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| **Topic: Flower shop** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| **Sharon** | **intermediate** | **Adult** | **3** | **50 min** |
| **Materials: - Idioms worksheet (3copies)** **- Listening from audio file** **- Listening worksheet (3copies)** **- Picture of flower shop** |
| **Aims: - to learn idioms and expressions**  **- to listen to the dialogue** **- to speak by role-play** **- to create a story** |
| **Language Skills:****- Reading : idioms worksheet****- Listening : the speakers’ dialogue****- Speaking : role-playing, discussing about next story and some questions****- writing : dictation, fill the blank,**  |
| **Language Systems:**  **- lexis : idioms in dialogue,**  **- function : dialogue in flower shop** |
| **Assumptions:**  **Students already know :**  **- how the class is set up and run** **- the teacher’s style of teaching and the pace of the course**  **- all students are adult** |
| **Anticipated Errors and Solutions :** **- Students may not be able to follow the passage easily** **Follow the task-feedback circle : let them listen to the track again** **- students may not be able to pick up details from the listening** **Chunk the listening (pause-play-pause-play)** **- students may need more time to work on the idioms** **If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answer instead of having students write them on the board** |
| **References: Flower shop(October 10, 2018). In Breaking News English. Retrieved from** [**www.esl-lab.com/flowershoprd1.htm**](http://www.esl-lab.com/flowershoprd1.htm) |
| **Notes:** |

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| **Presentation:**  |
| **Aims: to set context by asking the question.**$$``$$ | **Materials: board** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **3min** | **Whole class** | **Hello. It was good.****Yes, it was my wedding anniversary** | **Hello everyone, how are you?**Is **there anyone who had an anniversary recently?****OK, today, we will listen to the dialogue between the two persons in a flower shop.** |
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| **Notes:** |
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| **Practice:**  |
| **Aims: - Students can use what teacher presented.** **- Students can practice sentence completion.** | **Materials: idioms worksheet, board, pictures of the speakers (for prediction)** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **10min****2 min** | **Whole class****individually****Whole class****Whole class** | **Students respond.****OK. I will do that.** **Students do it** **Students ask** | **1. Idioms****instruction****Work individually. Fill the blank of each sentence. You have 5 minutes.** **(Distribute the worksheet)****Demonstration****Look at#1…** 1. You forget your anniversary, and you’re trying to make thing ( ), right? So put the word “up” in the blank CCQWhat do you write in the blank?Monitor discreetly. Answer students if they ask questions.Give time warning : 30 seconds left.Be flexible with time. Give 1 more minute if they need it- Go through the idioms one by one**- Elicit the meaning from students****- Explain the meaning if necessary****2. Prediction****Instructions****Look at these pictures. These are the 2 speakers that you will listen to.** **What’s your first impression of them?****What do you think their personality is like?****Show the pictures one by one.** |
| **Notes:** |
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| **Production:**  |
| **Aims: - Ss can use what they learned freely** **- Ss can do role plays, discussions, speaking and writing** **- T monitors from a distance and gives feedback** | **Materials: Audio file, computer, listening worksheet, picture of the speakers.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **10min****18min** | **Whole class****Whole class****Individually****Whole class** | **Students respond****Students work individually.****Students express yes or no.****Students tell the story that they imagine** | **1. Listening for the Main Idea****Instructions****Put your pen down. Close your eyes. Listen to the dialogue. Think about the first impression of each speaker. What do you think each person is like?** **CCQ****Can you take notes?****What are you supposed to think about?****Do you want to listen again?** **- Yes: Have them listen one more time.** **-No: Have them share their thoughts.****What do you think about Florist?****What do you think about Customer?****Compare with their thoughts.****2. Listening for details****Instructions****Now listen to the dialogue. Dictate the dialogue in the blank of worksheet as you listen. Work individually.****CCQ****What are you supposed to do?****Are you working alone?** **(Distribute the worksheet)****Let students dictate as they listen.****Do you need to listen again?****( Follow the same cycle until finished)****Now, let’s create the next story. What is the story that will lead to this dialogue? What do you think will be the next dialogue?** |
| **Notes:** |
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| **Post Production:** |
| **Aims: Ss can discuss each other freely** **T close the lesson some CCQs.** | **Materials:** |
| **time** | **Set Up** | **Student**  | **Teacher** |
| **7min** | **Whole class** | **Students discuss.****Students speak****Thank you.** | **Instructions****What are you going to do if your partner is upset?****Will you face it or not?****Let students speak what they think one by one.****CCQ** **- Do you agree with your classmates or not?****2. Conclusion lesson****Elicit today’s idioms for students.****Give homework****Write one sentence for each idiom you learned today.****You did a good job today.****See you next time.** |
| **Notes:** |