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| **Topic: Party Time** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Cho, Hye Lim (Hyelim)** | **intermediate** | **Adults** | **15** | **50 minutes** |
| **Materials:**  - Pictures (for eliciting the topic)  - 16 copies of the text ‘Party Time’  - 16 copies of comprehension questions  - 16 copies of worksheets #1, #2, #3  - Markers and white board | | | | |
| **Aims:**  - Use vocabulary and expressions related to Parties  - To learn how to cooperate in a peer group after listening to teacher’s instructions  - To practice and improve listening skills through this lesson  - Students will guess the meaning of key words in the context of the text | | | | |
| **Language Skills:**  - Listening: listening to teacher’s instruction and classmates’ ideas  - Speaking: participating in an activity, sharing ideas in a group  - Reading: reading the text ‘Party Time’ and worksheet  - Writing: answering the questions, and matching the right vocabulary | | | | |
| **Language Systems:**  - Phonology: reading the text  - Function: predicting, debating, giving and receiving opinions  - Discourse: expressing opinion  - Lexis: idioms, key vocabulary in the text  - Structure: interrogative sentences and imperative sentence | | | | |
| **Assumptions:**  - Students like asking teacher.  - Students are at an intermediate level and have already known some vocabulary in text.  - Students are able to express their ideas and opinions in English somewhat.  - Almost every student are very active, outgoing and pretty outstanding.  - This class will work in groups (four groups of 4) | | | | |
| **Anticipated Errors and Solutions:**  - Students may not know vocabulary words in the story.  -> Encourage students to guess from context and let them ask teacher what they want to know  - The post-activity may finish earlier than expectation.  -> Review today’s topic  - If time is short  -> Cut reviewing today’s topic.  - If the article/CD is too easy for students  -> let them talk about those experiences.  - If students finish their tasks earlier than expected  -> Ask as many students as possible about their experiences with party  - If students want to keep talking more than expectation  -> make them focus on the teacher | | | | |
| **References:**  **Davis, R. (n.d.) Party Time. Retrieved January 22, 2019, from** [**https://www.esl-lab.com/party/partrd1.htm**](https://www.esl-lab.com/party/partrd1.htm)  Picture #1-By [Mark Markovina](http://www.partybus.co.nz/author/markm) [Christmas Parties](http://www.partybus.co.nz/category/christmas-parties), [Party Bus](http://www.partybus.co.nz/category/party-bus), [Party Bus Events](http://www.partybus.co.nz/category/party-bus-events) 6 December, 2017. **. Retrieved January 22, 2019, from** [**http://www.partybus.co.nz/surviving-office-christmas-party**](http://www.partybus.co.nz/surviving-office-christmas-party) | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** Greetings and introductions | | | **Materials:** Pictures, Board and Markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5mins** | **Whole class** | Ss answer  students say *yes, I have* or *no I haven’t*  Students answer many things  Students say *the second one* | | **<Greeting>**  *Hi everyone! Good morning! Did you guys sleep well?? how was your weekend? Did you have fun?? I’m happy to hear that.*  **<Eliciting and Prediction>**  (showing students a first picture to elicit the topic)  *Look at the picture* (picture is of many people dancing in the party) *what is this picture showing?* (get students’ ideas and write them on the board)  *Have you ever been invited to any parties, have you ever attended the party??*  (showing students the second picture to elicit the topic)  (Picture is of some kinds of clothes)  *when should you wear these clothes?*  *Then if you go to a party, what kind of cloth should you wear?* |
| **Notes:** | | | | |
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| **Practice:** Students will be able to use vocabulary about party | | | | |
| **Aims:**  Students will be able to use vocabulary about party | | | **Materials:**  Board and Markers, Worksheet # 1 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 min**  **5mins** | **Whole class** | Students work on worksheet #1  Ss answer | | **<instruction>**  *Today’s topic is ‘Party Time’. I want you guys to read by yourselves*  (Distribute worksheet # 1)  There are pictures of some parties and definition of party in writing in worksheet  **<Demonstration>**  Let us look at the worksheet  **<instruction>**  *After reading the text and look at the pictures, match the text with the pictures*  *I will give you 7min*  **<ICQ>**  Have you ever participated those parties?  What do you think about party in the club? |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  Students will be able to improve their listening skill and learn about some idioms and vocabulary related to party. | | | **Materials:**  16 copies of the text, Worksheet # 2, # 3 marker, and board | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **20mins**  **5mins** | **Group work**  **Whole class** | Ss read the scrips and work on worksheet #2  Ss work on worksheet #3 and discuss  They tell about the meanings with the group  Ss answer | | **<Instructions>**  (Before reading, write guiding question on the board)  “What types of fashionable clothing can you purchase to go to the party?”(Let students think about the guiding question while reading)  (Make 4 groups of 4 )  (Distribute script, worksheet # 2)  Let them listen to conversation and then solve a question.  (while showing a **demonstration**)  *I will give 10min*  **<Checking Answers>**  *Do you need more time to read?*  (if yes - give 1 minute extra time)  (Distribute worksheet # 3)  Let them solve the questions and discuss the vocabulary.  *I will give you 10min*  After that let them tell about the meanings of vocabulary by each group  Tell them correct meanings of vocabulary  **<ICQ>**  *Have you all checked the answers?*  (if yes- check the answers by having students read out each question and say the answer) |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** Students review what they learned | | | **Materials:** N/A | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2min**  **3min** | **Whole Class**  **Whole Class** | Ss answer  Ss answer | | **<Homework>**  **<Closing>**  *Today we talked about party and party clothes*  *Did you enjoy the activity today? Was it fun? Was it difficult? Do you have something you want to know more?*  (Dismiss the class if there’s no question.)  *Good job, guys!!*  *Thank you for your efforts. Have a great day.* |
| **Notes:** | | | | |

**<Picture#1>**

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**<Picture #2>**

**<worksheet #1>**

<1> <2>

<3> <4>

**A bridal shower** is a gift-giving party held for a [bride-to-be](https://en.wikipedia.org/wiki/Bride-to-be) in anticipation of her [wedding](https://en.wikipedia.org/wiki/Wedding).

**A potluck is** a communal gathering where each guest or group contributes a different, often homemade [dish of food](https://en.wikipedia.org/wiki/Dish_of_food) to be shared.

**A Graduation party** is to celebrate graduation from school.

**A fundraising event (also called a fundraiser)** is an [event](https://en.wikipedia.org/wiki/Media_event) or [campaign](https://en.wikipedia.org/wiki/Political_campaign) whose primary purpose is to raise money for a cause, [charity](https://en.wikipedia.org/wiki/Charitable_organization) or [non-profit organization](https://en.wikipedia.org/wiki/Charitable_organization). Fundraisers often benefit charitable, non-profit, religious, or [non-governmental organizations](https://en.wikipedia.org/wiki/Non-governmental_organization), though there are also fundraisers that benefit for-profit companies and individuals.

**<Script>**

**Jori**: Hi Dave. [*Hi*] [Happy to see you could make it](https://www.esl-lab.com/party/partscr1.htm#key). Come on in.

**Dave**: Wow. Looks like the party is in [full swing](https://www.esl-lab.com/party/partscr1.htm#key).

**Jori**: Yeah. And [they're eating me out of house and home](https://www.esl-lab.com/party/partscr1.htm#key). Oh, I'd like you to meet my sister, Carol. She's visiting for the weekend.

**Dave**: Oh. Which one is she?

**Jori**: She's sitting on the sofa over there.

**Dave**: You mean the woman wearing the red sweater with the long black hair?

**Jori**: Yeah. That's right. Let me introduce you to her. I just know you two will [hit it off](https://www.esl-lab.com/party/partscr1.htm#key). You're both so [outgoing](https://www.esl-lab.com/party/partscr1.htm#key) and [adventurous](https://www.esl-lab.com/party/partscr1.htm#key).

**Dave**: Uh, and who's the man sitting next to her? Uh, the man with the suit jacket and [flashy](https://www.esl-lab.com/party/partscr1.htm#key) green tie?

**Jori**: Oh, that's Bob, my karate teacher.

**Dave**: Karate teacher! I never knew you were into karate.

**Jori**: Yeah, I started about two months ago. Come on. I'd like you to meet them.

**<worksheet #2>**

**Jori**: Hi Dave. [*Hi*] Happy to see you could make it. Come on in.

**Dave**: Wow. Looks like the party is in full swing.

**Jori**: Yeah. And they're eating me out of house and home. Oh, I'd like you to meet my (1), Carol. She's (2) for the weekend.

**Dave**: Oh. Which one is she?

**Jori**: She's sitting (3) the sofa over there.

**Dave**: You mean the woman wearing the red sweater with the (4) black hair?

**Jori**: Yeah. That's right. Let me introduce her to you. I just know you two will hit it off. You're both so (5) and adventurous.

**Dave**: Uh, and who's the man sitting next to her? Uh, the man with the suit jacket and flashy green tie?

**Jori**: Oh, that's Bob, my karate teacher.

**Dave**: Karate teacher! I never knew you were into karate.

**Jori**: Yeah, I started about two months ago. Come on. I'd like you to meet them.

**<worksheet #3>**

1. Who is visiting Jori for the weekend?  
A. her best friend  
B. her brother Bob  
C. her sister

2. What is Carol wearing?  
A. a sweater  
B. a red sweat shirt  
C. a black blouse

3. What is Carol like?  
A. She's sociable.  
B. She's timid  
C. She's very reserved.

4. What is Bob wearing?  
A. a flashy suit jacket  
B. a green tie  
C. blue jeans

5. Jori knows Bob because:  
A. they work together in the same office.  
B. she is taking karate lessons from him.  
C. they met at a party two months ago.

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| **Key Vocabulary** |

* **good to see you could make it** : happy to see you could come  
  - It's really good to see you could make it.
* **full swing** (*idiom*): at its high point  
  - The party really got into full swing around midnight.
* **eat someone out of house and home** (*idiom*): they're eating all of my food  
  - My teenagers have huge appetites and are eating me out of house and home.
* **hit it off** (*idiom*): get along well  
  - My roommate and I hit it off from the very first day we moved in.
* **outgoing** (*adjective*): very friendly and sociable  
  - He is very outgoing and always makes newcomers feel comfortable at a party.
* **adventurous** (*adjective*): willingness to try new things  
  - If I were more adventurous, I think I would try mountain climbing.

**flashy** (*adjective*): brightly colored or unusually decorated beyond normal standards  
- She tends to wear flashy ski wear during the winter season.