

Teaching One to One and ESP

Situation One

Lesson Plan

Students play a speaking game based on new vocabulary, then get feedback on errors made during the game. This is a particularly good game to test a student's accuracy and range of language as, unusually for a one-to-one class, it involves the student using question forms.

Language/ Skill Practised: Speaking (language covered depends totally on particular student)

Materials and Preparation: 1 copy of the *Business Ask and Answer* sheet cut up into a pack of cards. One coin. One or two copies of Feedback Sheet. **NB.** The *Business Ask and Answer* cards here are for general business classes, including pre-experience students. You might want to adapt the cards to make them more specific to your student's area of expertise, but make sure it is vocabulary that you can also make questions about and talk about.

Time: 50 to 60 minutes

Procedure:

Lead-in (5- 10 minutes)

- Ask how the student's week at work has been/ what they've been working on this week/ if they've been busy this week. Monitor for use of Present Perfect/ Simple Past and for use of job-related vocabulary, and write errors etc. on the Feedback Sheet.

Language point (max 10 minutes)

- Quickly run through any language points that the student had particular questions on in a previous class. Concentrate on a brief explanation and then communicative practice. Hand over any photocopies you have made to the student in the hope they will use them for homework/ reference.

Ask and Answer Game (20-30 minutes)

- Bring out the pack of cards and say you are going play a speaking game. Explain the rules: You and the student take turns taking a card and making an interesting question from the vocabulary on it (e.g. for *Time Management* 'Do you have good time management skills?' not 'What is time management?'). The person with the card then tosses a coin: tails=they must answer the question; heads= the other person must answer the question.
- Run quickly through the whole pack of cards checking that the student understands all the vocabulary (and can pronounce it).
- Play the game together. As you play, only correct the student if they pronounce the words on the card wrong or obviously misunderstand it. Collect all other errors etc. onto the feedback sheet to go through at the end- making sure there is lots of 'New' language on it as well as errors.

Feedback (5-10 minutes)

- Run through the errors etc. on the Feedback Sheet. Make sure you make the relevance of the errors clear by showing how they could cause misunderstandings etc. (see Teaching Tips).
- If there are any particularly difficult points to cover, tell the student you will come back to them in the next lesson.
- Hand the feedback sheet over to the student for reference.

‘Warm down’ (max. 10 minutes)

- Switch back to general conversation- e.g. plans for the weekend/ how the student thinks their English is improving.

Business Ask and Answer

Time management	Staff turnover	Inbox
To strike	Flexitime	Debt
National minimum wage	To bargain	Jargon
To commute	To make people redundant	Job security
Overtime	Laptop	Workaholic
Unsocial hours	(Trade) unions	To quit
Profit sharing	Share options	To network
Freelance	Affirmative action	Entrepreneur
The stock market	Income tax	Franchise

Colleague	To invest	To delegate
The dole	Sales rep	Perks of the job
Glass ceiling	MBA	CV