**Lesson Plan**

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| **Lesson focus:**  Which skill(s) will students mainly practice during this lesson? (Speaking, listening, reading, writing).  *Speaking*  Which aspects of language will students focus on? e.g. vocabulary (words, phrases, idioms, etc.), pronunciation (phonemes, intonation, etc.), functions (polite requests, apologizing, etc.), grammar point(s), etc.  *Functions – rejoinders used in conversation to indicate listener’s emotions to what said*  Is there an aspect of culture in this lesson that needs to be clarified? If so, what is it?  *Clarifying rejoinders which are appropriate to use in English-language conversation* |
| **Objective:** Students Will Be Able To….  *Choose and use conversation rejoinders to express the emotions of happy, sad, surprised and/or interested as they listen and react to what they hear* |
| **Competencies:** Which competencies in the AEF are you working toward or plan for the learners to achieve today? (They should be adapted from the AEF to reflect the specifics of your lesson.)  .   * *Can interact orally to start and maintain short conversations (i.e. asking/ answering questions and responding to information and news of others)*   *on a range of familiar topics related to self and community*  *using both routine and simple, spontaneous sentences*   * *Can sustain a short oral narrative (story, experience or event) or a description*   *on topics of interest*  *as a series or sequence of connected points* |
| **When and how will I check my students’ progress toward the objective(s)?**  *I will check students’ progress in meeting the objective during each encounter, remember and internalize stage. By the time the students begin the fluent use activity I will know that they are ready. I will listen carefully and respond with further clarification/guidance as necessary at all stages.* |
| Required materials and/or resources: Copy of unit on Rejoinders from Conversation Strategies, David and Peggy Kehe, Pro Lingua. |

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| Time | **Objective**  (SWBAT) | Interaction Pattern & VAKT | Procedure | Materials |
|  | To give Ss a chance to fluently use vocabulary and grammar related to the topic and activities to come  To give Ss opportunity to fluently use rejoinders so that T can see what they know | T-Ss  Ss  T-Ss  Ss | **Warmer/Lead-in**   1. Teacher writes on board “So…How was your weekend?” 2. Ss think about their weekend (eg people, places, things, activities) 3. T asks Ss to chat about their weekends 4. Ss discuss their weekend with a partner |  |
|  | To make the lesson focus clear  To give Ss a chance to encounter and clarify what a rejoinder is and what examples are | T-Ss  Ss-Ss, T | **Encounter and Clarify**   1. T writes “rejoinder” on board. Elicit possible definition by putting simple gapfill on board:   “A: I went to a café last night.”  “B: \_\_\_ Who did you go with?”   1. Ss volunteer ideas whole class |  |
|  | To help Ss encounter and clarify emotional meanings specific rejoinders convey | T-Ss  Ss-Ss  Ss-T-Ss | **Encounter and Clarify**   1. T model task – to categorize example rejoinders under the correct feeling heading (happy, sad, interested, surprised) 2. Ss work in small groups to categorize the rejoinders by feeling expressed 3. Ss share answers and T confirms | Examples of rejoinders on strips |
|  | To help Ss clarify and remember the meanings of all the rejoinders covered so far | T-Ss  S-Ss;T-Ss  Ss  Ss-Ss  Ss-T-Ss | **Clarify and Remember**   1. Handout exercise 1. Ask 1 S to read directions aloud. 2. S reads and T checks understanding of task. 3. Ss work alone to fill in blanks with correct rejoinder 4. Ss check their work with a partner 5. Ss share answers and T confirms 6. T writes target language on board | Introductory Exercise, H/O |
|  | To give Ss a chance to encounter, clarify and begin to remember the pronunciation of rejoinders by linking them to auditory and visual intonation patterns | T-Ss  Ss-T  T-Ss  Ss-T | **Encounter, Clarify and Remember**   1. T draws intonation arrows on target language and hums each one. T asks Ss which emotion it sounds like. 2. Ss identify the correct emotion as T hums and say “You sound happy, sad, interested, surprised 3. T asks Ss to identify which intonation arrow pattern goes with which emotion. 4. Ss identify. |  |
|  | To give Ss further opportunity to clarify, remember and begin to internalize the pronunciation of rejoinders by linking them to intonation patterns | T-Ss  Ss-Ss | **Clarify, Remember and Internalize**   1. T asks Ss to do humming activity in pairs 2. Ss do humming/guessing activity; T monitors, corrects and provides additional models as necessary |  |
|  | To helps Ss clarify, remember and internalize the intonation and meaning of rejoinders as they recognize the correct rejoinder. |  | **Clarify, Remember and Internalize**   1. T gives instructions for Step 1 pairwork. Model sentence 1; write the 2 choices on board (“That’s great” and “That’s too bad”) and ask one Ss to choose and respond. 2. Ss work in A/B pairs, Step 1, Pair Practice. Ss listen to a sentence and choose the appropriate rejoinder. Option: speaker A can tell B how they sound as they say the rejoinder. 3. Ss change roles and do Step 2 activity 4. T monitors 5. Whole class share | Step 1 and 2, Pair Practice activity |
|  | To give Ss further opportunity especially to remember and internalize the rejoinders and appropriate pronunciation.  To give Ss an opportunity to personalize the activity. | T-Ss  Ss  Ss-Ss  Ss-Ss | **Clarify, Remember and Internalize**   1. T asks As and Bs to work alone to complete sentences in Step 3 Pair Practice activity. 2. As complete their sentences; Bs complete their sentences. 3. T asks As to say/read each A sentence to B. B listens and responds with a rejoinder that is appropriate to what was said. T monitors 4. Ss change roles: Bs say sentences and As respond. T monitors. | Step 3 Pair Practice activity |
|  | To give more personalized opportunity to remember and internalize rejoinders | T-Ss  T-Ss  Ss  Ss-Ss | **Remember and Internalize**   1. T erases target language from board. T asks Ss to take out a piece of paper and pen/pencil 2. T says 5 of own made-up sentences relevant to context (e.g., “There will be a test tomorrow.”) 3. Ss listen to T and write appropriate rejoinders to T’s sentences. 4. Brief share of ideas | Paper and pen/pencils |
|  | To give Ss a chance to fluently use some of the rejoinders as they talk about their own travel or celebration experiences in a more authentic conversation encounter | T-Ss  Ss  Ss-Ss  Ss-T | **Fluent Use**   1. T asks Ss to think about a recent holiday celebration or travel experience. T give Ss 5 mins to jot down notes (4-5 points) about either the celebration or the trip. T models: “During Thanksgiving, my husband and I invited guest for dinner.” 2. Ss jot down notes. 3. Ss stand in pairs. They converse about their recent celebration or trip. Listeners must use appropriate rejoinders. 4. Wrap-up |  |