|  |
| --- |
| **Topic: Socializing** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| **Nicole Kim** | **Intermediate** | **Adults** | **4** | **30 min** |
| **Materials:** **•One copy of worksheet per person** **•role cards for one per student** **•Board and markers** **•Listening script for teacher** **•Cards for 'good' and 'bad' topic** |
| **Aims:****•Students will be able to understand and use expressions related socializing** **•Students will be able to familiarize themselves with terms and expressions in an activity****•Students will be able to practice the phrases that encourage the speaker to continue** |
| **Language Skills:** **•Listening: listening to dialogue, teacher’s instruction and peers’ ideas** **•Speaking: participating and practicing in an activity, sharing ideas** **•Writing: writing approaches that deal with the structure and mechanics of English** **•Reading: reading the text and answering the questions with worksheet** |
| **Language Systems:****•Phonology: reading the phrases, distinctions between F / V** **•Function: acquiring information and appropriate expressions of socializing** **•Discourse: expressing ideas and opinions, listening to others’ ones** **•Lexis: negative and positive expressions of socializing** **•Structure: interrogative sentences and pronouns** |
| **Assumptions:** **Students already know:** **->The teacher’s style of teaching and the pace of the class** **->Students are at an upper intermediate level** **->Students are able to express their ideas and opinions in English** |
| **Anticipated Errors and Solutions** **•If there are three students to a group** **->Leave out the Students A card for role play** **•If Students finish their tasks earlier than expected****->Give students chances to talk their individual experience when they listened to positive or**  **negative phrases.** **•Students may be not interested in this topic****->Demonstrate the role-play with comical voice or change to more funny activity** **•If students enjoy an activity****->Give more time to students and reduce the number of students sharing their opinions** **•Students don’t correct the worksheet well** **->Demonstrate how to answer the questions and show some example** |
| **References:** **Lesson Share** |
| **Notes:** |

|  |
| --- |
| **Pre-Task:** |
| **Aims:****•To recognize what socializing is**  | **Materials:** **•Board and markers** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **1 min****2 min** | **Whole Class****Whole class** | **Students say,****"Great."****"Students say,****"One is that the people in the picture look happy and the other is that the people seem not to talk to each other."** | **<Greeting>****Hello, everyone! How are you doing today? Is everything OK? What did you do last weekend?****<Introduction of Task>****1. Write on the board 'Socializing'****2. Explain today's topic****3. Show two pictures****"Today we will be talking about a socializing. I will show you two picture."** **<CCQs>****What is the difference of these pictures?"**  |
| **Notes:** |
|  |
| **Task Preparation:** |
| **Aims:****•Students Will be able to and make a good topics for small talk** **•To learn lexis for active listening** | **Materials:****•worksheet****•Board and markers****•Cards for 'good' and 'bad' topic** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **1 min****1 min****3 min****2 min****1 min****2 min****2 min****3 min** | **Whole class****Individually****Whole class****Whole class****Pairs****Individually****Whole class****Whole class****Whole class** | **Students say,****"The answer is b"****Students say,****"a is negative, b is positive, c is negative or positive, d is positive."****Students say,****"a. Go on** **b. And what did she say? / So how did she respond to that?** **c, So what happened next? / So then what happened?** **d. What did you do next? / So then what did you do?"**  | **◈Small Talk◈****<Instruction>****As I asked the weather at first, we need to talk about light topic when you start to tell something. That is called 'small talk'****(Write on the board 'Small talk')****1. Hand out the worksheet****2. Ask students to answer the question in Activity 1****<CCQs>****1. What is the answer for Activity 1?****<Activity>****Let's play a matching game about 'good' or 'bad' topic for small talk****1. Mix 'good' and 'bad' topics****2. Attach cards to the board****3. Let students come out and distinguish 'good' and 'bad' topics****4. Let students discuss good or bad topic for mall talk with their partner****5. Ask students to fill the blanks in Activity 2****◈Active listening◈****<Instruction>****Now, we will talk about active listening. After you learn expressions for active listening, you can answer the questions for what I ask** **1. Read and learn positive and negative expressions on active listening****2. Let students listen to the sentences and answer the questions in Activity 3****<CCQs>****1. What is the answer?****2. What do you say if someone says "There is a cheating on the test at school."****◈Encouraging speaker to continue◈****<Instruction>****Let's check more direct ways of encouraging the speaker to continue****1. Show and read example in Activity 4****2. Answer the questions in Activity 4****<CCQs>****1. What is the answer?****2. What will you do even though you don't want to listen to others but you have to?**  |
| **Notes:** |
|  |
| **Task Realization:** |
| **Aims:****-To use expressions to encourage the speaker to continue****-To role paly** | **Materials:****-worksheet****-Board and markers****-role cards for one per student** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **6 min****3 min** | **Groups****Whole class** | **Students say,****"a. Well, I really must be running along. (L)** **b. Oh, my word. Look at the time. (L)** **c. Mind if I join you? (J)** **d. Did I hear someone talking about…? (J)** **e. Sorry, have to dash. (L)** **f. Excuse me, are you here for the conference? (J)**  | **◈Role play◈****<Instruction>****Now, I will give you your role card. (Collect role card per person)****There are A, B, C, and D cards. Student D should only join the conversation when I shout "Join!" Student B should leave the conversation when I shout "Leave!"****You have 5 mins****1. Give a role card for one per student****2. Explain the situation****3. Give students a chance to speak with groups for 5 mins****4. Give time warning: 30 minutes left****<Activity>****1. Rearrange the word to make sentences with Activity 5****2. Check the answers** |
| **Notes:** |
|  |
| **Post Task:** |
| **Aims:****•To get a feedback for next lesson and encourage speaking skill** | **Materials:****•Board and markers** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **3 min** | **Whole class** | **Students say,****"Yes, we had fun today!"** | **◈Feedback◈****<Instruction>****Did you enjoy today's lesson? I hope you had fun with an activity****(Listen to Students feedback on the activity)****<Homework>****Use a good topic for small talk** |
| **Notes:** |