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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Garage Sale** |

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| Instructor:Juny & Jiyoon | Level:**Intermediate** | Students:**16** | Length:**30 Minutes** |

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| Materials* Blank papers (16papers + extra 2papers)
* Paper money (80green papers)
* A picture of garage sales
* A picture of a market
* An example of a leaflet(activity modeling)
* Modeling (How to ask the price of products, The reasons why the customers have to buy their products)
* Any products that students’ have
* Real leaflet or a picture of leaflet
* A picture of a book
* Word scramble modeling
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| Aims* Main: To help the students to develop their speaking skills by doing the garage sale activity in the classroom.
* Secondary: The students will learn how to introduce their products by sharing their experiences, selling the products and making their own leaflets.
* Personal: we want to adjust our speaking speed to the level of the learners.
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| Language Skills* Speaking: Students will have opportunities to talk in groups.
* Listening: Students will be able to listen to each other’s conversation.
* Writing: Students will write about the products that they want to sell in their own garage sale.
* Reading: Students will read each other’s leaflets.
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| Language Systems* Lexis: garage sales, leaflet
* Discourse: discussing in groups.
* Phonology: pronunciation of /r/ = garage , /l/ = leaflet
* Grammar: nothing to discuss
* Functions: asking questions
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| Assumptions* Students will learn how to buy the products
* Students will be able to make their own leaflets.
* Students will know how to negotiate with others.
* Students will be able to share their experiences about garage sales.
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| Anticipated Problems and Solutions* Some students don’t have any experiences about garage sales.
* Students can share other experiences of buying second handed products.
* Some students can have problems with buying the products in time.
* When students are working in groups, they can share the products together.
* We might spend more time in the main activity.
* Even though we are planning to ask 3students in the post activity since we spend more time in the main activity, we will ask just one student.
* We might finish earlier than we expected.
* We can use our SOS activity to manage the time.
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| References* A picture of garage sale
* <https://en.wikipedia.org/wiki/Garage_sale>
* A picture of a leaflet.
* <http://www.shutterstock.com/s/leaflet/search-vectors.html?page=1&inline=319643597>
* A picture of a book.
* <https://www.google.co.kr/search?q=leaflet&biw=1301&bih=592&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiR18f1h9nKAhVEK6YKHT1dBXUQ_AUIBigB#tbm=isch&q=book&imgrc=yEZBAPXGvgLDgM%3A>
* A picture of a market
* <https://whyevolutionistrue.wordpress.com/2011/08/05/st-petersburg-food/market/>
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| **Lead-In** |
| Materials: Nothing |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-S |  | Good morning class. It’s happy Thursday. I’m sure that we’re going to have a great day today.Hannah, when you get married, how many children do you want to have and do you want to have sons or daughters? (If she answered) Oh, I see… Do you have any specific reasons?(If she answered) Thank you for sharing.Flower, if you can live with anyone in the world, who do you want to live with? (If she answered)Can you tell us the reasons why you want to live with him/her? (If she answered)Thank you for sharing. |

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| **Pre-Activity** |
| Materials: Pictures - (formal) market, garage sale |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | T-WCT-SsSs-SsT-Ss | Elicit discussionPronounce ‘garage’ ‘sale’Ss move their seats. Share their experiences.4 of Ss share their experiences other Ss. | (Eliciting)T: Ladies, what do we call the sale of second hand goods? Ss: flea market, sales, yard market, garage sale…T: Right! Usually we call ‘garage sale’ or yard sale or tag sale.(CCQ)(show the picture of formal market)Is this garage sale? – No(show the picture of garage sale)Is this garage sale? –YesDo you sell your second hand products in front of your house? - YesT: Can you follow my pronunciation?/ gə|rɑ:Ʒ;gə|rɑ:dƷ/(makes two teams and asks Ss to pronounce ‘garage’)Great! And let’s say garage and sale(make Ss say garage and sale)Okay, who said garage? Please raise your hands and check who your team is. And who said sale? Raise your hands and please check who your team is? Great, Garages, please move left side and sales please move right side. (make 2 groups more so T makes total 4 groups)(Demonstration)Very good. When I was in the UK, I visited neighbors because sometimes they were having garage sales. In there, I bought a nice muffler to prepare the winter.(Instruction)T: Now working in groups you are going to talk about your garage sale experience for 2 minutes. If you don’t have that experiences please share with your group what second hand goods you have bought.(ICQ’s)What are you going to do? – tell my partner about my garage sales experience.Are you working individually? –No How much time do you have? - 2minutes (Explicit instruction)T: (pass out papers)I don’t want you to start when I pass out papers and before I say begin.(Explicit ICQ)Do you start when I give this paper? –NoWhen I say begin? -YesT:Let’s begin(Run)Students talk about their experiences and teachers just monitor Ss and timing.(1 minutes, 30 seconds, 10 seconds, times up)(Close)T: well done guys! Jay, please share your group experiences?Ask same questions for 3 students more. |

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| **Main Activity** |
| Materials: any products that students have, paper money |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min3min3min3min4min | T-SSSS-SST-SSSS-SST-SSSS-SST-SSSS-SS |  | (Demonstration)(put the wall chart on the board)This is my pencil case. I want to sell it to others.Jiyoon: Hi~~ I want to buy this pencil case. How much is it?Juny: It’s 3dollars.Jiyoon: Can you give me the reasons why I have to buy it?Juny: Because an adorable giraffe is in the pencil case and also you can neatly organize your pencils or pens in here.Jiyoon: Oh!! Great!! I will buy it. Here you go.(give the paper money)(Instruction)Now, we’re going to have our own garage sale like this. Among the things that you have right now, please choose one thing that you want to sell. And please think about the price of your stuff. Since we are giving you only 5dollars, the maximum price will be 5dollars and I will give you 30 seconds to think. After you choose one thing, please put it on your desk.(ICQs)So, what are we doing? (thinking about the stuff that we want to sell)How much time do we have? (30seconds)Are we working in groups? (No)Great.(Explicit instruction)Oh and when you’re thinking about the price, you are not allowed to use prime numbers.(Explicit ICQs)So, can you write 2.7dollars? (No)Can you write 3dollars? (Yes)Great. Let’s begin to think.(Students will think) (Giving 5dollars to each student) 10 seconds… time’s up.Let me separate the class into two groups. Rosa to Emily will be group A and Jenny to Sarah will be group B.Okay, now group A please stand up. You will buy the products individually from there by using these sentences. (Put the sentences on the board/How much is it? Why do I have to buy it?) Can we read it together? (Students will read)Thank you. Each of you needs to buy at least one product. If you have enough money, you can buy as many as you can. I will give you 3minutes to buy. After you finish shopping please go back to your seat. (ICQs)So, what are we doing? (shopping)How much time do we have? (3minutes)Are we working together? (No)Great.(Explicit instruction)Oh and group B the sellers, you guys need to tell at least two reasons why the customers need to buy your products.(Explicit ICQs)So, do you give just one reason? (No)Do you give at least two reasons? (Yes)Great. Let’s begin.(Students will go shopping) 2minutes… 1minute… 30seconds… Time’s up.Ok, now we will change the roles. This time, group A will be the seller and the group B will be the customers. Just same as group A, you will buy the products individually. I will give you 3minutes. Group B please stand up.(ICQs)So, what are we doing? (shopping)How much time do we have? (3minutes)Are we working together? (No)Great.(Explicit instruction)Just same as what group B did, group A the sellers, you guys need to tell at least two reasons why the customers need to buy your products.(Explicit ICQs)So, do you give just one reason? (No)Do you give at least two reasons? (Yes)Great. Let’s begin.(Students will go shopping) 2minutes… 1minute… 30seconds… Time’s up.Alright. So, Rosa to Angela one group. Hannah to Sarah one group. Dian to Jenny one group. And Joanne to Lucy one group. In groups, I want you to share the reasons why you bought the products with your group members. I will give you 3minuts.(ICQs)So, what are we doing? (sharing the reasons why we bought our products)How much time do we have? (3minutes)Are we working individually? (No)Great. (Explicit instruction)Oh and the reasons have to be specific. You are not allowed to say “because I like it” You have to give the reasons in detail. (Explicit ICQs)So, do you give simple reasons? (No)Do you give specific reasons? (Yes)Great. Let’s begin.(Students will share their reasons in groups. Teachers will be monitoring the students discreetly. Answer the students if they have any questions)1minute… 30seconds… Time’s up.Alright. This group, Jenny, can you please come up to the front with the product that you bought and tell us the reasons why you bought that? (If student answers) Okay thank you for sharing. (Same as above, asking same questions to at least 5-6students) |

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| **Post Activity** |
| Materials: 16 of blank papers, Modeling of leaflet, A picture of a book and a leaflet.  |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | T-WC | Elicit discussionPronounce ‘leaflet’Ss make own leaflet about what they want to sell.Introduce their leaflet.Say correct words. | (Eliciting)T: Ladies, what do we call the paper which gives information about something?Ss: Advertisement sheet, pamphlet, leaflet….(If Ss say only pamphlet, teacher will runs eliciting)T: Right! we call ‘pamphlet’ or ‘leaflet’(CCQ)(show the picture of a book)Is this leaflet? – No(show the picture of leaflet)Is this leaflet? –YesT: Can you follow my pronunciation?/ li:flət/(makes two teams and asks Ss to pronounce ‘leaflet’)(Demonstrate)T: Perfect! And now let me show our leaflet. We wrote about magical fridge, as you see whatever you want you can get any food from fridge.(Instruction)T: I’m going to give this paper for you. (Give blank papers each Ss) Now you guys make your own leaflet. Whatever you want you can introduce your product and it doesn’t have to be real. And you don’t need coloring the pictures. For 3minutes you will write down about the product information.(ICQ’s)What are you going to do? –Make my own leaflet.Are you working individually? –YesHow much time do you have?-3 minutes(Explicit instruction)I don’t want you to start until I say begin.(Explicit ICQ)Do you start before I say begin? –NoT: Let’s begin.(Run)Ss write their leaflet and, teachers just monitor the class and check timing.(1minues, 30 seconds, 10 seconds, times up)(Close)T: Good job ladies. And Dian, could you please stand up and explain about your goods and show your leaflet?Ask one student more what did they introduce their goods on their leaflet.(Error correction/Word scramble)(If Ss didn’t make any mistakes)T: Well done guys and I didn’t hear any errors so I’ll make word scramble.(If Ss made mistakes, Ts would correct the errors and make word scramble)Slea geagra -> garage sale |
| **SOS Activities**  |
| Materials: Board, board maker |
| Time | Set Up | Student Activity | Teacher Talk |
| 1~2min | T-WCT-Ss | Ss think their experiences and teacher just monitoring. | (Demonstration)T: When I go to shopping I bought a top. That color was pink. At that time it was cool but I just wore 2 times and I never wear that because it makes me chubby. (Instruction)T: I will give you guys for 30 seconds and think about you have ever bought something and you never used it.(Run)T starts to write the blanks on the board and Ss start to say alphabets and try to find answers.(use word: Coat, garage sale, leaflet)(Close)T: Jenny, have you ever bought something and you never used it? (Jenny answer) |