance to use their knowledge in a game

Conclusion (10 minutes)

- Charades
- This will use some of the minimal pairs previously learned
- Further, this allows the students to develop an understanding of key words and concepts learned in the previous days

Day 5

Greetings (5 minutes)

- Telephone
 - A sentence or a phrase will be spoken into one student's ear and passed along throughout the classroom
 - The last student to hear the phrase says it out loud, and we see how similar the phrase or sentence was

Speaking (5 minutes)

- Tongue Twisters
 - This will be to loosen up the students and allow them to get into the English mindset.
 - Additionally, this will help them to prepare their English skills and pronunciation for the next activity.

Application of All Concepts (20-25 minutes)

- a debate about controversial topics such as...
 - Dogs vs. Cats, Should Schools Require Uniforms, Does Technology Allow For More Social Interactions Or Less, etc.
 - The class will split into two sides: For and Against the resolution

- Each side will then collaboratively write a 1 to 2 minute speech on why their side should win
- One person from each side will deliver their speeches
 - Following this, we will go over the written assignment and correct the grammar and if needed, spelling as well.
- Then, there will be a discussion including the whole class on each side's arguments and standpoints.
- Finally, we will have a majority-winning vote on which side has won the debate.
- This debate allows for the usage of all previous concepts: grammar, pronunciation, correct vowel pronunciation, sentence and word stressors, correct use of minimal pairs, such as from the tongue twisters, and to show the obtained depth of understanding.