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| Listening **Speaking**  Reading Grammar Writing |
| **Topic: Situational Conversation** |

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| Instructor:  **Park, Jong Eun**  **(Annie)** | Level:  Upper Intermediate | Students:  14 | Length:  30 minutes |

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| Materials:   * Vocabulary worksheet * Wall chart of conversation for demonstration * Pictures of police station, police officer, and a man * Papers for making dialogues * White board, markers and tape * Place name card for pharmacy, hospital dental clinic, bank, dermatology department, department store, police station |

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| Aims:   * Main aim * Students will improve speaking skill by practicing situational conversations with partners. * Secondary aim * Students will talk about situational conversation by working on vocabulary worksheet and making their own dialogues and writing a thank you letter to the police officer. * Personal aim * I want to improve my teaching pace and monitoring skill. |

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| Language Skills:   * Reading: All students are going to read vocabulary worksheet. * Listening: All students are listening to other students’ dialogues. * Speaking: Students are going to make a dialogue and practice with partner. * Writing: All students are going to make sentences to complete the dialogue. |

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| Language Systems:   * Lexis: Idioms used in dialogue * Functional: Making conversation with partner * Phonology: (None to discuss) * Grammatical: (None to discuss) * Discourse: (None to discuss) |

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| Assumptions:   * All students are going to play different roles depending on a situation. |

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| Anticipated Problems and Solutions:   * Error * Students may have difficulty of understanding the meaning. * Solution * A teacher provides more examples to help them to understand better. * Error * If students need more time to finish their activity. * Solution * A teacher can be flexible with the time as giving students more time to finish their activity. * Error * If students finish their tasks earlier than what teacher anticipated. * Solution * A teacher can do SOS activity. |

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| References   * www.google.com |

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| **Lead-In** | | |
| Materials: White board, markers, vocabulary worksheets | | |
| Time | Set Up | Procedure |
| 1 min | Whole  Class | Good evening everyone!  How are you doing today?  **Lead In**  Rachel, have you ever lost your bag in foreign country when traveling?  David, what would you do in this kind of situation? |

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| **Pre-Activity** | | |
| Materials: Vocabulary worksheets, white board, markers | | |
| Time | Set Up | Procedure |
| 3 min  5 min  3 min | Whole  Class  Group  Work | **Eliciting**  (showing students the picture of the police station)  Can you guess what happened?  **CCQ**  Let me ask you a question.  Is the police station a place where you go when you have a headache? (No)  Is it a place where you go when you need help? (Yes)  **Instruction**  From now on, you are going to match each vocabulary to the meaning (about situations and place such as hospital, dental clinic, dermatology department, bank, department store, pharmacy, police station)  Ok, class.  I will divide you guys into 3 groups to work on the worksheet.  Please say a, b, c,…  A group goes to the right side of the classroom and B group goes to the left side, and C group goes to the middle.  Let’s move.   * **ICQS** * What are you going to do? * Are you working individually? * How many minutes do you have?   I don’t want you to start before I say go.   * **Explicit ICQS** * Are you going to start before I say go?   Ok, go!   * **Timing** * 2 minutes. * 1 minute left. * 3o seconds. * 10 seconds. * Ok, time’s up.   One of group member reads one sentence by turn, please.  Good job everyone. |

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| **Main Activity** | | |
| Materials: Wall chart of dialog, place name card of 7 different places | | |
| Time | Set Up | Procedure |
| 4 min  3 min | Whole  Class | Teacher posts a dialogue sheet on the white board.  **Eliciting**  Can you guess what they are doing?  Yes, they are talking about something.  Let’s find out what they are talking about.  A teacher and one of students read the dialogue to students.  **Instruction**  . Like this, you are going to make a dialog depending on different situations with your partners.  I am going to give you 3 minutes.  **ICQS**  What are you going to do now?  Are you working individually?  How many minutes do you have?  I don’t want you to start until I finish passing the reports and say go.  **Explicit ICQS**  Are you going to start as soon as you get the paper?  Are you going to start before I say go?  Ok, go!  **Timing**  1 minutes left!  30 seconds!  10 seconds!  Time’s up!  Please clap your hands.  Jayme and Suk, can you share your dialogue first?  Thank you for sharing your conversation.  You did a good job. |

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| **Post Activity** | | |
| Materials: Empty papers | | |
| Time | Set Up | Procedure |
| 4min  3 min  1 min | Individually | Imagine that you lost your passport and the police officer helped you to find it.  **Instruction**  Now I would like you to imagine you are the person who lost a passport in foreign country.  And the police officer helped you to find it.  Please write a thank you letter to the police officer.  For example, “I really appreciate your help from the bottom of my heart. I will never forget about your kindness and caring.”  I will give you 3 minutes.  **ICQS**  What are you going to do now?  Are you working individually?  How many minutes do you have?  I don’t want you to start until I finish passing the papers and say go.  **Explicit ICQS**  Are you going to start as soon as you get the paper?  Are you going to start before I say go?  Ok, go!  Jayme, can you share your thank you letter first?  Great job everyone!  **Error Correction**  Today, I didn’t hear any mistakes.  Can you unscramble this word?  (A teacher writes the word “I, t, s, a, t, u, n, o, I” on the board.)  Right, it is situation.  Thank you for your participation today! |