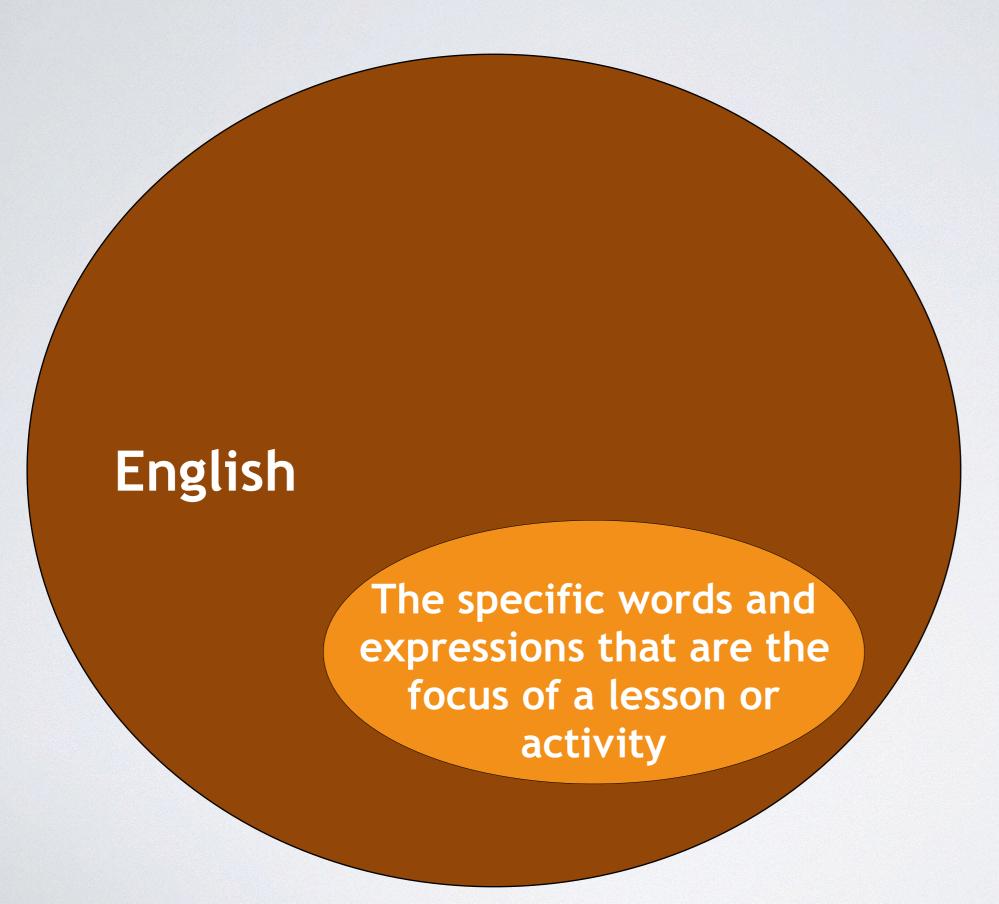
### Target Language for Speaking Lessons



- What is TL?
- Choosing TL
- Planning lessons with TL
- Examples of TL



#### Target language should be:

- useful and suitable for the language level
- include a few variations, for example Q+A, affirmative/negative, or options to change some of the words

#### But, it shouldn't be:

 so broad that students are expected to learn too many new words and expressions



For younger and lower-level learners, 6~8 new words with a few sentences that use those words is a good amount.



For older/advanced learners, the teacher can introduce more expressions or a dialogue including examples of the vocabulary or grammar point.



The teacher should:

- have a clear idea of exactly what is the TL
- organize the stages/activities of the lesson based on the TL
- scaffold and support students to learn the TL
- introduce the TL step-by-step in 'chunks'
  - for example, teach the vocabulary first or introduce the affirmative expressions first and practicing the negative expressions later

### Examples:

Vocabulary	Grammar & expressions	Situational or Functional language
Shapes (circle, square)	It's a banana.	Airport travel "Do you have a passport" "Where is the
Weather (rainy	Do you like soccer?	departure lounge?"
cloudy)	We are reading.	Seeing a doctor "I have a cold" "Take
Buildings (hotel, bank)	I went to the museum.	this medicine"
		Expressing opinions "I think that" "I disagree with you"