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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: What should I do?** |

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| Instructor:  Hyeyeon Tiffany Jung | Level:  Intermediate | Students:  6 | Length:  30 Minutes |

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| Materials:   * whiteboard and marker * situation cards (need to be cut in advance) * 7 copies of worksheet |

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| Aims:   * Ss will be practice the auxiliary verb by asking for and giving advice each other during the activity. * Ss will work cooperatively in a pair by interacting with each other while asking and answering questions. * Ss will be able to get reasonable answers by guessing their own situation card based on advices they’re given. * Ss will be able to speak fluently by giving advice to others on different situations. |

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| Language Skills:   * Speaking: asking for and giving advice and class discussion about the best advices * Reading: situation cards of others (role cards); the examples of sentence patterns and questions for asking for and giving advice * Listening: teacher’s elicitation; teacher’s instructions of activity; questions and answer in pair works, class discussion * writing: worksheets during and after pair works by asking for and giving advice |

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| Language Systems:   * Discourse: guessing their own problem situations on their back * Function: asking for advice; giving advices * Grammar: the auxiliary verb by asking for and giving advice each other * Lexis: difference between advice and advise * Phonology: /s/ and /z/ sound in the words “advice and advise” |

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| Assumptions:   * Some Ss may already know the phrases and questions of asking for and giving advice. * Ss enjoy guessing things that they do not know yet. * Ss like to share their opinion with each other. |

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| Anticipated Errors and Solutions:   * Ss may say some words from the situation cards of others => encourage them not to use the words on the situation cards, but the sentence patterns and questions on the board. * Ss may try getting into pairs during interview => monitor and help Ss to find another partner. * Some Ss may not be active in interview or discussion =>encourage S by asking for his/her opinion based on advices from others. * Ss take longer to complete their task than expected => announce time warning and give them extra time if they need it. |

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| References:  English Current <http://www.englishcurrent.com/speaking/speaking-activity-giving-advice-esl/> |

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| **Pre-task** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  4 min | Whole class | Ss will give some advices on losing my credit card.  Ss will talk about how to ask for and give advice by making sentences and questions. | **<Greeting & elicitation the lesson topic>**  T: Good morning,everyone. How are you today? Actually, I am not good because I lost my credit card on the way coming here. I don’t know what I should do.  *(Elicit Ss’ advices of the situation and give them thanks for the advices. Then, introduce the activity “what should I do?” which is about asking for and giving advice.)*  **<Introduction of Task>**  T: Today we will be doing the activity, “what should I do?” which is about asking for and giving advice. Before we start it, I want you to think about how you can start a sentence to give an advice to others and how you ask for advice.  *(if no one answer, give an example such as “you should ~”, “what should I do?” and write the sample phrases and questions that students can use during this activity.)*  T: These are some sentence patterns and questions that you will use while asking for and giving advice to others |

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| **Task Preparation** | | | |
| Materials: whiteboard and marker, situation cards, worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  5-7min | pair works | Each of Ss will be given a situation card and they will tape the card on their partner’s back without showing it to their partner.  Each of Ss will go around the classroom and ask each other for advice on their own situation card which they don’t know yet, and they will write the advices on the worksheet. | **<Giving Instruction>**  **1.Situation cards (Role cards)**  T: Let me tell you how the activity goes. First, I need you to pair up with a partner and each of you will be given a piece of paper that has different situations and tape it on your partner’s back. Don’t show your card to your partner because your partner will “guess” what they have on their back at the end of this activity. YOU NEVER SHOW THE CARD TO YOUR PARTNER!!  *(hand out a situation card and ask them to tape it on their partner’s back.)*  CCQ  -Do you show the situation card to your partner?  -What are you supposed to guess?  **2.Asking for and giving advice (Interview)**  You will go around the classroom and ask someone for advice on your situation and vice versa. You will ask each of them for one advice so you will have at least 6 advices. If you need more advice to guess your situation, ask them for another advice. I will give a worksheet to write down the advices you’ve got. You will have 5 minutes.  *(Give Ss time warning. Ask if they need more time. If so, give 2 more minutes.)*  CCQ  -What are two things you’re supposed to do?  -How much time do you have?  -Can you ask more advice when you talk to all classmates?  -How do you ask someone for advice?  -How do you give advice to others? |

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| **Task Realization** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | individually & whole class | Ss will guess their own situation based on the advices and they will answer the 1st question on their worksheets. Ss will share their answers to the class and check whether they guessed right or wrong. | **3. Discussion**  T: Please have a seat and guess your situation card on your back based on the advices you’re given. write it on your worksheet. When you are done, we will check the answers and we’ll talk about which one is the best and the most tactful advice and why.  *(After working have each of Ss to tell their guess of their own situation card to the class. If they guessed wrong, correct them and tell the situations on the cards.)*  CCQ  -Are you working alone?  -Where do you write your answer?  -What do we share about? |

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| **Post Activity** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Ss will give feedback on the activity and review how to ask for and give advice. | <Feedback>  T: Did you enjoy today’s activity?  *(Listen to Ss feedback on the activity)*  <Language Focus>  Error Correction:  (Write Ss errors you noticed during asking  for and giving advice and review the  phrases and questions on the board.  T: I hope you had fun trying to guess the  situation you have. No homework for  Today! |

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| **SOS Activity** | | | |
| Materials: another situation cards and worksheets. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  |  | Ss will play one more round with another situation cards in the same way. | T: Let’s try another one! Here are different  situations that you need ask for and give  advice. |