

LESSON PLAN 3

MODERATED DIALOGUES



ABOUT THE LESSON PLAN

DURATION: 60 - 90 minutes

Depending on the group and its specificity, the lesson can take longer.

RESOURCES:

pens, sticky notes, pieces of paper

OBJECTIVES:

The exercise aims to boost learners' creativity, fluency and self-confidence while using the second language. The task also assumes the improvement of using grammar in a given context. Learners will focus on some specific vocabulary depending on the topic they would like to cover/ deepen.

LEARNING OUTCOMES:

- Learners will be able to formulate longer statements with the use of specific words.
- Learners will learn new vocabulary substantively connected with a selected topic and/ or revise subject-related words.
- Learners will consolidate some grammar rules they will encounter while performing the task.

LEARNING CONTENT

EDUCATOR explains the title of the lesson plan - what moderated dialogues lie in. At the same time she/he will be a moderator of these dialogues. He/ she will also decide on which field a given dialogue will refer to. There will be a list of the most desirable topics declared by the group. The words or phrases used in the exercise should be relevant to everyday situations to ensure that the learners are fully engaged and actively participate in the class.

Educator introduces a short grammar exercise in order to reinforce grammar rules or phrases before starting the activity.

After choosing a topic, EDUCATOR introduces the basic vocabulary which will be needed for the task/ moderated dialogue. She/he prepares some handouts to better memorize the vocabulary. New words are spelled by random learners. New words are also spelled by the whole group aloud. Learners are asked to practise pronunciation of new vocabulary as part of their homework.

The list of topics depends on the language level of a given group.

Example topics:

- An appointment with a doctor
- A visit to the office
- Online education
- Shopping at the grocery etc.

On post-it notes learners write down two words (from the chosen category – a place and a person) that they learned or would like to revise/ consolidate or just learn (each word on a separate piece of paper). The educator collects all cards. Next, the learners form pairs. Each pair receives the same number of cards, which are placed on the table in such a way that each learner sees the written words (there must be a person and a place, e.g. hospital, football player).

The learners play the roles by imagining that they are in a given place and lead a conversation, trying to use the words that they have chosen. If the learner uses a word from the card during his/ her speech (this sentence must make sense), he or she may take the given card. The person who collects more cards wins.

Remark: The stranger the combination of words, the more difficult the exercise.

RESULTS

- elaboration of a glossary involving the most difficult/ useful words
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board;
- post-it notes with the most difficult/ useful words
- greater level of understanding some grammar rules that were used while doing the exercise

TIPS FOR FURTHER READING

Author's content (EDUCATOR – a moderator of dialogues)

HANDOUTS

None