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| **Lesson Plan – Speaking** |

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| **Title- How to avoid impulse buying** |

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| **Instructor:**  **HO YEON CHOI(Betty)** | **Level:**  **Upper Intermediate** | **# of Students:**  **8** | **Length:**  **30 minutes** |

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| **Materials:**   * A picture about Christmas shopping * A picture about impulse shopping * A picture about impulse buying * Worksheet of match the vocabularies * Speaking worksheet(how to avoid impulse buying) * A dice and a board game sheet * White board, board marker and tape |

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| **Aims:**   * **Main Aim**:   To enable students to improve their speaking skills by having students talk about shopping and the way to avoid impulse buying.   * **Secondary Aim**:   Students will talk about shopping and impulse buying by having students do matching vocabularies, a discussion, and a short speech.   * **Personal Aim**:   I want to adjust my speaking and teaching pace to students.  I want to deliver more effective explicit ICQ.  I want to improve on my CCQ delivery. |

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| **Language Skills:**   * **Reading**: match the vocabularies and questions of shopping. * **Listening**: The speakers’ short speeches about their opinions how to avoid impulse buying. * **Speaking**:   Discuss to their opinions as a group and speak about the answer of speaking worksheet.  Short speech about their opinions of shopping.   * **Writing**: write down the speaking worksheet.   Match the vocabularies about shopping. |

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| **Language Systems:**   * **Lexis**: vocabularies about shopping * **Function:** None to discuss * **Discourse**: None to discuss * **Phonology:** None to discuss * **Grammar**: None to discuss |

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| **Assumptions:**   * Most students have experiences for shopping. * Students know what impulse buying is. * Students know the teacher’s style of teaching and the pace of the course. * How the class is set up and run. |

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| **Anticipated Problems and Solutions:**   |  |  | | --- | --- | | Anticipated Problems | Solutions | | If my lesson finishes earlier than I expected | I’ll ask students to recall something and get feedback. | | If my lesson is getting longer | I’ll reduce the main activity time for writing. | | If students do not understand some vocabularies. | I’ll give some CCQs to students | | If students do not understand the instructions | I’ll give explicit ICQs to students | |

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| **References:**   * 4.bp.blogsopt.com/Christmas-shopping.jpg * <http://dmn3.com/images/blog/impulse-shopping.jpg> * <http://meshio.com/img/2009/impulse-buying.jpg> * http://mrsdubai.files.wordpress.com/2010/12/christmas-shopping1.jpg * Stores and shopping, American Cutting Edge level2 published by longman |

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| **Lead-In** | | |
| **Materials**: Board, Board markers | | |
| **Time** | **Set Up** | **Procedure** |
| **2 min**. | Whole class | **Greeting**  Hello everyone, how are you today? Ok, Did you go somewhere yesterday? Do you have any plan in this weekend? Where are you going when you meet your friends?  (ask students 2 guiding question.)  “What is your hobby?”  “what do you do when you need a new bag or new product?” |

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| **Pre-Activity** | | |
| **Materials**: Pictures about shopping, Board, Board markers, tape, Worksheet for matching vocabularies. | | |
| **Time** | **Set Up** | **Procedure** |
| **8 min**. | Whole class  individually  Whole class | **Eliciting**  (Put the picture of shopping)  Look at the pictures.  What is this picture? What is she doing? You can guess.  Show another picture.  (If students do not know)  I will give you a hint. It is the biggest season for this one from now to Christmas in North America. .  “When you do this, you go to shops and buy things?”)  Yes, it is shopping.  When you go shopping, are you happy?  **CCQ**  Can you do shopping in the classroom?  Can you go shopping to a department store?  Are you going shopping, when you want to buy something?  Ok!  Have you ever done shopping before?  How often do you go shopping?  Where is the best place for shopping?  **Ⅰ. Match the vocabularies**  **Instruction**  There are some stores on these pictures. I am going to give a paper. Match the pictures to one of the stores in the box.  Work individually. Give 2 minute. Hand out (stores and shopping) to the students.  **Modeling**  Give an example.  **ICQ**  What are you going to do?  How much time do you have?  Do you work in group or individually?  Please don’t start until I say go.  **Explicit ICQ**  Can you start when I give you the paper?  Can you start when I say “go?”  Give 2minutes to match the pictures.  **Monitoring**  Monitor discreetly. Answer students if they ask questions.  Give time warning:  30 seconds left.  Time’s up  Check the answers together. Check the clues.  Board the right answer.  Check some vocabularies.(newsdealer’s. Butcher’s, baker’s.) |

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| **Main activity** | | |
| **Materials**: Board, Board Maker, Pictures about impulse buying, Speaking Worksheet , | | |
| **Time** | **Set Up** | **Procedure** |
| **10 min**. | Whole class  Groups  Whole class | **Ⅰ. How to avoid impulse buying**  **Instructions**  Look at these pictures. Show the pictures one by one. How do you feel? How can we call this kind of person?  What do you call it when you buy something without thinking?  Shopaholic, impulse buying.  Elicit vocabulary.  Now, we are going to talk about impulse buying. Sometimes shopping makes us happy and we can enjoy it. However, as we know, impulse buying give us some difficulties.  **CCQ**  Can we do impulse buying with plans?  Can we do impulse buying with thinking?  Can we do impulse buying without thinking?  Ask students.  What kind of difficulties do we have when we buy something without thinking or when we buy much more than we expected?  Spends too much money. Waste money. It can give us economical problems.  Now, we are going to discuss about the way to avoid impulse buying.  **Grouping(3 group)**  So, now we are going to make groups.  Let’s do “avoid”, “impulse”, “buying” (point to each student)  “avoid”, “impulse”, “buying” and avoid”, “impulse”, “buying”…  Anyone who said avoid, hands up and move to A group, anyone who said impulse, hands up and move to B group, and anyone who said buying, move to C group.  **Demonstration.**  Hand out worksheets.  I will give you a paper and give you 5min., you can discuss as a group about how to avoid impulse buying. Before shopping we should be careful about it.  **Modeling**  I will let you know some examples.  Read some samples.  -You have to eat before going shopping.  Ask yourself some questions such as “Do I really need it?”, “Do you need right now?”  -make a shopping list and so on.  **ICQ**  What are you going to do?  How many minutes do you have?  Do you work in group or individually?  Please don’t start until I say go.  **Explicit ICQ**  Can you start when I give you the paper?  Can you start when I say “go?”  **Monitoring**  Monitor carefully. Answer students if they ask questions.  Give time warning:  2minutes left.  30 seconds left.  Time’s up  Share the answers together.  Board the most popular answers.  Remind the answers.  Move to your own seats. |

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| **Post-Activity** | | |
| **Materials**: Board, Board Marker, Board game worksheet | | |
| **Time** | **Set Up** | **Procedure** |
| **10 min**. | Whole class  individually  Whole class | **Ⅰ. What do you think about shopping?**  **Instruction**  Now, we are going to a board game with a dice. You have to read questions and answer quickly. I will give a worksheet to you. You roll the dice and move the questions same number as the dice’s number. I will give you only 10seconds to answer the questions. Work individually.  **ICQ**  What are you going to do?  How much time do you have?  Do you work in group or individually?  Please don’t start until I say go.  **Explicit ICQ**  Can you start when I give papers or when I say “go”?  **Monitor activity**  Answer students if they ask questions.  Ask students to recall what they remember about their classmates and get feedback.  **Ⅱ. Conclude lesson**  Elicit today’s vocabularies. Today we studied about shopping and impulse buying. Do you have any question?  **Error correction**  You did good job today! See you tomorrow. |

**How to avoid impulse buying**