

# 10 Full Speaking Lessons

## I. LOGIC SPEAKING LESSON – DOWNING STREET

### Preparation needed.

- Slips of paper/ card with clues, cut up individually.
- projector to display the idea and theme of the game

### How to Play

Draw or Display the following diagram on the board/whiteboard/wallpaper:

### Outline the situation for your students:

“These are five houses on Downing Street. One person lives in each house. The game is to find out each person’s name, whether they’re married, what pet they own, which books they like to read, and what they like to drink.”

Each student is given a table to fill in to each Student. If you have fewer than 20 participants, give each student one clue until you run out. If you have more than 20 students, cut up more clues and pass out duplicates to the group. They must speak and listen to identify, as a group. The teacher’s role is to make sure they are speaking English and to make the clues a little confusing.



Mr. Charles	Mrs. Birt	Mr. Abraham
Single	Divorced	Widower
Binary	None	Cat
Historical	Comics	Cartoon/TV
	Coffee	coke

18		20	
			Mr Abraham



## 1.30 Second Speaking.

This lesson is both fun and useful. The aim is to get them to speak for 30 seconds about topics that may be out of their comfort zone. They play in groups or as two or three teams in the class. If the Classroom Management is good you can have smaller groups

Introduce the idea to the group and say that we will be focusing more and more on their speaking and presenting skills and that this lesson will be a bit of fun and good practice.

Ask how long 30 seconds is.... Is it a long time? (Relative of course!)

Say that they are going to be talking for 30 seconds about something they know about and that they have only 1 minute to prepare.  
(Use clock to count them down!)

Work your way round the class giving people a go at trying to speak for 30 seconds.

After they have had a go, say that hopefully they found this easy or not too difficult and that now we are moving on to something more difficult but it is a game.

As they practice write the rules on the board.

- 1) Pick a subject
- 2) Talk for 30 seconds
- 3) If you can't talk for 30 seconds the other team will get a chance to finish your time.
- 4) If they can finish the time they will get the points instead.

Congratulate them for their effort and pick students who did exceptionally well for praise!

To do this with varying abilities it is possible to change all aspects. From length of time speaking to the topics chosen.

Subjects can include anything. I have made a few cards below if you need them.

School

Food

Hobbies

movies

Animals

Places

China

Space

# 2.Logic Speaking Lesson – Downing Street

## Preparation needed.

- Slips of paper/ card with clues, cut up individually.
- projector to display the idea and theme of the game

## How to Play

Draw or Display the following diagram on the board/whiteboard/wallpaper:

### Outline the situation for your students:

“These are the five houses on Downing Street. One person lives in each house.






The goal is to find out each person’s name, whether they’re married, what pet they own, which books they like, and what they like to drink.”

Pass out one clue and a table to fill in to each Student. If you have fewer than 20 participants, give each person more than one clue until you run out. If you have more than 20 students, cut up more than one copy of each and pass out duplicates to the group

Do not let participants read each other’s clues. They must speak and listen to identify, as a group, what they learn from each clue. The teachers role is to make sure they are speaking English and to point in the right direction if it gets a little confusing.

### Solution (for your convenience)

<b>Name</b>	Mrs. Evans	Miss Dudd	Mr. Charles	Mrs. Birt	Mr. Abraham
<b>Relationship:</b>	Married	Spinster	Single	Divorced	Widower
<b>Pet</b>	Tortoise/Rabbit	Dog	Canary	None	Cat
<b>Book</b>	Thrillers	Love	Historical	Comics	Cant Read/TV
<b>Drink</b>	Wine	coke	tea	Coffee	coke

House number	12 	14 	16 	18 	20 
<b>Name</b>		Mrs Dudd	Mr Charles		Mr Abraham
<b>Pet</b>					
<b>Book</b>	Thrillers			comics	
<b>Drink</b>			tea		coke
<b>Relation ship</b>		Spinster		Divorced	

**Clues: (though I have made them as an additional page as well at the end of this as well)**

Miss Dudd owns a dog.

The widower and the spinster like coke.

There are five pets on Downing Street: a cat, a dog, a canary, a rabbit, and tortoise.

The dog owner living next door to the single man is keen on love stories.

The dog owner and cat owner do not live next door to each other.

Number 18 is the only house without a pet.

Mr. Abraham cannot read. He watches TV.

The Single man likes historical novels.

The woman who likes coffee does not own a pet.

The woman at number 12 has two pets: a tortoise and a rabbit.

The tea drinker owns a canary.

Mr. Abraham is a widower. His neighbor is divorced.

The married woman drinks wine.

The dog owner drinks coke.

Mrs. Evans is married.

The married woman reads thrillers.

Mrs. Birt likes to read Comic books

The pet at number 14 is a dog.

Mr. Charles lives between Miss Dudd and Mrs. Birt.

Mr. Abraham lives at number 20.

The person at number 12 is married






The tea drinker is single






The class has to go around and talk to each other and fill in their sheet until all students have found out the information about Downing Street.

Then once completed the teacher can put up the blank table and either get answers from the class or have them come up and fill it in.

If you have few groups a big table could also be prepared for each of them to fill in with a prize for the first!

It is great for students to really get speaking to each other and for a teacher to act as facilitator rather than be stuck at the front of the classroom. It can of course be changed depending on ability!

<b>House number</b>	12 	14 	16 	18 	20 
<b>Name</b>		Mrs Dudd	Mr Charles		Mr Abraham
<b>Pet</b>					
<b>Book</b>				comics	
<b>Drink</b>			tea		coke
<b>Relationship</b>		Spinster		Divorced	

<b>House number</b>	12 	14 	16 	18 	20 
<b>Name</b>		Mrs Dudd	Mr Charles		Mr Abraham
<b>Pet</b>					
<b>Book</b>				comics	
<b>Drink</b>			tea		coke
<b>Relationship</b>		Spinster		Divorced	

## Clues

Miss Dudd has a dog

## Clues

The widower and the spinster like coke

## Clues

There are 5 pets on Downing Street, a cat, dog, canary, rabbit and tortoise

## Clues

The dog owner, living next to the single man likes love stories

## Clues

The dog and cat owner do not live next to each other

## Clues

Number 18 is the only house with no pet.

## Clues

Mr Abraham can't read, he watches TV.

## Clues

The single man likes historical books.

## Clues

The woman who likes coffee does not own a pet

## Clues

The woman at number 12 has a tortoise and a rabbit

## Clues

The tea drinker has a canary.

## Clues

Mr Abraham is a widower, his neighbour is divorced

## Clues

The married woman drinks wine

## Clues

The dog owner drinks coke.

## Clues

Mrs Evans is married.

## Clues

The married woman reads thrillers.

## Clues

Mrs Birt likes to read Comic books.

## Clues

The pet at number 14 is a dog.

## Clues

Mr Charles lives between Miss Dudd and Mrs Birt

## Clues

Mr Abraham lives at number 20.



Clues

The tea drinker is  
single

Clues

The person at number  
12 is married

Clues

Clues

# 3.Directions lesson plan

## Resources

- A copy of the map for groups of students
- A car from them to move
- A list of direction words they can use if they get stuck

Have a copy of the map for each student (not to keep if you can help it.)

Ask for some phrases or words that can describe directions to see what they know already and make sure they actually know what they mean!

Then see if you can guide them around the map a little bit and see if they can tell you where you are going. As they what they see on the left and right etc.

## The activity.

Chose a student from each team ( make three if you can.) who will come to the front and pick a place to start from the bag and then will pick a place to finish.

His/her team has to follow as they describe the directions to go (obviously they cant say the name of the place or the building that they are supposed to go.) If the team has it right they get points. You can do this at the front on the big map on the projector or board ( if they are tall enough!) or on their own maps.

Offer points as you see fit for each team..



← = building entrance

**The Hospital to  
the pool**

**The hotel to  
McDonalds.**

**The Taxi to the  
Supermarket.**

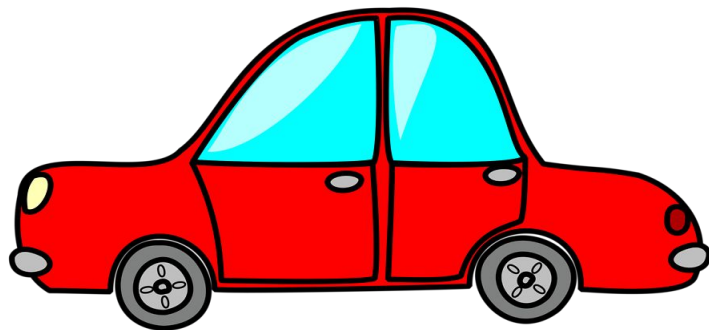
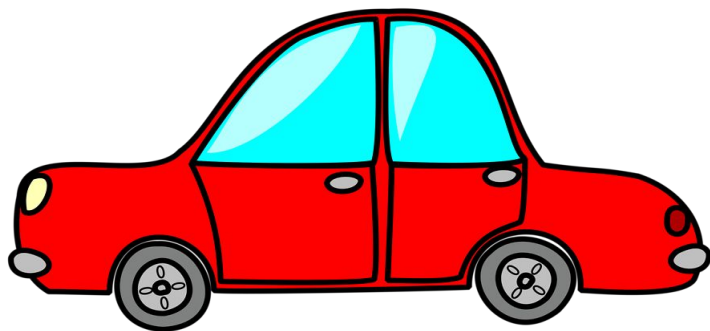
**The clothes  
shop to the  
police station.**

**The airport to  
the post office.**

**The zoo to the  
bank.**

**The school to  
the fire station.**







# 4. Disasters full writing and speaking lesson.

Go through the slides or videos and show the class some examples of disasters, explain what they are and ask how they hear about them.

Ask them what disasters they might face where they live, and say that they are going to write / present a piece of news about a fake (I hope!) disaster that has happened.

They can do this in groups or pairs, and in today's age (YouTube) it is a good idea if they can video their news report after they have written it.

If there are advanced students they can set up roleplays, news studios etc. it will also depend on the teacher's disposal.



# THE DAILY TIMES

www.schoolnews.com

2/12/13

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SV

\$9

\$2.00

## Flood in Hong Kong

Last night, a huge flood happened in Hong Kong!

Many people had to leave their homes as the water is very high. In many places it was like a huge swimming pool.

Rain started at midnight and is still pouring now. Government officials have said to stay home if it is safe, and if not to seek help and special shelters.

Many people are now living in special camps set up in the gym hall at local schools. Students are helping them to feel comfortable.

Did you see anything, if so get in touch with us!





# THE DAILY TIMES

www.schoolnews:

date

\$2.00

headline

when

Where will  
the people  
go?

picture

what

how are  
people?

ad...

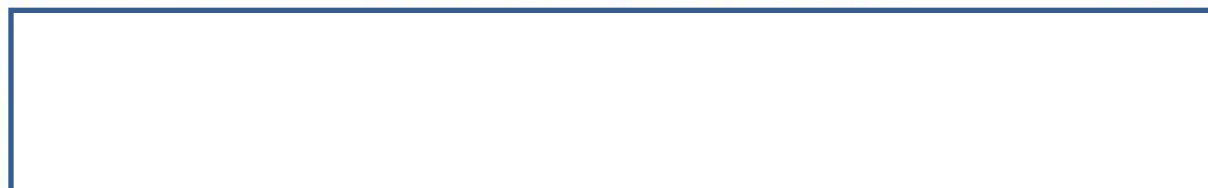
# THE DAILY TIMES

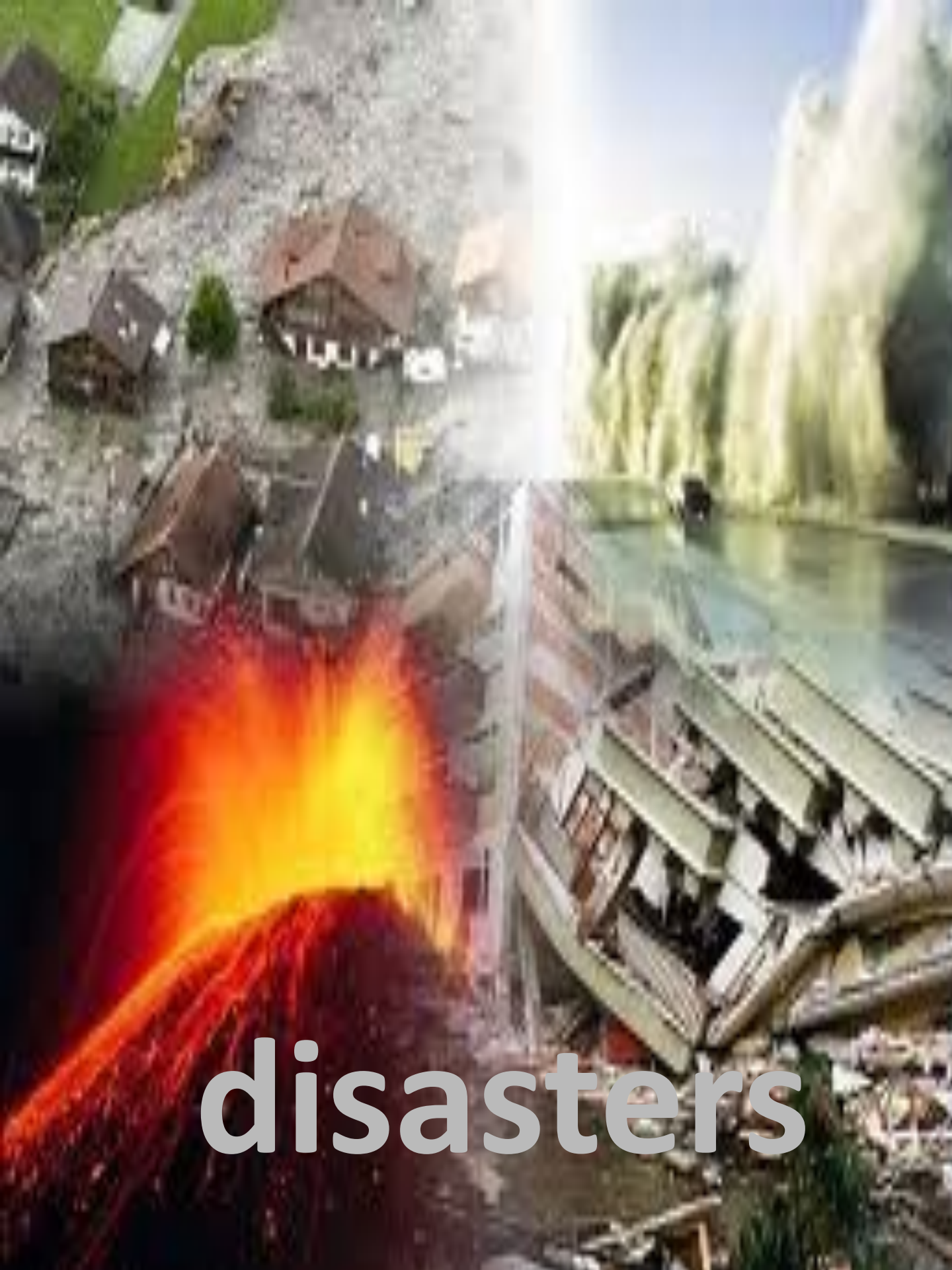
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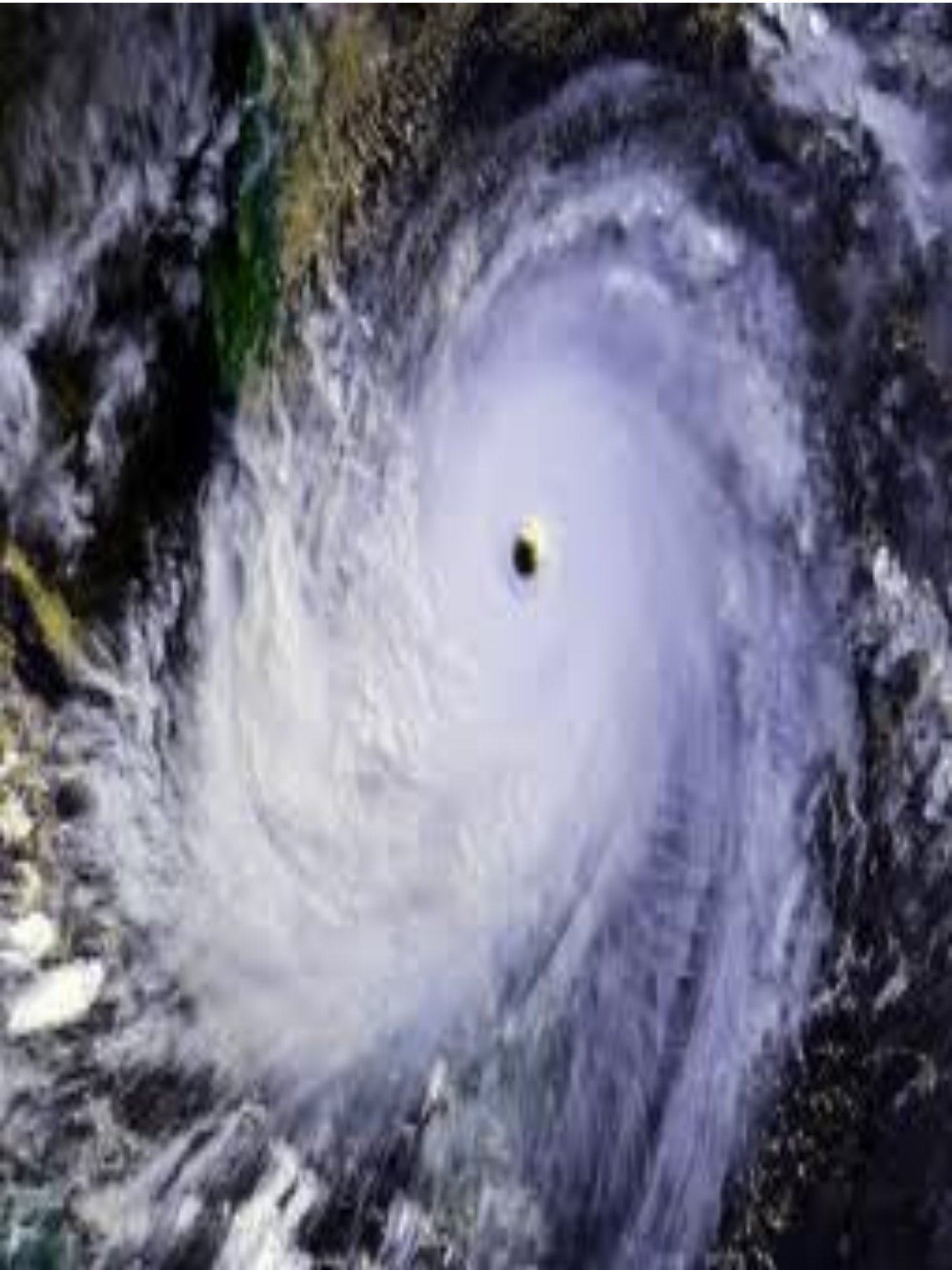
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disasters











SCHOOL





















## 5. Speaking lessons - Expressions

Have a worksheet in groups prepared before hand with some sentences that will require a lot of expression. (See example)

Write the word up and ask what it says (1 point) and what it means 2 points

Explain that although this word can mean making your voice have feeling or emotion, it is also your facial expressions.

Show them what a voice without expression sounds like (you tube most boring voice in the world or something) or demonstrate yourself.. Let them know intonation and expression are SO important in English that they should try to think about them more.

Give out the work sheet with examples of sentences on and see let them work out how they should say each sentence to make it more natural.

<https://www.youtube.com/watch?v=GlyFA5fubcQ> this is a reasonable example of boring and dramatic voice. ( there is a bra in it in the first 5 seconds so set it up first if it is likely to cause problems )

Remind them to try to use not only expression in their voice but in their face as well.

Demonstrate how difficult it is to sound sad when you look happy and that by using face expression it actually makes speaking English easier!

Have the group work through the sayings and ask them to perform them together.

As a fun (if time activity) write something random on the board (I like peas, where is my pen, I have won the lottery) and have emotions and feelings written on the board. Choose a student number and have them say a phrase normally and then point at a different emotion and see if they can say it like that.

E.g.: Sad but won the lottery, happy but lost their pen etc.

Play point game through out the lesson.

### **Expression**

*In your groups look through the following sentences and try to practice them using Expression.*

*If you think it's a sad sentence say it in a sad way.  
Some of them will or can use the same expression*

- 1) My beautiful cat has died
  - 2) I have just won a million dollars
  - 3) Ppppp ppppp the gun down
  - 4) Oh my god! What was that!
  - 5) I have been awake for 30 hours
  - 6) Don't EVER do that again
  - 7) I have just walked to Hong Kong from London
  - 8) I'm going to Disneyland
- I have soooooo much Homework

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  - 7) I have just walked to Hong Kong from London
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## 6. Response lesson

Need: Worksheets

Greet the class and walk around offering compliment to people, you look nice; I like your hair, nice shirt...etc. See what responses you get from this.

Write RESPONSES on the board and see if they have seen the word and if they can tell you what it means. Write up congratulations on the board and ask when they would say this. Elicit ideas from the group.

Repeat but with my cute little rabbit died yesterday and see what they think the correct response should be.

Give out the worksheet and ask them to work in pairs to see if they can write the correct response to the appropriate sentence. Give them a couple of minutes to do this. Longer if needed. Then choose a student to say one and another student / group to try to give the answer. Work through them all.

Give life to the responses and let them know if they say sorry their voice has to mean it otherwise it might sound sarcastic. Same with congratulations etc. So expression is very important in English to make sure the correct meaning is conveyed!

There are two space at the bottom for two sentences for them to write a sentence and a response have their group act it / say it.

I'm getting married!

I passed my English exam!!

I like your shoes

I broke the camera!

Thanks for the help!

# Response

s

I don't like summer holidays

My grandmother died yesterday

Your standing on my toes

**You are Welcome - Oh I'm Sorry - Really?? - Oh dear - well done - Congratulations - Thank you! - I'm sorry to hear that.**

# 7. Word association Speaking Game

A game based on an old TV show called Mallets Mallet.

Two students at a time come to the front and the teacher/helper gives them a word. They have to say a word relate to the previous word in 3 seconds or less. They can not repeat, pause or say something unrelated (YouTube Mallets Mallet.)

If they get it wrong they get a 'bonk' on the head and 3 times and a new pair or student comes up. <https://www.youtube.com/watch?v=EUfv-tAfXn4>

They can play against the teacher as well.

Here are some ideas.

Fruit

Animal

Country

Teacher

School

Hobbies

MacDonald's

Pencil

Then each student has to say a word that is like the word before

**EG**

**Water, drink, tea, coffee, sugar, sweet, sour .....**

If they can't think of a word then they lose that point.

First to 3 points wins!



## 8. Wish Speaking and writing lesson.

Write the word wish up on the board. Ask the class if they know what it is. Ask when they would make a wish and see if they can give you any ideas.

Write them up as they are said.

Try to get more from them, have they wished like this, what do you do at the tai po wishing tree.

Go through some of the pictures and see if they can name what is in them. If you are unsure on the picture google it first!

Tell the class that one of the pictures is the genie and the lamp ( the new Aladdin is out now!) and that you are going to give them three wishes, but one has to be to make the world a better place, one has to be for their family or friends and the last one can be for them. (And it can't be I will have x more wishes)

Give out scrap paper and let them have a few mins to think about it.

Once completed say that we are going to have an activity. The class will have to guess whose wishes are whose.

You will have three people at the front and need to mix up the pieces of paper. One student will read one of the lists of wishes and the rest of the class have to guess who wrote it.

## **Wishes**

**One for the world**

**One for your friends / family**

**One for yourself**

## **Wishes**

**One for the world**

**One for your friends / family**

**One for yourself**

## **Wishes**

**One for the world**

**One for your friends / family**

**One for yourself**

## **Wishes**

**One for the world**

**One for your friends / family**

**One for yourself**

## **Wishes**

**One for the world**

**One for your friends / family**

**One for yourself**















**[ wishes granted ]**







# 9. Speaking Lessons – Yes – No Game

## Yes / no questions

<https://www.youtube.com/watch?v=mMODKB9imE>

Write up questions on the board and say that today we are going to look at questions that are answered with yes/no.

Can they ask me a question that can be answered yes / no? See if group comes up with anything. If they do write some of the good questions on the board. IF not write up are you 10 years old, and is it Hot (or something similar)

Ask what these two sentences start with....( may say verb) it is to be ( infinitive) let them know what this is if time I am, he is, they are, etc and say that lots of Yes no questions start with this.

(up to you if you touch on auxiliary verbs or not maybe at end if time. (will he come, must I go) yes no questions can start with these as well.

Also can start with do/does or did

Give out little worksheets with 5 answers on and ask them to write the question that would have got that answer. For the 6<sup>th</sup> gap they can write their own question.

When completed either go through it as an oral activity or as a game.

If game you can ask how long they have known each other (6years ish) and say they should know each other very well. Then bring one student to the front and say they have to ask another student who does not sit with them one of their questions. If they get a student that says yes they will get a point if they say no then they have to sit down, and other team gets a go.

Otherwise or as well play yes / no game with them till end.

**The yes no game** is from a TV show around the world, people have to come out and answer the questions the teacher (at first) asks. These will nearly all be yes or no questions. The student must not answer with yes or no, or nod their head or shake their head, or say uh huh etc etc.

It sounds easy, but it isn't!

They will get carried away with this so take time to calm them down between students, and it is excellent practice for adding language to answers.

Once they have the hang of it Students can also be brought up to ask the questions. The activity then becomes student led and the teacher can observe and advise.

## 10. Speaking and Writing – Superheros

To allow students to practice retrieving information presented in pictorial format and to present their own self-created ideas in the form of a presentation. Class over two lessons will be able to design and present information about a superhero they have designed themselves.

Objectives: After the lesson, students have

1. an awareness of new vocabulary especially adjectives, practiced planning a presentation.
2. Had an opportunity to practice presenting differing types of information to the group.
3. Worked in groups towards a common aim, and then used this information to complete a solo task.

Experience a wide range of sensorial activities. Including visual, aural and oral. They have also undertaken work in a variety of contexts. teacher and student led, group work and independent work.

### Lesson flow – Lesson 1

- 1) Introduce the lesson topic – Superhero, ask them if they can tell you any that they know. Write these up as you go along. See if they can elaborate and give you additional information about them. Where did they get their powers, what are their powers, are they good or evil (define the word)

	Topic	Language and additional aims	Equipment
	Superheroes presentation	<ul style="list-style-type: none"> <li>-Assist with sentence construction and to practice the use of adjectives both recently and previously taught.</li> <li>-Introduce concepts of antonyms and synonyms as coping strategies when attempting to describe objects, feeling, people etc.</li> <li>-Reinforce group work and pair work principles.</li> <li>-Presentation skills practice</li> <li>- Presentation planning practice.</li> <li>- attempts to encourage creativity and invention.</li> <li>Adherence to timescales.</li> </ul>	<ul style="list-style-type: none"> <li><i>Movie of superheroes</i></li> <li><i>Worksheet</i></li> <li><i>Example of Captain Brain.</i></li> <li><i>Question sheet to scaffold questioning if needed.</i></li> </ul>

2) Ask the students to tell you about a superhero picture you are going to show them. You want them in their groups to come up with as much information in 3 minutes (ish) as they can. You can put the list of questions they could ask themselves on the board or the whiteboard.

3) Then ask them to feedback and see if any common words come up. (Brave, strong, flying, help, costume, magic etc) Ensure that there are as many adjectives especially on the board.

4) Congratulate the class for their work and give out the worksheets and ask them to work in pairs to create a superhero. (If they REALLY want to design their own that is ok but both will have to present next lesson)

5) Teacher introduces **Captain Brain** as their superhero, and goes through where he is from and what he can do. (Does all children's homework so they have more time to play, has lots of hands to write it extra fast) but don't do full presentation ( EG: 2mins of talking) as this will be recapped next week.

6) Allow them to work together as they work through brainstorming and circulate around the class referring them to the questions and offering help as needed.

7) Before the end ask the class to finish for next lesson as we will do the presentations then. If they are unsure of what to write then they can finish the drawing at home and then work together on the words at school or for 5 minutes at the beginning of next lesson.

Finish and take them back to class, or play hangman with superhero names / powers if in classroom

## Lesson 2

1) Ask students if they remember what we talked about last lesson – superheroes. Remind them that we talked about Superman, X men and Storm. What do all superheroes have? Superpowers. See if they can give you some ideas for superpowers.

2) Explain that today they will be presenting their superheroes to the rest of the class. First of all you will give your own presentation as an example so they need to listen carefully.

3) Put the picture of Captain Brain on the projector; tell them this is your superhero, 'Captain Brain. Put the example presentation on the projector and tell them about 'Captain Brain. Try and be as enthusiastic as possible. At the end see if anyone has any questions about your superhero.

4) Take the presentation off the projector and ask some questions to make sure they were listening and understood all the details.

5) Explain that you will give them a few minutes to finish their presentations and then they will present them to the rest of the class. Go around and monitor; give extra help where necessary, some groups may need more ideas.

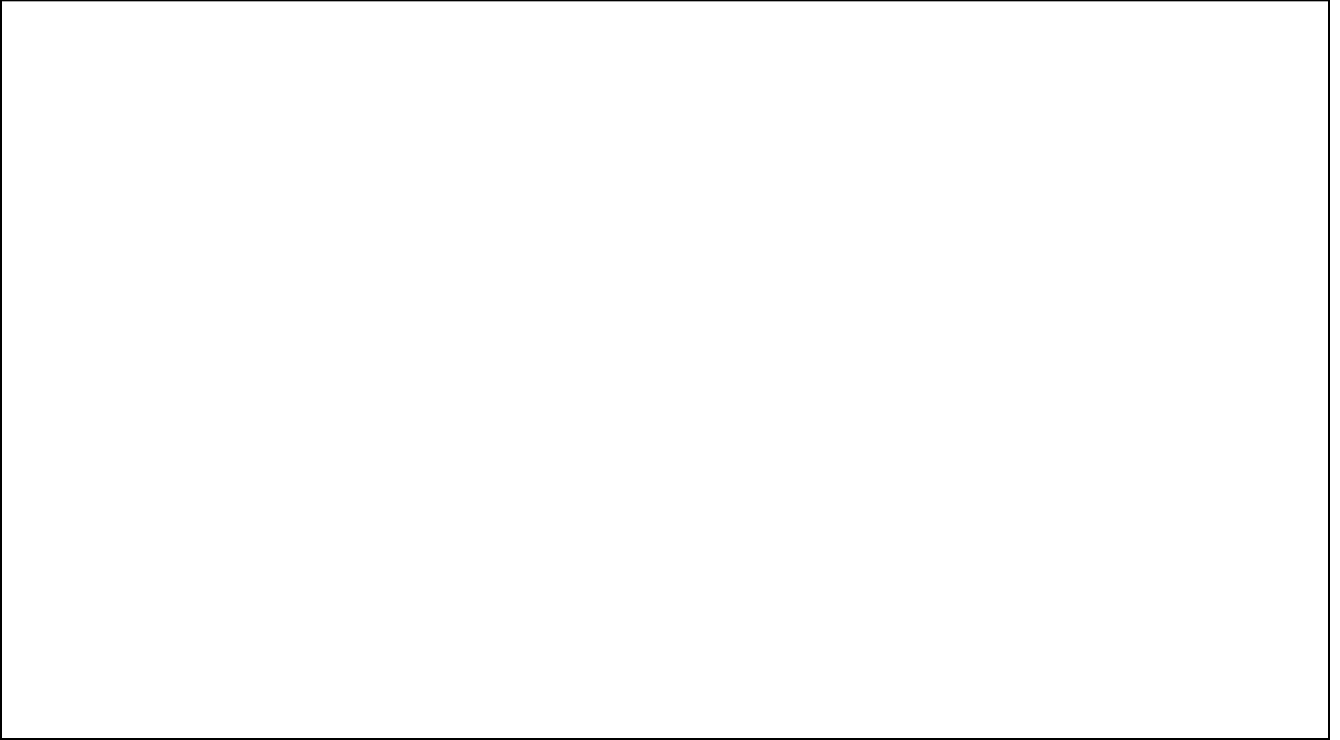
6) When all groups are ready, number each group. Use student numbers to pick a group, get them to come to the front of the class and present their superhero. They can use the projector if they have a picture.

If groups struggle you may need to ask questions to prompt them (ie. questions from last lesson: what's the name of your superhero? Describe your superhero. What superpowers does he/she have?)

7) At the end, congratulate them on their efforts maybe few prizes to dish out for good effort, both in English and with creativity.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# My Super Hero



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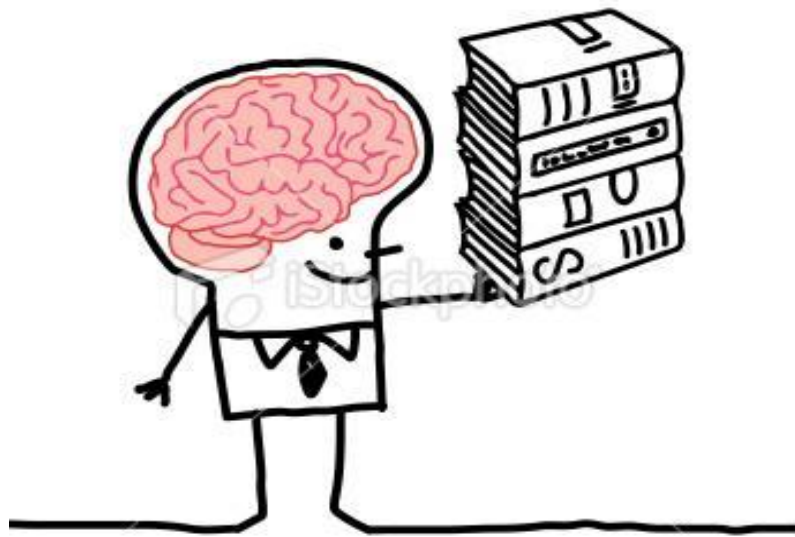
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The Super power I would have is ...

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**BIG BRAIN BOY!!!**

# 11. Speaking Lesson/Activity – Stress.

Below are two examples of a poem with different  
stress patterns.

Just for reference if you teach this aspect of English. If  
you would like the lesson plan for it please email me or  
message me through the website  
[info@makingenglishfun.com](mailto:info@makingenglishfun.com)



**Will you walk into my parlour?"** said the Spider to  
**the Fly,**

**'Tis the prettiest little parlour** that ever you did  
spy;

**The way into my parlour is up** a winding stair,  
**And I've many curious things to show** when you  
**are there."**

**Oh no, no,"** said the little Fly, "to ask **me is in vain,**  
**For who goes up your winding stair can never**  
**come down again."**

Will you **walk** into my  
**parlour**?" said the **Spider** to  
the **Fly**,

'Tis the **prettiest** little  
**parlour** that **ever** you did  
**spy**;

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up a **winding stair**,  
And I've **many** curious  
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are **there**."

Oh **no, no**," said the little  
**Fly**, "to **ask** me is in **vain**,  
For who goes **up** your  
**winding stair** can **never**  
come **down** again."