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| [ ]  Listening Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Giving advice to foreign friend about the gift** |

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| Instructor:**Victoria** | Level:**09Intermediate****(Adults)** | Students:**4 people** | Length:**30 Minutes** |

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| Materials:* Worksheet (Appendix 1,2) 🡪 pre-activity
* Flash card (Appendix 3) 🡺 main-activity
* Worksheet (Appendix 4) 🡺 post activity
* Key word card 🡺 SOS activity
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| Aims: * Main aim: Ss will be able to give advices using expressions from the lesson
* Secondary aim: Ss could give the personal opinion and summarize other’s opinion
* Personal aim: I’d like to have more STT(Student talk time) by pair works and monitor them how to work with their partners.

I’d like to monitor how Ss follow the instructions in the following activities  I’d like to check how Ss could use the learned expression by pair work(only in STT activity) |

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| Language Skills:* Listening: Ss will listen to their partners during main/post activity and teacher’s instruction.
* Reading: Ss will read the worksheet in pre/main/post activity
* Speaking: Ss will speak during pre/main/post activity

 Ss will give advice to their partner in the main activity and give suggestions * Writing: Ss will summarize the key word during main activity

Ss will fill in the worksheet during post activity to review the grammar.  |

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| Language Systems:* Phonology : /[r](https://en.wikipedia.org/wiki/Voiceless_dental_fricative)/, /[l](https://en.wikipedia.org/wiki/Voiced_dental_fricative)/, /f/, /t/
* Lexis: New vocabularies – fish-shaped bun, Ginseng , seaweed, luxurious goods
* Grammar : To make sentences using may/ should / suggest or conditionals
* Function : To give advices
* Discourse : conversation
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| Assumptions: * Students already know the basic vocabularies to express the personal opinion
* Students are familiar to talking with their partners.
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| Anticipated Problems and Solutions:* If the vocabulary is too easy for Ss 🡺 The class will focus on the review activity
* If Ss don’t have any experiences to give gifts to foreigners(pre-activity) 🡺 question will be changed as conditionals such as “When you go abroad, what would be good gifts to foreigners”
* If Ss have problems to understand instructions 🡺 Teacher will demonstrate it and give Ss key words again.
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| **Lead-In** |
| Materials: N/A |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | class | Be seated, listen and greetingGet attention  | Hello, everyoneHow do you feel today? (waiting for the answer)OK. Then, I’ll give snacks for you.Do you know the name of the snack in English? (waiting for the answer) Yes, It’s fish-shaped bun which is famous snacks for foreigners  |

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| **Pre-Activity** |
| Materials: Appendix 1,2 |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min 5 min3min | ClassPair workClass | Ice breaking Question and answer Conversation between partnersPractice the expressions (read and speak)  | **Eliciting** Have you ever bought gifts for your foreign friends?  I gave Korean brownie snack and red Ginseng to my Chinese co-worker before.  Tell me about your experience. (If no one would answer, point out a person and the others, too) Who did you buy that for? What was it? (waiting for the SS’ answers and write down on the board)OK. then. Let’s do some pair work. The question is “what would be the mostpopular Korean shopping items among foreign tourists?” Please discuss about it with your partner and Rank the items from 1 to 5 and think about the reasonI’ll give 3 min and fill in the worksheet (Give the worksheet to the Ss- Appendix. 1) The team is going to be A/B Sts and C/D Sts. (After 3 min)Could you write the ranks, team A and B?OK. well done. According to the research, for Chinese, Ranks are 1st, Cosmetic and then, clothes, ginseng, bags and food such as Kimchi, chilly paste. For Japanese, they like seaweed and snacks too. So, we talked about famous gift in Korea And now we’re going to move on to the expressions about giving advice(give the worksheet) Let’s look at the worksheet (Appendix. 2)Dave has a problem. Could you read it? ,(Student name)? OK. Then let’s give him an advice. I’ll give you 30 sec to think and then let’s discussOK. Start! Now it’s done. Who want to go first? OK.(Student name)(Write down on the board) Could you start with the second sentence? (After the answer) Great! Could you pick other person to talk? OK. very good. Everybody.  |

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| **Main Activity** |
| Materials: Appendix2, 3 |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min6 min3 min  | In pairIn pairClass | Listening Speaking / listening / Reading Speaking  | **Instruction**Now, we’re going to do some game.I know several Chinese co-workers and when they visit in Korea. They would like to give gifts to their family members or friend. So this is going to be a very short role play. 2 people are 1 team. And I’ll give you 6 cards(Appendix. 3) You can arrange them randomly on your desk. And there are 2 sides. 1 side has a picture and the other side has a comment. And 1 person will pick up the card and show the picture to your team memberAnd read the sentences in other side. Then, ask “I’d like to buy 2 gifts for my\_\_\_\_\_\_, any suggestions ?Then other person will answer using the form what would be good and why you choose, such as “Why don’t you buy a scarf and jewelry because she looks trendy?”. And the other person will write down it. When it comes to the “giving advice “ please use appendix. 2 and answer. (Appendix. 2) And then, the role is switched. One person said “ I’d like to buy~~” and then other person will give an advice. I’ll give you 6 min to discuss (Give the card) **ICQ**Mix them and arrange randomly. I’ll give you 6 min to discuss. Please switch the role in every picture**Monitoring**(Teacher stays back and check) **Check answer**Please choose 1 best answer from your partner and tell to others. (Student name), ? What was the best answer ? And could you share the reason? (Ask the same questions to the other Ss)  |

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| **Post Activity** |
| Materials: Appendix. 4  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min2 min 2 min  | IndividualClass Class  | Writing Speaking and read Speaking and Listening  | **Instruction**I’ll give you a sheet and it’s a thank you mail to your colleague. Please fill out the form without previous worksheet. I’ll give you 3 min. OK. Time’s up. Is anybody to read the letter for us? OK\_\_\_\_\_\_\_\_\_. Please read. Awesome! \_\_\_\_\_\_\_\_\_. **Concept Check** Today what would we talk about? Yes, gift and giving advice Please use the form when you give advice to your friend. Such as…..? (waiting for the answers)That’s right! **Conclude lesson**Review and summarize today’s lesson by checking vocabularies and expressions.FeedbackThank you for joining the class. Enjoy of the rest of the class. Bye.  |
| **SOS Activities**  |
| Materials: Appendix. 5  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3~4min1 min  | In pair(team competition)Wrap up  | Speaking, Reading, Finding wordsGreeting  | We have a couple of minutes left. Let’s do other activityIt’s a speed quiz. I’ll give a person the five keywords and one person explains and other person will say the answer. (Appendix. 5)I’ll measure the time.Go! OK. Done. Other will perform the activity Monitoring (teacher)  Thank you for joining the class. Enjoy of the rest of the class.  |