|  |
| --- |
|  Listening [ ]  Speaking Reading Grammar Writing |
| **Topic: Party Invitation** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:**Young** | Level:**Intermediate** | Students:**14** | Length:**30 Minutes** |

|  |
| --- |
| Materials:* Vocabulary worksheet (14 copies)
* Pictures of baby shower
* Answer wallchart
* Schedule papers (14 copies)
* Schedule wallchart
* Noun cards (14 cards)
* Party plan wallchart
* Unscrambled word wallchart
* White board, board markers & tape
* Chairs & desks for activities
 |

|  |
| --- |
| Aims:* Main Aim: To enable Ss to improve their speaking skills by having Ss talk about “Party Invitation”.
* Secondary Aim: Ss will talk about “Party Invitation” by having Ss guess some of expressions related to party idioms, engaged in party invitation and plan their own party.
* Personal Aim: I want to improve on my ICQ delivery and on my demonstrations.
 |

|  |
| --- |
| Language Skills:* Speaking: Ss will talk about party invitation and what qualities they need to organize a party.
* Writing: Ss will be engaged in planning a party.
* Listening: Ss will listen to each other’s party invitation in an effort to find guests who will come to their party.
* Reading: Ss will read the worksheets and the words in cards.
 |

|  |
| --- |
| Language Systems:* Lexis: Baby shower, celebrate
* Phonology: None to discuss.
* Grammatical: None to discuss.
* Function: Invitation
* Discourse: 6 idiomatic expressions such as “hen party”, “party piece”.
 |

|  |
| --- |
| Assumptions:* All Ss know how the class is set up and run (there will be groups of each desk).
* Ss have had positive as well as negative experiences with party.
* All Ss have done a fill-in-the-blank activity before.
* Ss have thought about designing their own party.
 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Anticipated Problems and Solutions:

|  |  |
| --- | --- |
| Problems | Solutions |
| Due to time management, Ss must learn 6 expressions relate to party in the pre-activity that they might have too many questions for me to answer. | I will follow the one-third rule when Ss present and give the rest of the answers on a wall chart. I will tell the Ss that they will be able to infer what the expressions mean. If they still have questions, I will answer the questions during break time or after school. |
| Ss might speak too slowly for the presentation about invitation activity which may affect time management. | I will follow the one-half rule for the main activity that we will only get half the Ss to present. |
| I might need more time to complete my 30 minute microteaching since some class members could be absent or running late.  | I will do SOS activity that gets Ss to design their own invitation cards and share their ideas of invitation cards with one another.  |

 |

|  |
| --- |
| References:* California State University TESOL Program Speaking Module
 |

|  |
| --- |
| **Lead-In** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WC | 2 students will give answers. | GreetingHello, everyone! How was your weekend? 2-3 guiding questions-When is the last time you met new people and talk to them?-Do you have something to celebrate recently? |

|  |
| --- |
| **Pre-Activity** |
| Materials: Pictures, Vocabulary Worksheet(14 copies), Answer Wallchart, A board and board markers, Tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min4min2min | WholeClass Pair work | Seat arrangement (7 pairs) Ss work in pairs.3 students present their answers. | **Quiz Activity: Vocabulary**Show Ss a picture of a pregnant woman and tape it on the board.**Eliciting**: -What do you see in this picture?Good. There is a pregnant woman.-What do you think she is doing?Right. She is having a tea and reading a book for a baby.-Can you guess the name of the party to celebrate someone’s pregnancy? The friends and family of her present gifts to her baby in this party.Baby..baby.. Right! It’s called a baby shower.**CCQ:**Show Ss a picture of a baby taking a bath and tape it on the board.-In this context, is this a baby shower? (No)Show Ss a picture of a party to celebrate someone’s pregnancy and tape it on the board.-In this context, is this a baby shower? (Yes) Now, Grace, you say baby. Ustina, you say shower. Okay. One more time. Great.T gets Ss to say “baby”, “shower” one by one so that T can make new pairs. **Demonstrations/Instructions:**You work with your partner now. I’m going to give you a quiz paper. There are 6 expressions related to party. All you have to do is to discuss what it means and fill in the blanks with your partner. I’ll give you 3 minutes.T shows how to do it briefly.**ICQ:**-What are you going to do? (Discussing and filling in the blanks~)-How much time do you have? (3minutes)-Are you working individually? (No)-Are you working in pairs? (Yes)I don’t want you to begin until I say begin. **ICQ:**-Are you going to begin when I give you a paper? (No)-Are you going to begin when I say begin? (Yes)T gives Ss time warning.1 minutes, 30 seconds, 10 seconds.Time’s up!T gets Ss to present their answers and put an answer wallchart on the board so that Ss can see it clearly.If you have any question, come and ask me during break time. I’ll be glad to answer it. |

|  |
| --- |
| **Main Activity** |
| Materials: Noun cards for speaking activity(14 cards), Schedule papers for speaking activity(14 copies), White board, board markers & tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 11min  | Individually WholeClass | Ss get a paper and two cards.Ss choose three days for each plan and make their plans in complete sentences.Ss walk around the class and invite class-mates to his/her party.Ss write down the names of the class-mates who will come his/her party.6-7 Ss present what they heard about friends’ plans. | **Speaking activity: To invite friends to a party**Show Ss schedule papers and a box.**Instruction:**Here are schedule papers and a box. I’m going to give each of you a paper and 2 cards out of this box. I don’t want you to touch the paper and read the cards until I say begin.**ICQ:**-What are you going to do? (having a paper and 2 cards)-Are you going to touch the paper and read two cards when I give them to you? (No)-Are you going to touch the paper and read two cards when I say begin? (Yes) T gives Ss a schedule paper and gets Ss to pick 2 cards up out of the box. Meanwhile, T puts a schedule wallchart on the board.**Demonstrations/Instructions:**Look at this schedule. This is my schedule for the days of the week, and here is a box. I’m going to put my hands into this box and pick 2 cards out of it. Now, I got ‘hair’ and ‘gym’. I’m free to choose three days. One for a party, another for ‘hair’, the other for ‘gym’.T writes ‘party’, ‘hair’, and ‘gym’ on random days in the schedule table.Now, you do like this individually. Choose three days for each plan and make your own plans in complete sentences like “I’m going to throw my party on Monday, I must get my hair cut on Tuesday, or I have to go to gym on Friday. You don’t have to write the sentences down.I’ll give you 30 seconds.**ICQ:**-What are you going to do? (choosing three days for each plan and make sentences)-Do you have to write the sentences down? (No)-Are you going to work individually? (Yes)-How much time do you have? (30seconds)Let’s begin.T gets Ss to work individually for 30 seconds and gives Ss time warning.10 seconds, 5 seconds, Time’s up!**Demonstrations/Instructions:**All right, everyone. It’s time to move! Come up to the middle of the class with your papers and pen please. Now, I’m going to invite class-mates to my party. But, I know class-mates have their own plans like this(T points to the schedule wallchart). I come to a class-mate and say “can you come to my party on Monday?” If she says “yes, of course.”, I write her name under my schedule table.If she has a plan on that day, she’s going to say “Sorry, I cannot. I must ­­­­­­­ , I have to \_\_\_\_\_\_\_\_\_\_\_, or I’m going to throw my party on that day.” , depending on what cards she has on what day she chose.T shows how to do it briefly.You do like this in whole class.I’ll give you 4 minutes.The one who can throw the biggest party wins!**ICQ:**-What are you going to do? (inviting friends to a party)-How much time do you have? (4 minutes)-Are you working individually? (No)-Are you working in whole class? (Yes)Let’s begin.T gives Ss time warning.2 minutes, 1 minute, 30 seconds, 10 seconds.Times up!Dorothy, do you remember any plan of class-mates?Sue, how many friends can come to your party? Wow, good job.Han, what about you? Great.So, who’s the winner? Who invited more than 6 friends?T gets Ss to give the winner a big hand.Good job, everyone.T puts a wallchart on planning a party on the board while Ss get back to their seats. |

|  |
| --- |
| **Post Activity** |
| Materials: Papers, Party Plan Wallchart, Unscrambled Word Wallchart, A board and board markers, Tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min2min1min | Group work | Ss work in groups.1 group presents their party plan in front of the whole class. | **Speaking Activity: Planning a party**T shows Ss the picture of party plan and tells Ss about it. Then, T tapes it on the board.**Instructions:**I’m going to throw my dog’s 9th birthday party at home on July 2nd, 2014. I’ll invite everyone and every dog that knows my dog to this party. There will be snacks, pizzas, and beverage for human, and chew toys and special treats for dogs.I’m planning to decorate the house with colorful laces because my dog loves laces, and moving toys that she loves to chase. The cost of the party will be 200,000 won. T makes 3 groups(4,5,5).You are going to plan any type of party with your group membes. You can think about place, time, the number of guest, and so on. You can come up to the board and see what the plans looks like. I’ll give you 4 minutes and a paper for a group. **ICQ:**-What are you going to do? (planning a party)-How much time do you have? (4min)-Are you working individually? (No)-Are you working in groups? (Yes)I don’t want you to start until I say begin.**ICQ:**-Are you going to start when I give you a paper? (No)-Are you going to start when I say begin? (Yes)T gives Ss a paper and gets Ss to work in groups.T gives Ss time warning.2 minutes, 1 minute, 30 seconds, 10 seconds, Time’s up.T gets one group to present their party plan.**Error Correction:**Do you have any questions?Teacher answers to Ss’ questions. No error correction today. T gets Ss to unscramble the word ‘party’.Good job, everyone. |
| **SOS Activities**  |
| Materials: A board and board makers  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | IndividuallyWhole Class | Ss present their cards and show them to one another. | **Speaking Activity: Designing a invitation card****Instructions:** You are going to design an invitation card on your own.Think about the type of party you want to throw.Work individually.I’ll give you 4 minutes.**ICQ:**-What are you going to do? (designing an invitation card)-How much time do you have? (4minutes) -Are you working individually? (Yes)T gets Ss to design an invitation card and gives Ss time warning.2 minutes, 1 minutes, 30 seceonds, 10 seconds, Time’s up!T helps Ss to share the ideas of their cards and show them to one another. **Error Correction:**Do you have any questions?Teacher answers to Ss’ questions. No error correction today. Good job, everyone.Great job today. See you tomorrow~ |

**Vocabulary Worksheet (Pre-)**

Party Time!

**Discuss** with your partner what the 'party' phrase below means and **use** the phrases in the correct form to complete the sentences below!

***hen party party animal party-pooper***

 ***house-warming party party piece stag party***

**1**. "Have you heard? Claire's getting married on the 29th August. She's having her ( ) the weekend before.

**2**. They had a big ( ) about a month after they moved to their new place.

**3**. He got so drunk at his ( ) that he was nearly late for his own wedding.

**4**. "Oh, listen to my husband! He's telling his golf joke again. He does it every time we go to a party. It's his ( ).

**5**. Ben was always the life and soul of the party. He really knew how to enjoy himself. He had a reputation for being a ( ) .

**6**. "I don't know what Jane sees in her new boyfriend. At parties he doesn't dance, he never smiles, and he complains about everything. He's a real ( )!"

**Speaking Worksheet (Main-, Post-)**

**Ⅰ.**

|  |  |
| --- | --- |
| Toothbrush | Examination |
| Mobile | Homework |
| Hospital | Movie |
| Pen | Brother |
| Poison | Mountain |
| Funeral | Gym |
| Penguin | Wolf |
| Father | Hair |
| Wallet | University |
| Grandmother | Thief |
| Dog | Spain |
| Lake | Canada |
| Pain killer | Piano |
| Camp | Nail polish |

**Ⅱ.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  |  |  |  |  |  |

★ **Friends who will come to my party**

**⇒**