



YL Materials Design & Development

Today's class

- Review
- Realia
- Lesson planning framework
- Example lessons
- Homework

Writing SLOs


Here is the formula for writing a speaking lesson SLO:

By the end of the lesson, students will be able to... (use this target language) by (completing this task).

Here is an example of a speaking lesson SLO:

By the end of the lesson, students will be able to ask and answer about the time using “What’s the time?” “It’s _ o’clock.” by doing a role play calling friends in different countries and asking the time.

frame·work

/ˈfrām,wɜrk/ 

noun

an essential supporting structure of a building, vehicle, or object.

"a conservatory in a delicate framework of iron"

synonyms: frame, substructure, infrastructure, structure, skeleton, chassis, shell, body, bodywork; [More](#)

- a basic structure underlying a system, concept, or text.

"the theoretical framework of political sociology"

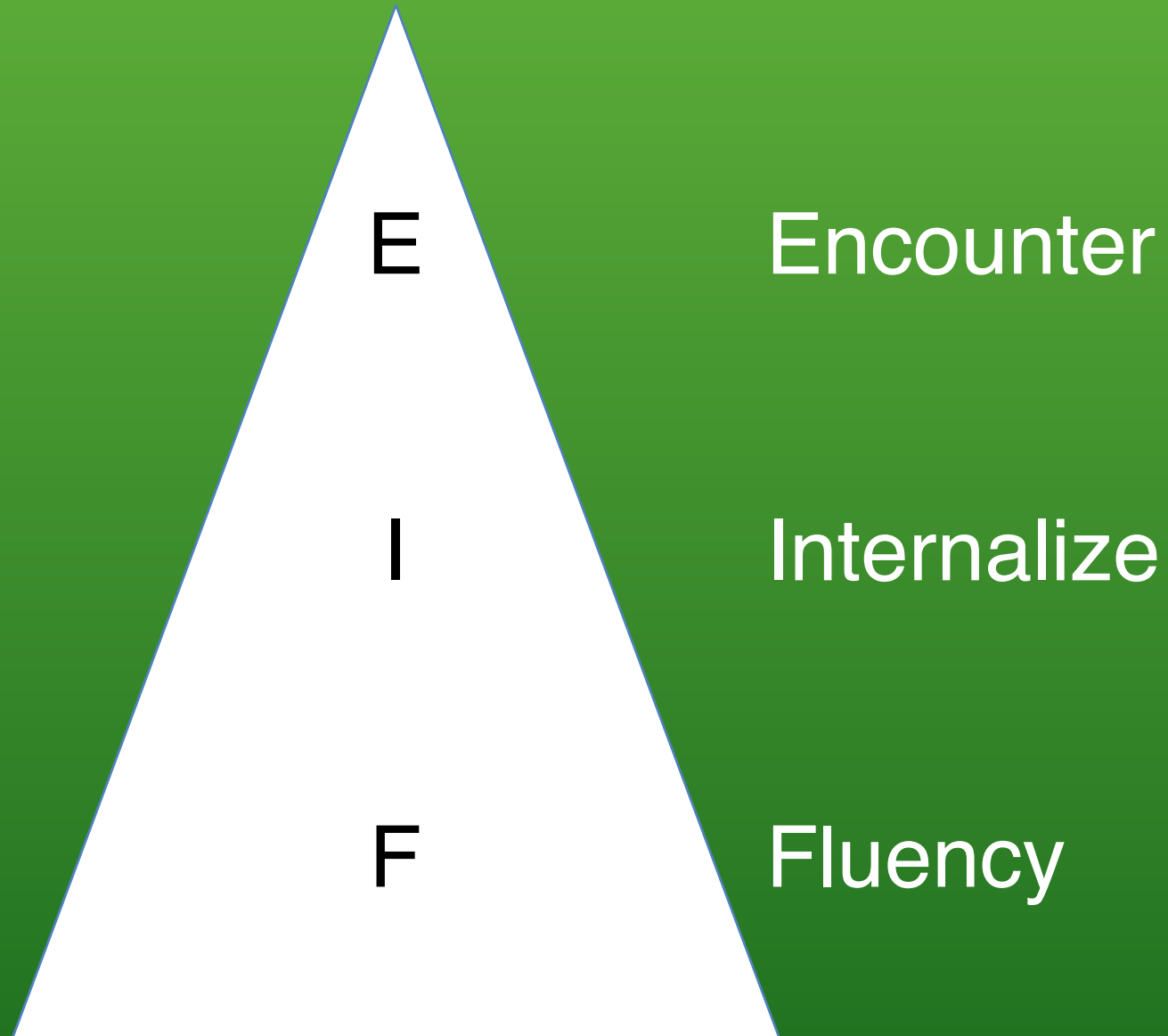
synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; [More](#)



Frameworks for lesson planning

A framework for creating a lesson is similar to the framework of a building. It can organize and contain many different things.

E-I-F framework for speaking lessons



EIF Lesson plan discussion

What is your SLO?

What ideas do you have for your lesson?

<http://www.edwardtesol.com/lesson-plan-assignments3.html>

Sample lesson



Let's look at a sample lesson that follows E-I-F.

Age: Elementary ~ Middle school

Level: High Beginner

Target language:

Body parts and describing people/monsters.

e.g. "He has big teeth." "He has long arms."

(Focus on meaning)

Sample lesson



Can you guess the famous character?

He has big hands.

He has small ears.

He has a big mouth.

He has green skin.

He is from an animated movie.



Shrek!

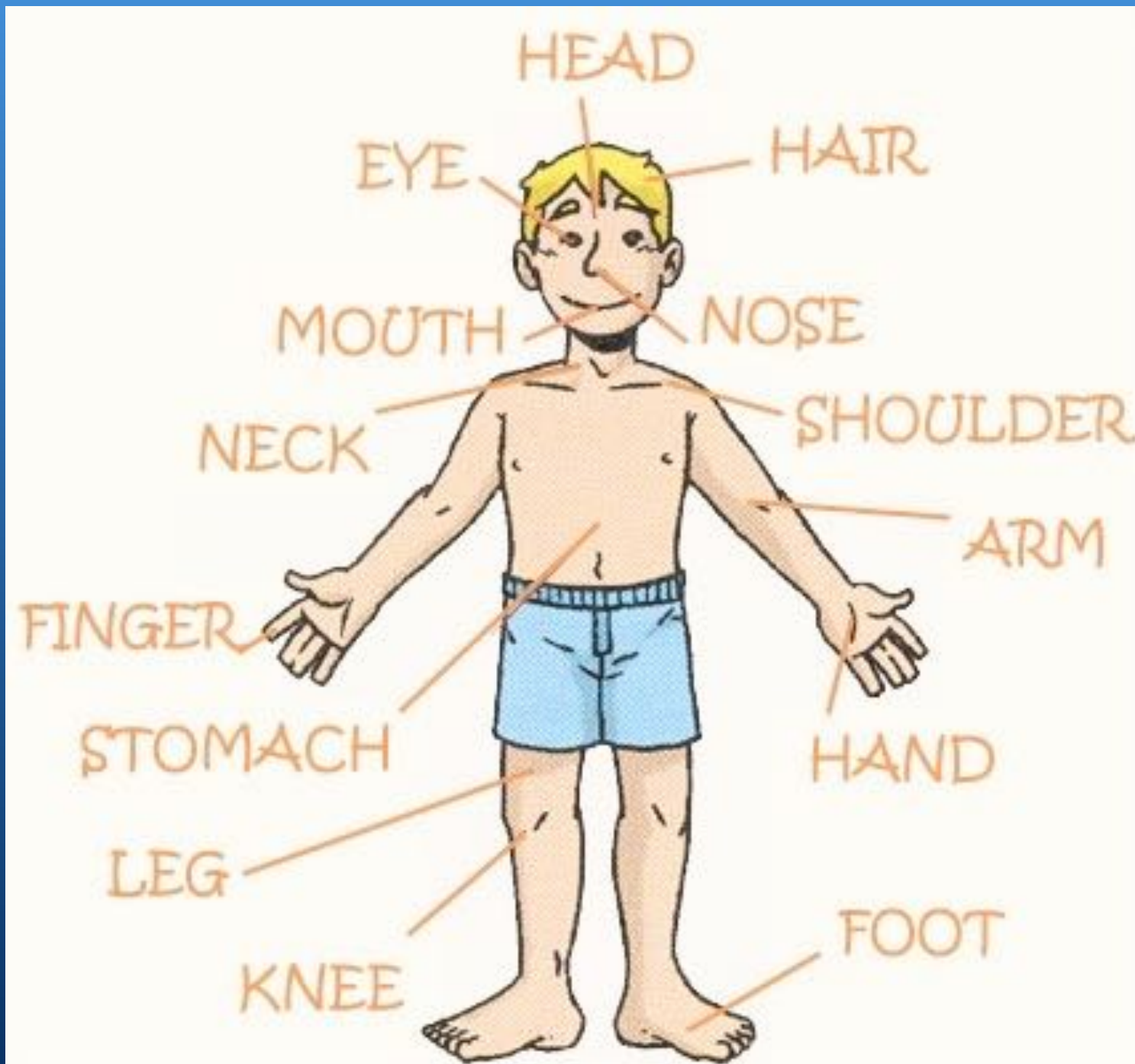
(Assess prior knowledge)



“Which movie is this character from?”

“Are we the same as this alien?
What’s different?”







(Introduce TL vocabulary / Drilling)



Name _____

Body Part Matching Worksheet

Trace the letters in each row to write the names of the body parts.
Then draw a line to match each body part name to its picture.



- ear
- foot
- mouth
- hand
- nose
- eye

(TPR)



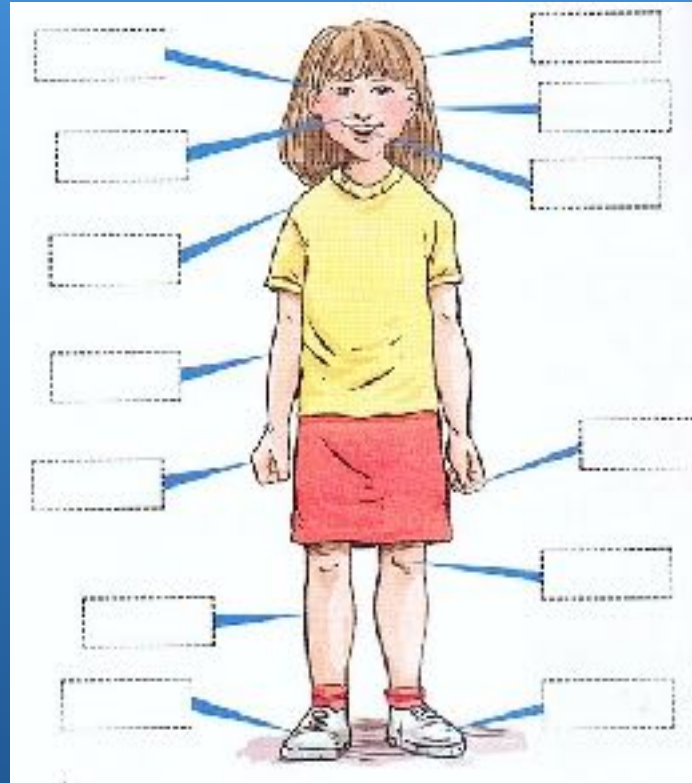
Let's play Simon Says with 'please'!

Touch your nose. X

Touch your nose, please. O

Can you do it without the teacher's help?

(Controlled speaking practice)



1. "Is it an eye?" (Y/N)
2. "Is it a nose or a horn?"
3. "What is it?"

(Second chunk of TL vocabulary)

What is it?

1.



2.



3.



4.



Which animals have these?

(Listen and identify)



Stinky



Bongo

It has one big eye.
It has pink fur.

It has three eyes.
It has green skin.

(TL key expressions)



1. He has a long tail.
2. He has a big mouth.
3. He has two horns.
4. He has one eye.

(TL key expressions)



1. He has two eyes.
2. He has green skin.
3. He has short arms.
4. He has ten toes.
5. He has one eye.

(Controlled -> Free speaking practice)



eyes
nose
mouth
arms
legs
hands

“He has two horns.”

“He has fur.”

“He has green skin.”

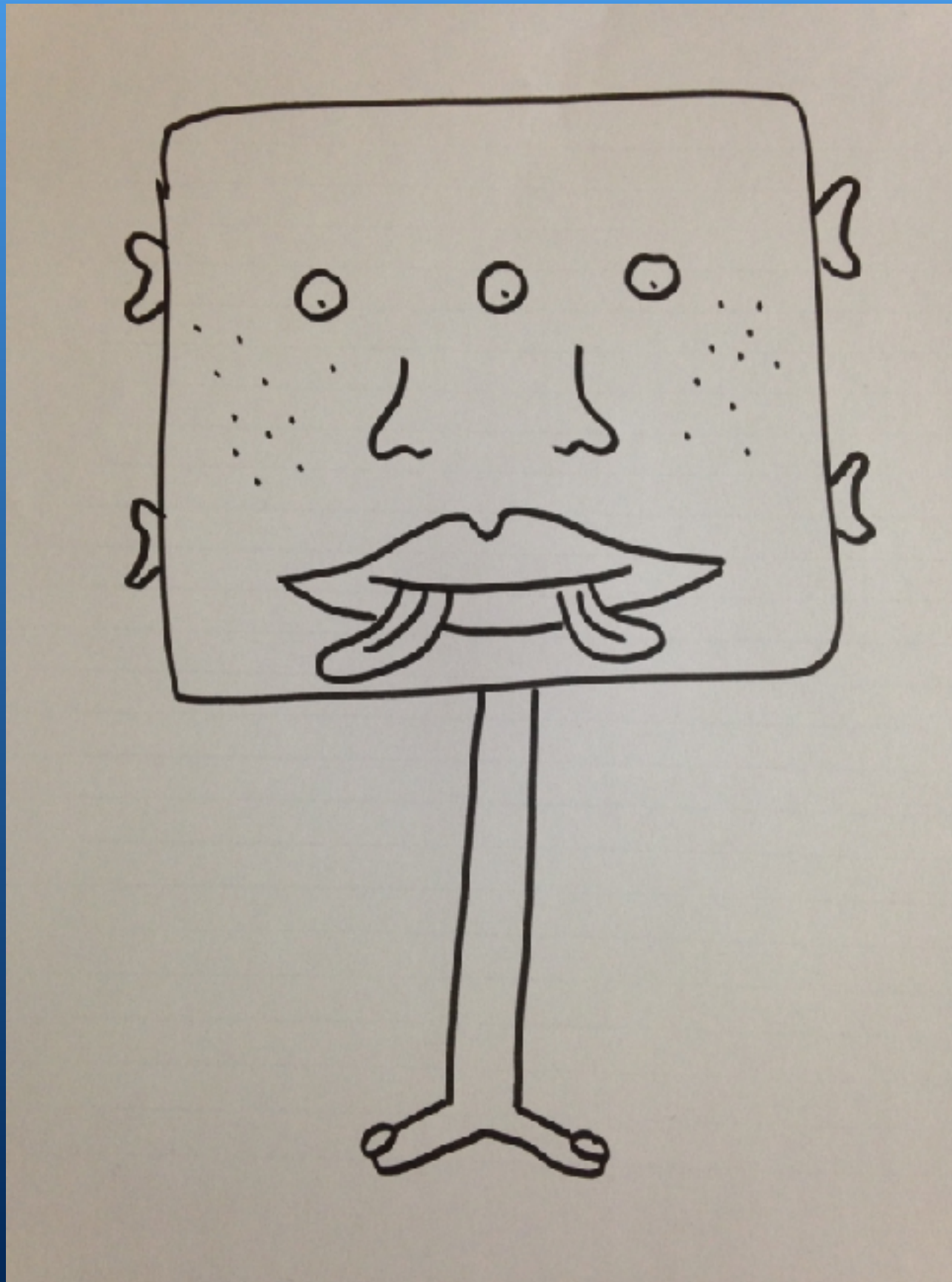
(Preparation for final communicative task)

Can you draw my monster?

1. He has a big square head.
2. He has three small eyes.
3. He has two noses.
4. He has one big mouth and two tongues.
5. He has four small ears.
6. He has spots.
7. He has a long body and no arms.
8. He has two toes.

Let's look at your monster pictures!

Here is my monster!



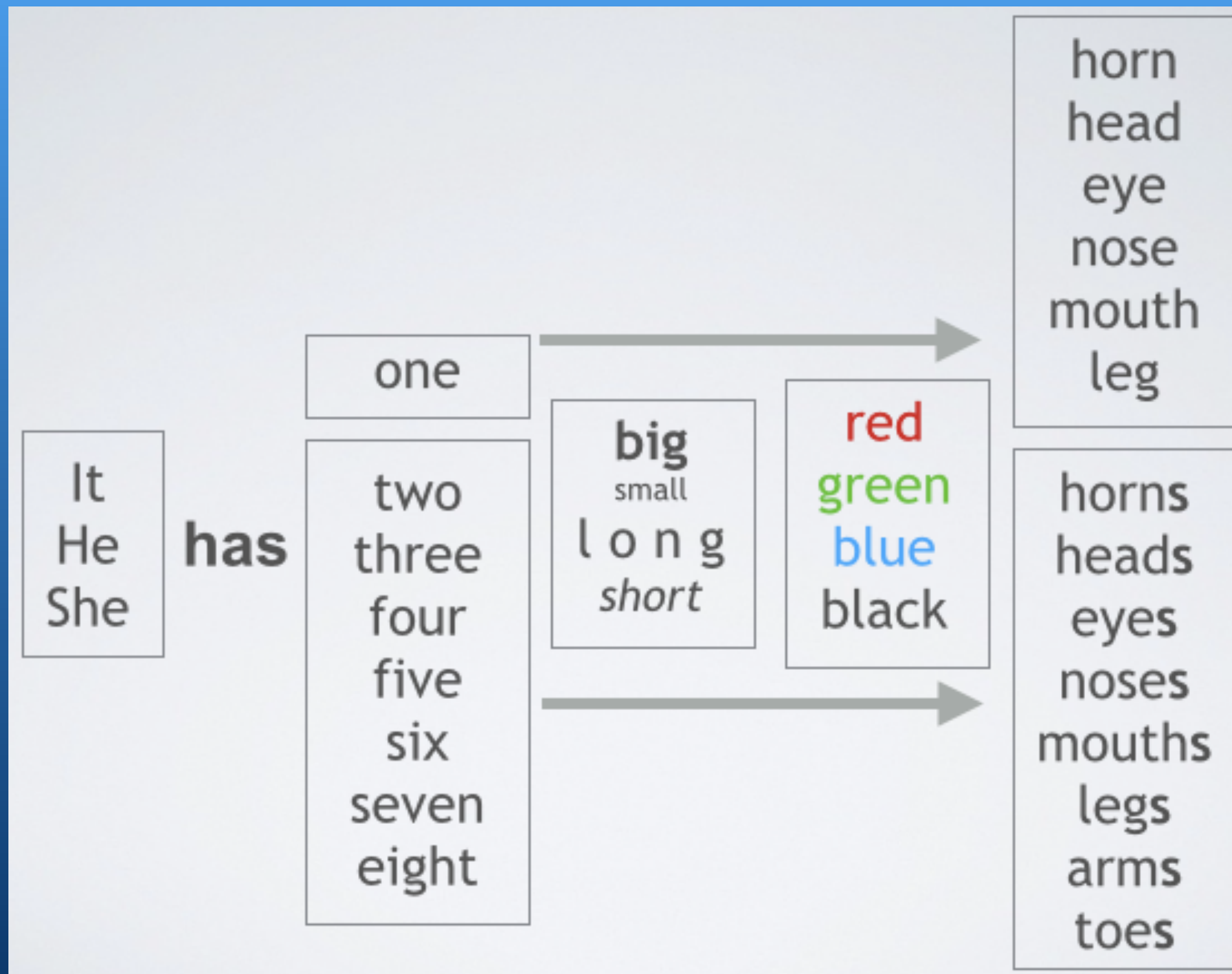
(Information Gap activity - Free practice)



Drawing and Describing Monsters

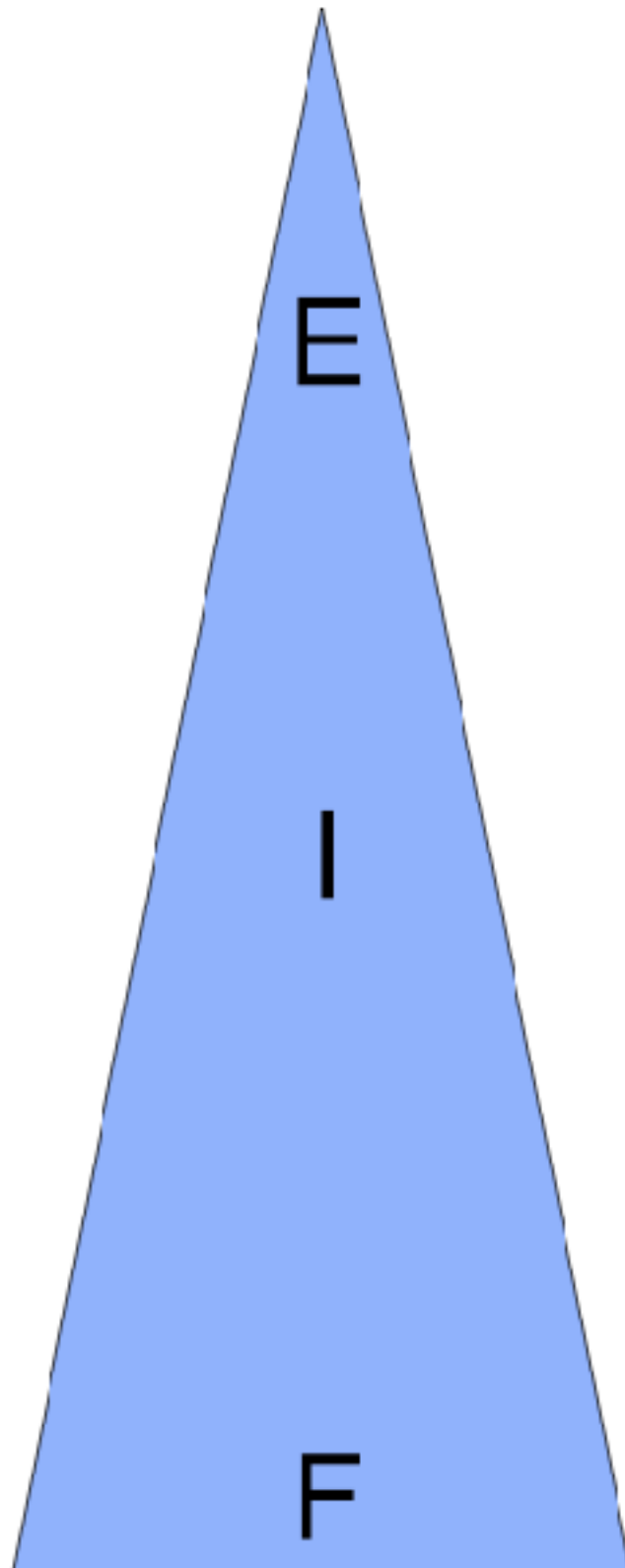
1. Draw a monster in your notebook. *Is it a boy or a girl?*
2. Describe your monster to your partner.
Your partner will listen and draw your monster.
4. Compare your monster drawings. Are they similar?
5. Let's describe our monsters with the class.

Describing Monsters Sample Lesson - Target Language



Grammar practice / focus could be at this stage with worksheets and extra activities

Describing Monsters Sample Lesson in the E-I-F Framework



1

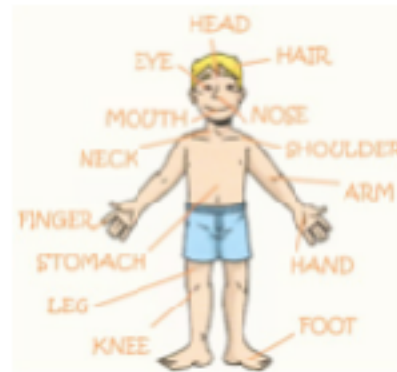


Warm up - generate interest

2

Let's play Simon Says! - Kinesthetic game

3



Vocabulary - Drill and CCQs

4



Describe the monsters

He has two eyes.

True / False

He has green skin.

True / False

5

He has short arms.

True / False

He has ten toes.

True / False

He has one eye.

True / False

Practice sentences and assess understanding

6







Let's draw a monster!

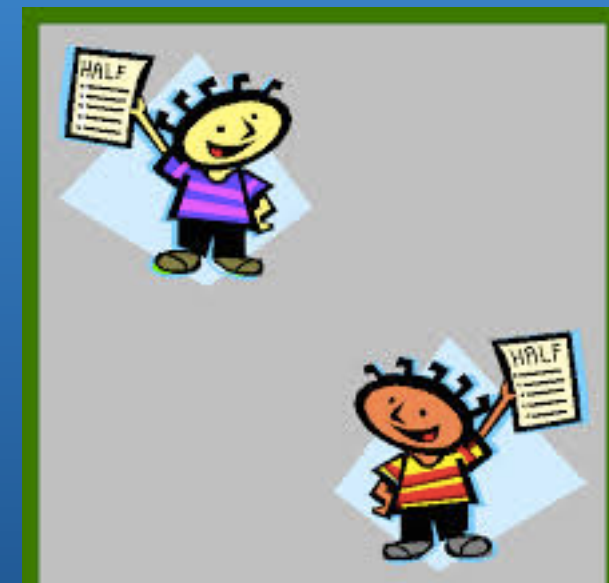
Information Gap

Fluency activity

Information Gap activities

Two students have different information and must communicate using the target language to complete the task.

Student A	Student B
1 	1
2	2 
3 	3
4	4 



Information Gap activities

“Will Jenny go to university?”






“Yes, she will.”

Information gap – team A

Mrs. Irma is a fortune-teller. She predicted the future of Sam, Jenny and Paul.
Ask questions to find out what will happen to them.



Will he/she + V ... ?






	go to university 	get married 	win the lottery 	have children 	be famous 
Sam		X		✓	
Jenny	✓		X		✓
Paul		✓		✓	

Information gap – team B

Mrs. Irma is a fortune-teller. She predicted the future of Sam, Jenny and Paul.
Ask questions to find out what will happen to them.

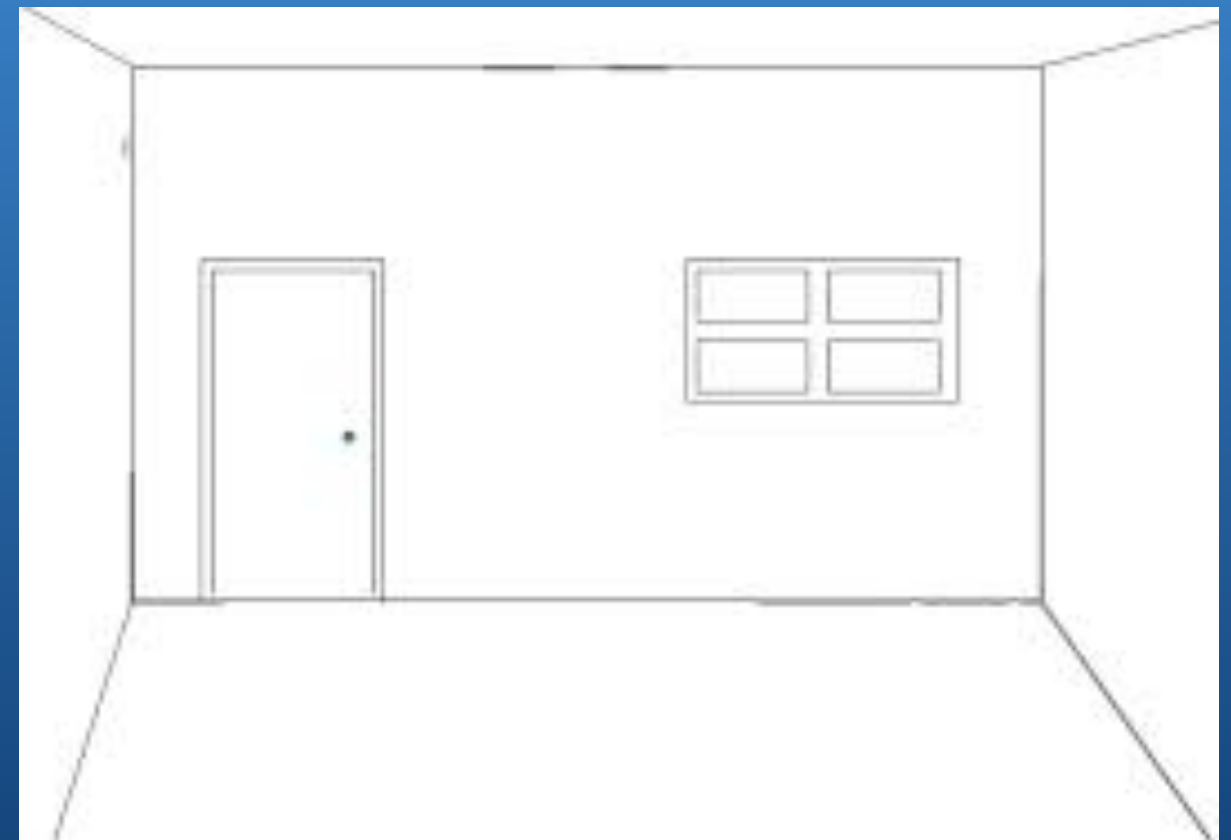
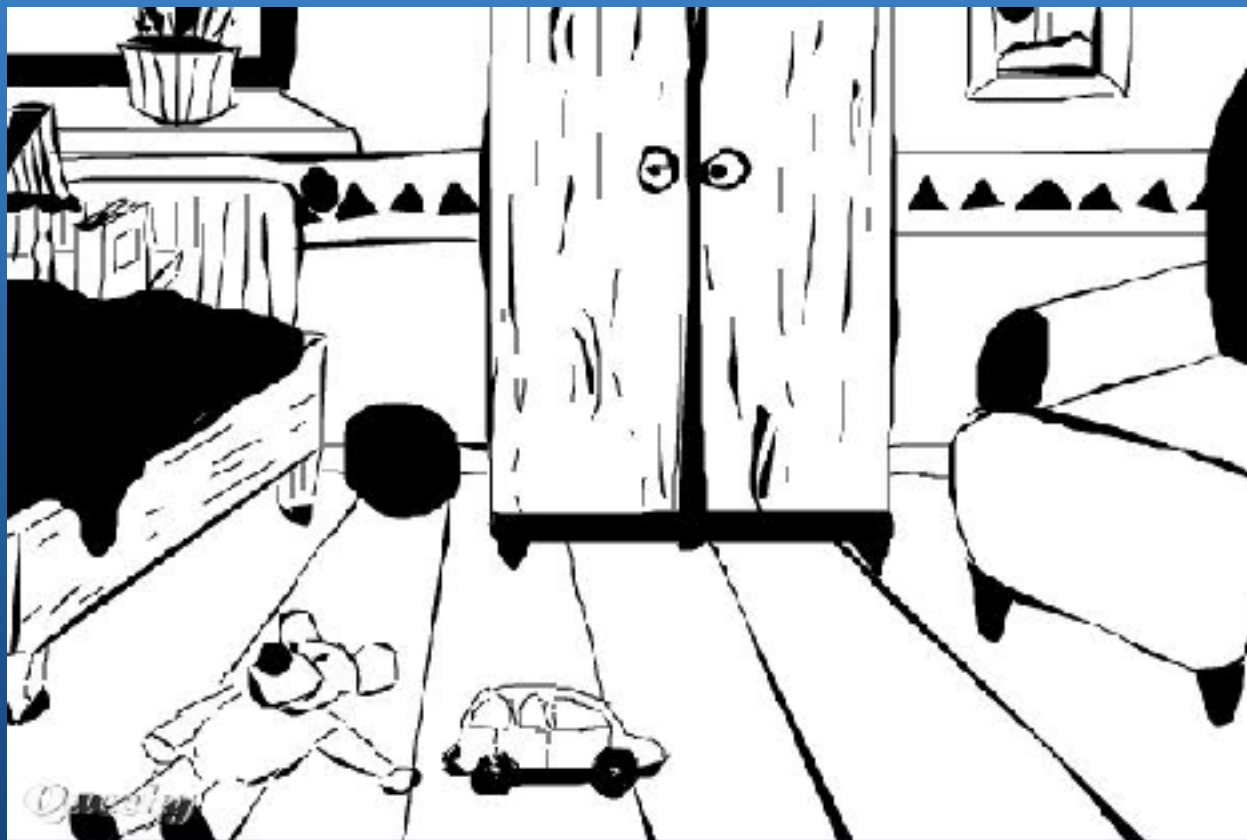


Will he/she + V ... ?

	go to university 	get married 	win the lottery 	have children 	be famous 
Sam	✓		✓		X
Jenny		✓		X	
Paul	X		X		X

Here are some more examples of Information Gap activities

Drawing and Describing Rooms

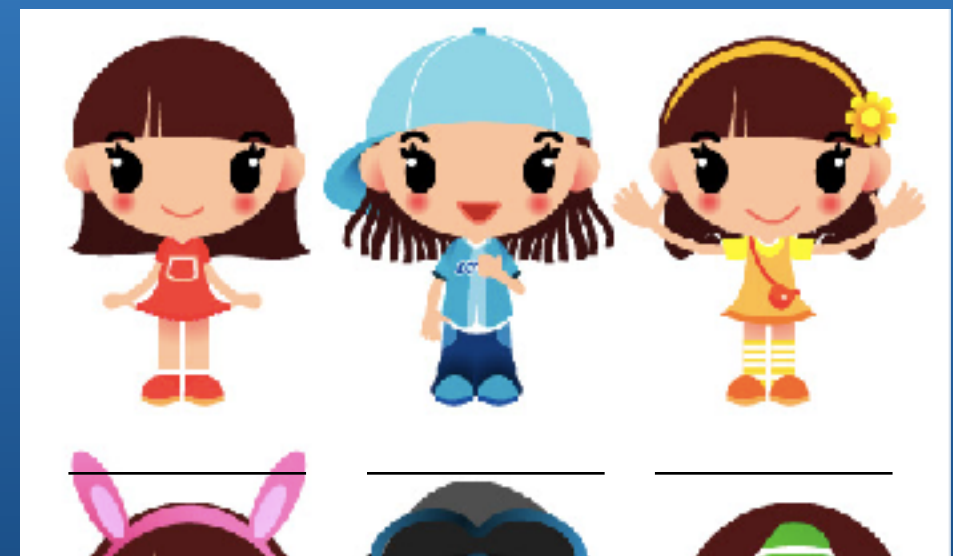


“The sofa is on the right. The toy is on the floor.”



Here are some more examples of Information Gap activities

Drawing and Describing People

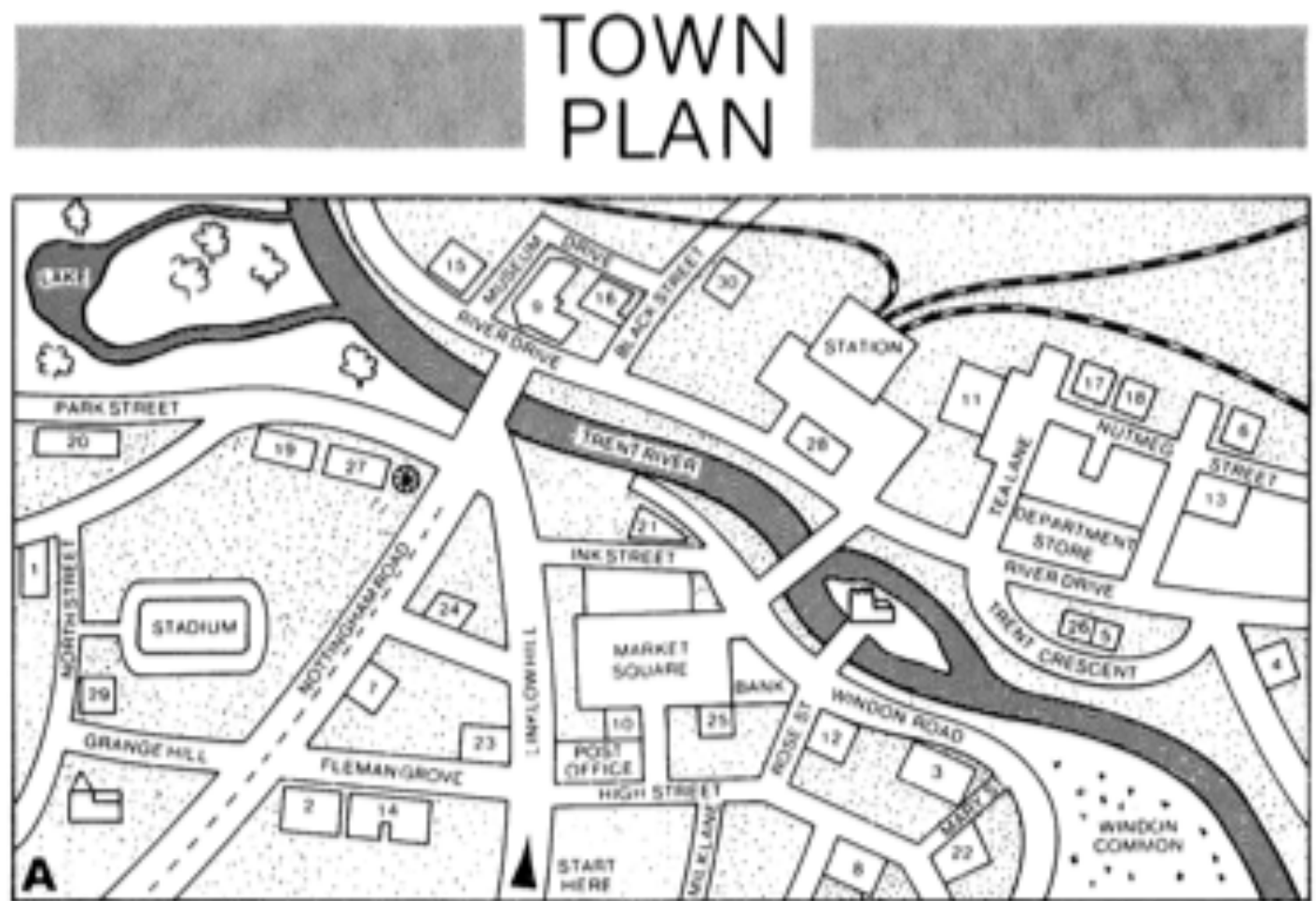


“Sally is wearing a blue cap.”

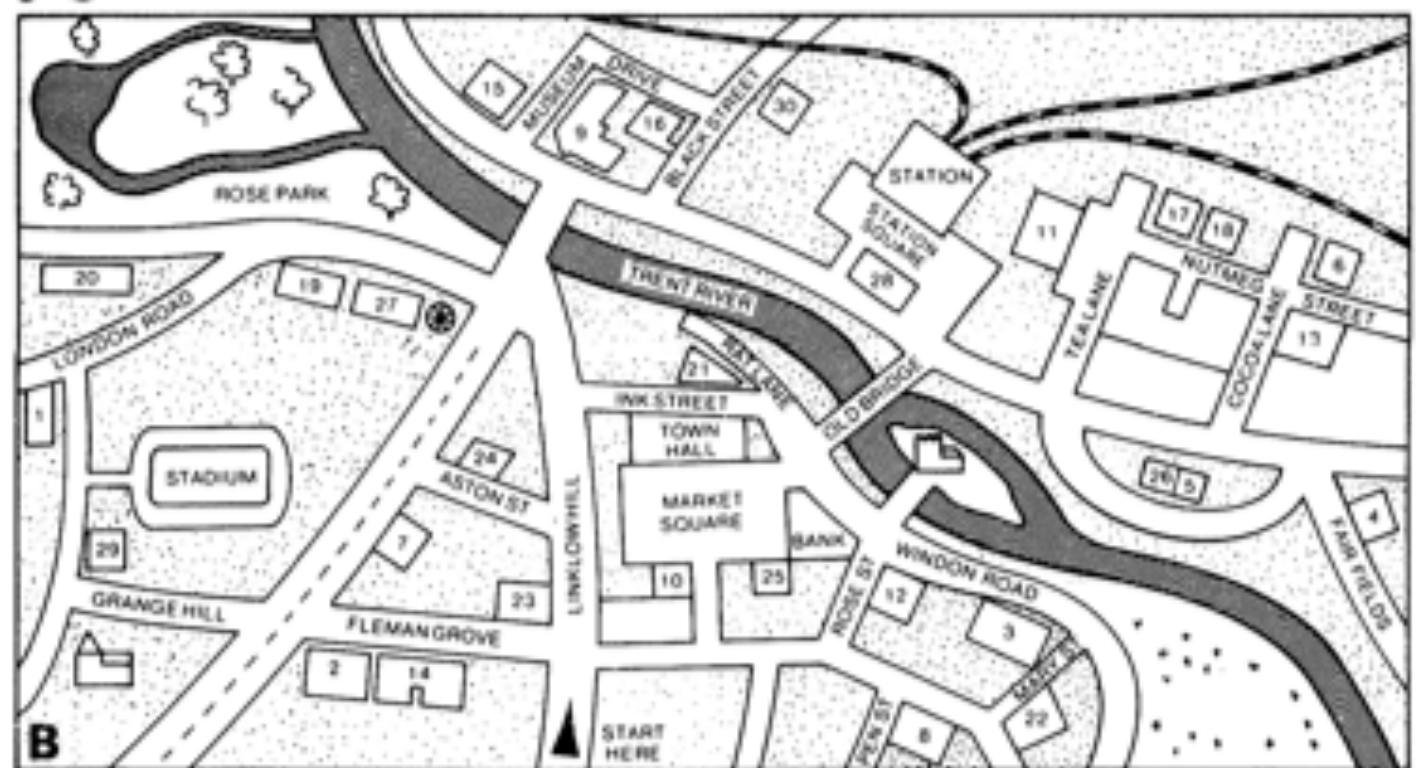


Information Gap activities

“River Drive is north of the river and next to the station.”



First find out all the names of the streets, parks and unnumbered buildings from your partner. Then write eight more names of places on the map (use the boxes numbered 1 to 15): a cinema, a supermarket, a school, an Indian restaurant, a library, a hospital, a pub, a bus station. Don't let your partner see what you have written, because he has to find these places. You have to find the following places, which your partner has written in: a Chinese restaurant, a police station, a bookshop, a petrol station, a kindergarten, a doctor's surgery, a hairdresser's, a swimming pool.





Materials Design & Development

Sample lesson

Level: **High beginner / Lower intermediate**

Note: In this lesson, pay attention to the scaffolding of the target language.

Can you name them?



Discussion: What do you know about the UK?

people, celebrities,
authors, actors



places, cities, landmarks

history

movies and music

...any more?

Can you guess what we're going to learn about today?



What do you know about this topic?

What is it?



a scone

What is it?



fish 'n' chips

What is it?



cheese and crackers

What is it?



balti

What is it?



a full English breakfast

What is it?



shepherd's pie

fish 'n' chips
or
cheese and crackers?



Is it a balti or shepherd's pie?



Which one is a full English breakfast?

a



b



c



Which one is a scone?

a



b



c



Can you name them?



Can you name them?



Look at the food and remember them.



What's missing?



What's missing?



How do you think he feels?



How do you think he feels?



What do you think he wants?

What food do you want when you are hungry?

I'd like



a scone



a full English breakfast



cheese and crackers

I'd like



a balti



a shepherd's pie



fish 'n' chips

Where do you think this is?



What would you like?



I'd like...



Circle drill



Look and remember

1

What

2

would

3

you

4

like?

5

I'd

6

like

7

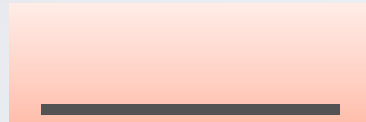
a

8

scone.

QUIZ!

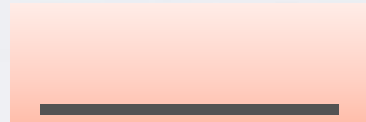
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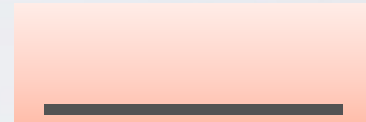
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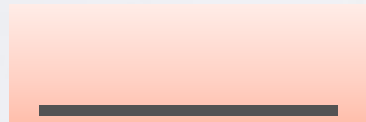
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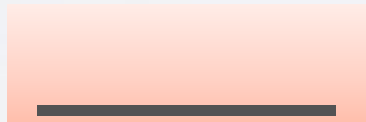
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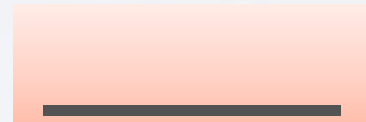
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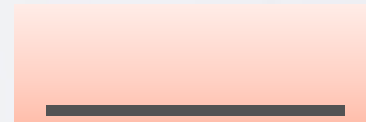
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7



8



Why are these people in different groups?



Peter



Bob



Jane



Amy

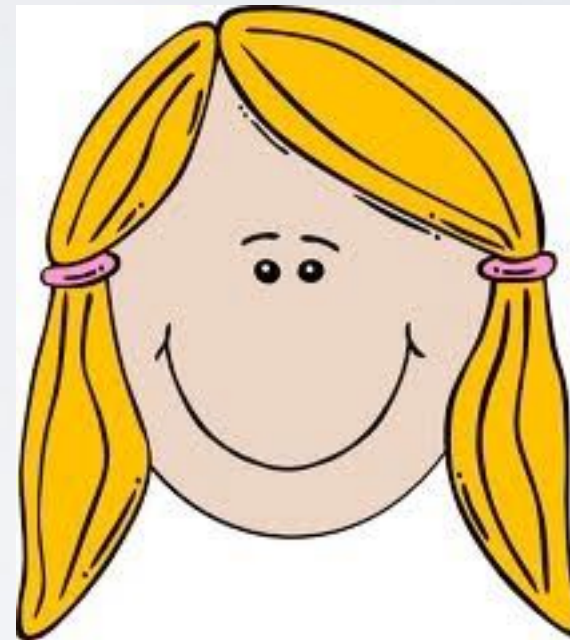
Why are these people in different groups?



Peter



Bob



Jane



Amy

For boys and men
we say 'he'

For girls and women
we say 'she'

Can you guess what British food they would like?



Peter



Bob



Jane



Amy

He'd like...

She'd like...

Q: What would **Peter** like?

A: **He**'d like...



Team game!

Q: What would **Peter** like?

A: **He**'d like...



Team game!

Q: What would **Amy** like?

A: **She**'d like...



Team game!

Q: What would **Amy** like?

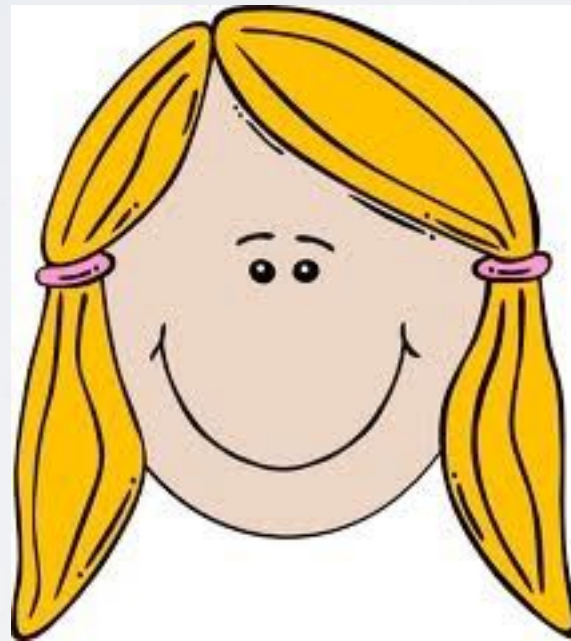
A: **She**'d like...



Team game!

Q: What would **Jane** like?

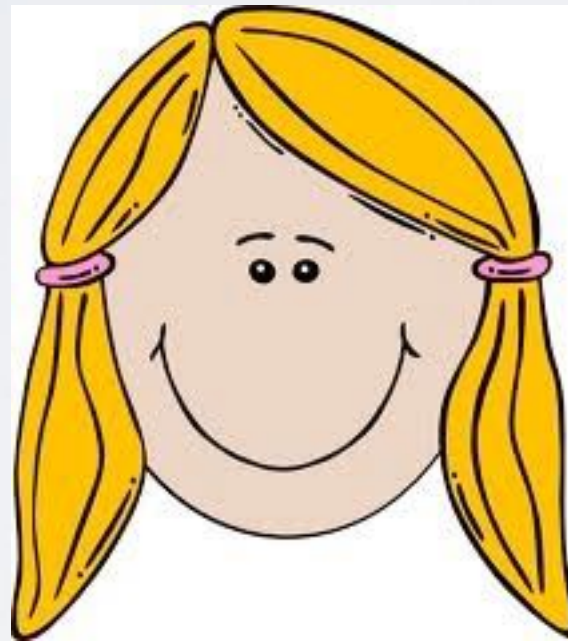
A: **She**'d like...



Team game!

Q: What would **Jane** like?

A: **She**'d like...



Team game!

Q: What would **Bob** like?

A: **He**'d like...



Team game!

Q: What would **Bob** like?

A: **He**'d like...



Team game!

Is it right?

Q: What would **Bob** like?

A: **She**'d like a shepherd's pie.



Is it right?

Q: What would **Amy** like?

A: **She**'d like cheese and crackers.





Memory game

1. I'd like a scone.
2. He'd like a scone. I'd like a balti.
3. He'd like a scone. She'd like a balti. I'd like a full English breakfast.
4. He'd like a scone. She'd like a balti. She'd like a full English breakfast. I'd like...

Note for teachers:

Notice how the pictures were recycled many times using different types of memory games, repeating activities and guessing games.

This could easily be done with flashcards. The students have been given many opportunities to internalize (memorize) the language.

Mingle activity

1. Write one of the foods on a piece of paper.
2. Let me collect the papers and mix them.
3. Take a new piece of paper.



a scone



a shepherd's pie



fish 'n' chips



a balti



cheese and crackers



a full English breakfast

Mingle activity



4. Stand up with a pencil and a notepad.
5. Walk around the room asking what people would like.
6. Write their name on your notepad and the food they would like.

What's the SLO? - If this was a higher-level lesson?

www.eslfast.com



Lesson Plan & Materials 1

Create a lesson plan and materials for a speaking lesson following the ELF framework.

See p.5 for details.