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| Listening ★ Speaking  Reading  Grammar  Writing |
| **Topic: Being a show host of home shopping.** |

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| Instructor:  **Esther** | Level:  **Upper Intermediate** | Students:  **7** | Length:  **40 Minutes** |

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| **Materials:**  -Complete sentence worksheet (7)  -Dialogue worksheet(7) and Dialogue script (7)  - pictures for eliciting the idea(4) and pictures for dialogue(8)  - White Board, Board markers & Tape  - blank paper(7 pieces)  - small wall-charts and expression worksheet(7) |

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| **Aims:**  **Main Aim:** To improve Students their speaking skills through discussions on home shopping.  **Secondary Aim:** Students will improve their speaking skills by home shopping expressions through worksheets and dialogues, advertisement of the issue and learning idioms.  **Personal Aim:** I want to improve timing.  I want to improve time management.  I want to be confident. |

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| **Language Skills:**  - **Listening:** Students will listen to the dialogues about an episode of home shopping, teacher’s instructions and classmates’ speaking.  - **Speaking:** Students will speak prediction from pictures and practice their speaking by sharing their experiences and their presenting about an episode of home shopping.  - **Reading:** Students will read the worksheets and a script.  - **Writing:** Students will answer on the worksheets. |

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| **Language Systems:**  - **Lexis:** Students learn vocabulary within idioms used in home shopping and various situations.  - **Function:** Students learn the language uses to which the words are put in various shopping situations and advertisement for various goods.  - **Phonology:** Sounds of the word such as subscribe.  - **Grammar:** None to discuss.  - **Discourse**: None to discuss. |

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| **Assumptions:**  Students already know  - definition of home shopping  - how the class is set up and run (there will be pair at each table)  - The teacher’s style of teaching and the pace of the course.  - most students have used on home shopping |

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| **Anticipated Problems and Solutions:**   |  |  | | --- | --- | | **Problems** | **Solutions** | | Students may not be able to follow the passage easily | I will let the students listen to the tracks over and over again until they understand. | | Students may need more time to work on the idioms. | If it takes longer than 5 minutes, I will cut answer-checking short by verbally sharing the answers instead of having students board them. | | Students may not be able to pick up details from the listening | Students listen to the tapes in chunks (pause-play-pause-play) | | Time might be short. | Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’ most important in a lifetime partner. | | Students may finish the lesson earlier than expected. | Do SOS activities. | |

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| **References:**  [www.hsn.com/search](http://www.hsn.com/search)  -www.goole.com/search  -leaning teaching /Jim Scrivener |

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| **Lead-In** | | | |
| **Materials**: Board and Board Markers | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 2min | Whole class | some of them will be asked from the question. | Greeting :  Hi everybody, how are you today?  Did you have a good time yesterday?  Is there anyone have had shopping recently?  What did you buy? Where did you buy?  Was it useful? Do you like it? |

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| **Pre-Activity** | | | |
| **Materials:** Pictures, Worksheet #1, , Board, Board Markers | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 8min  2min | Whole  Class  I  Individually  Whole class | Guess from the pictures.  tell synonym with be crazy about  Write the answers  Share their ideas  Speak Students guessing of these pictures | **1. Eliciting :**  Let me show you very interesting pictures  (Put the pictures on the board)  Can you guess what they mean?  Right. Its the ‘home shopping’ in the other words, its Esther’s favorite. I bought some cosmetics for myself though home shopping in the midnight at home.  I’m very pleased with them. I believe that they are reasonable price and It is what I just want.  (Write “home shopping’” on the board)  CCQs:  Does ‘home shopping’ mean you are buying something outside? No  Does‘home shopping’ mean you are buying something at home? Yes  **2. Complete sentences**  **Instruction:**  T: What kinds of items on your shopping list these days?  Why don’t you make your own shopping lists now?  Write 5 items with starting expression with .  (Board “I’m crazy about….. )  T: could you tell me similar expression?  (board similar expression)  =Be eagle to have\_\_\_\_\_\_.  Be so into\_\_\_\_.  **Demonstration:**  T: I’m crazy about the clothes that they sell from the home shopping.  It’s your turn complete the sentences and work individually and you have 3min.  (Distribute worksheets)  ICQs  What do you going to do?  Are you working in pairs?  How many times do you have?  Monitor discreetly. Answer students if they ask questions.  Give time warning:  T: OK, 1minite left!  Ok, times up!  T: Ok, ally, could you share your idea?  ( take turn with variation)  **3. Prediction**  Instructions  T: Here, I have some pictures for you. What do you see with these pictures? What do they do?  (Show around the pictures to students and distribute them.)  That’s right; they are a show host and a guest. |

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| **Main Activity** | | | |
| **Materials:** pictures of home shopping Worksheet #2, Small Wall Chart, Board | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 5min  15min | Whole class  In pairs  In pairs  Whole class | Listen and write some useful word, idioms and even sentences  All of them speak about the issue.  Creating a script for role play | **1. Expression of home shopping**  Instructions  Elicit vocabulary used to describe home shopping.  T: Nowadays, being a show host is getting popular in Korea, maybe in the world. Today, let’s be a show host and then run your own episode of home shopping.  Before doing the activity, We need to note some expression of home shopping while I and a volunteer do demonstration for you.  Write the some useful word, idioms and even sentences.  Work in pairs. Ally and Helen together, and so on.(using both hands respectably)  **ICQs:**  What are we going to do?  Are you working in pairs?  **Demonstration**  Dear limjoo have us as a volunteer.  (with a volunteer do role plays)  Asking  T; what did you get from it?  Jenniffer and Jiye.and so on.  **Modeling**  Put the small wall-chart with expression of the issue or board them.  Phonology: Sub/scr**i**be-  =charity  **2.Role play of an episode of home shopping**  T: With your partner choose one product which you can sell for role play  You need a host and 0ne guest or two guesses.  Did you guy decide your own product?  (ask all pairs) limjoo and Jin, and so on.  First, make a script for role play which need to the slogan, and 3 strong points and it need to relate with my demonstration.  Work in pairs; write a role play with this issue. You get 7 min.  **ICQs:**  What are we going to do?  Are you working in pairs?  How many minutes do we have?  (Distribute blank papers and expression worksheets)  I don’t want you to see work sheets until I say go? YES  Do you see it when I hand it out? No  Let’s go head!  **Monitoring**  Monitor discreetly. Answer students if they ask questions.  Give time warning:  T: OK, 3minute left!  OK, 1minute left!  Ok, times up!    T: Are you ready to watch your classmates’ home shopping. Who wants to be first?  Let’s be kinesthetic!  Come out and present the show about home shopping.  (Try them to speak all of them.)  Wonderful, guys. |

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| **Post Activity** | | | |
| **Materials: blank paper(7),color pens** | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 8min | whole class  groups  group | Making advertisement of their products.  Discuss the issue  Share the idea | **1.Free production**  Instructions  T: Let’s move on another activity.  Now, I want you to make advertisement of this coffee for newspaper. Imagine you are all in same home shopping company. We have new promotion that we will give 1week vacation for the winner team.  (Let them say A, B, A, B, A,B, A, A. all A come here and all B there. Discuss with your group and create advertisment. You have 5 minutes.  ((Distribute blank papers and color pens)  I don’t want you to start to work sheets until I say go? YES  **ICQs:**  What are we going to do?  Are you working in pairs?  How many minutes do we have?  Monitor actively and participate within each group  T: OK, 1minite left~ And time’s up!  T: Let’s hare opinions with each group  (Take 1~2 volunteers if running out of time)  **Error correction**  I cannot find any mistake today.  Word scramble  MHEO OPIPHSGNI→ HOME SHOPPING  **Feedback**  How was today’s class? What is the most difficult part of this lesson?  **2. Conclude lesson**  Elicit today’s idioms for students  Give homework  T: Write one sentence for each idiom you learned today. It’s due on Friday.  Good job today. See you guys tomorrow! |
| **SOS Activities** | | | |
| **Materials:** board, board maker. | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 5min | Individually  Whole class | board  Share the idea | 1. **pros and cons**   Instructions:  T:, guys, please come out, write 1pros and cons of home shopping each.  Thank you guys.  Asking  T: well, share the pros and cons of this issue what about Jin…(take turn.) |