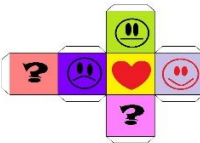
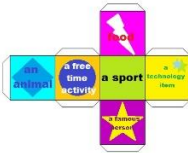




Topic:	Things I like and I don't like
Teacher's Aims:	To foster the development of oral fluency.
Learning Objectives:	To become more fluent. To review phrases to express likes and dislikes.
Materials	Vocabulary chart, speaking cubes, glue and scissors
Assessment	Peer-assessment, informal through observation.
Periods	1 period (can also be shortened and used as part of a class)
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Timing	Stages	Interactions St/T- T/st/s- St/st	Aims
5'	<b>Lead-in:</b> <ul style="list-style-type: none"> <li>Explain the objective of the lesson: To develop speaking skills.</li> <li>Ask what they feel makes speaking a difficult skill (different sounds, lack of vocabulary, motivation, public exposure, etc.)</li> <li>Discuss the ideas.</li> <li>Elicit the concepts of accuracy and fluency.</li> </ul>	T/st/s	To explicitly work with techniques that will help students speak more freely.
8'	<b>Development</b> <b>Pre-speaking</b> <b>Activity 1</b> Ask students to work in pairs in order to fill in a chart. They should write as many words as possible in 5 minutes. After that, students share orally what they wrote.	St/st St/sts	To review vocabulary. To share their ideas.
5'	<b>Speaking – Game</b> To play this game the teacher needs to print and paste the two dice beforehand.  Elicit expressions to use according to the dice side to be used:	St/st	To provide linguistic chunks to foster speaking.

	<p><i>I like.....</i> <i>I love.....</i> <i>I don't like ....</i> <i>I hate .....</i> <i>Do you like .....</i></p>  <p>Teachers can write the expressions on the board or use the attached poster.</p>		
10'	<p><b>Playing the game:</b></p> <p><b>Part 1</b> In pairs or trios, students play the game. The student who rolls the dice says a sentence or asks a question using the prompts: e.g.:  </p> <p style="text-align: center;"><i>"I love pasta"</i></p>	Sts/sts	To express their opinions based on prompts. To ask questions about their peers' interests and preferences.
5'	<p><b>Part 2</b> Students can report to the class about their peers' preferences.</p>		
5'	<p><b>Post-speaking</b> Discuss the factors that facilitated playing this game:</p> <ol style="list-style-type: none"> <li>1. Listening carefully</li> <li>2. Paying attention when others speak</li> <li>3. Turn taking.</li> <li>4. Planning before speaking.</li> </ol>	T/Sts	To think about the techniques and strategies used.
	<p><b>Optional -activities</b> En grupos cuyo nivel no llega a ser A1+ y/o que necesitan mejorar sus técnicas de producción oral y escucha es conveniente primero explicitar en español las siguientes pautas de trabajo: Para realizar las actividad:</p> <ol style="list-style-type: none"> <li>1. Leo las instrucciones.</li> <li>2. Colaboro en completar la ficha.</li> <li>3. Pregunto si tengo dudas.</li> <li>4. Escucho las instrucciones del juego.</li> <li>5. Elijo con quien jugar.</li> <li>6. Tiro los dados y armo oraciones en forma oral</li> <li>7. Utilizo las palabras de la tabla si es necesario.</li> <li>8. Escucho con atención a mis compañeros.</li> </ol> <ul style="list-style-type: none"> <li>• To make the activity more challenging ask students to play with two content dice and foster the use of: <b>and but</b></li> </ul>		
	<b>Reflections / comments</b>		

Fill in the chart with a classmate:

Animals	Food	Free time activities	Sports	Colours	Technology items



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**I love .....**



**I like .....**



**I don't like .....**



**I hate .....**



**Do you like .....?**

