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| **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:** | | | | |

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| **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:** | | | | |
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| **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:** | | | | |
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| **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:** | | | | |
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| **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:** | | | | |