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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  CCQ  What 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:** | | | | |