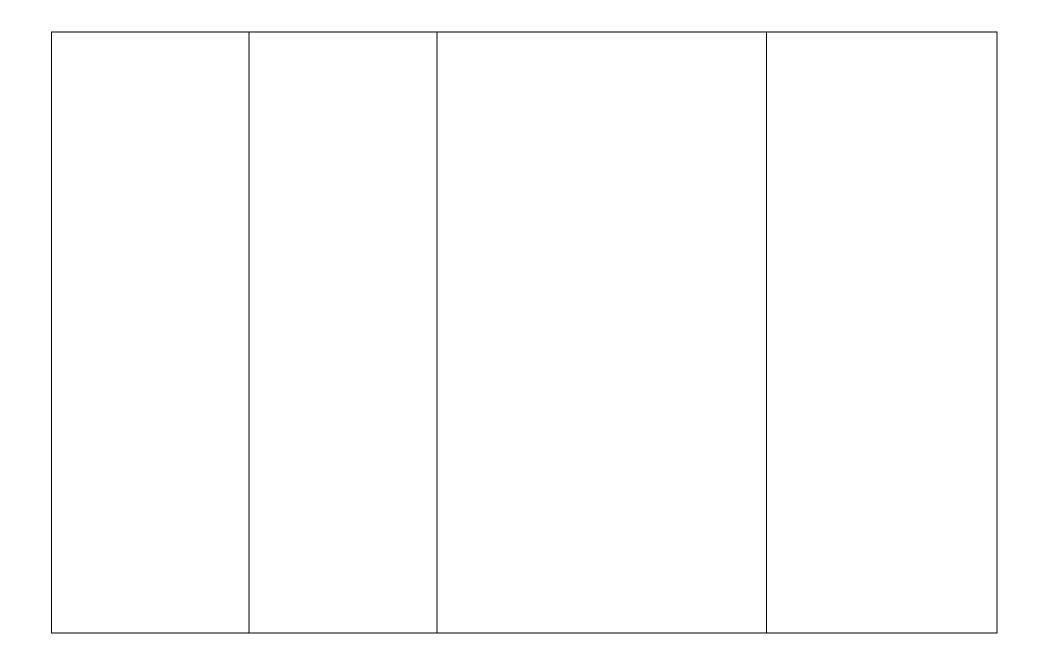
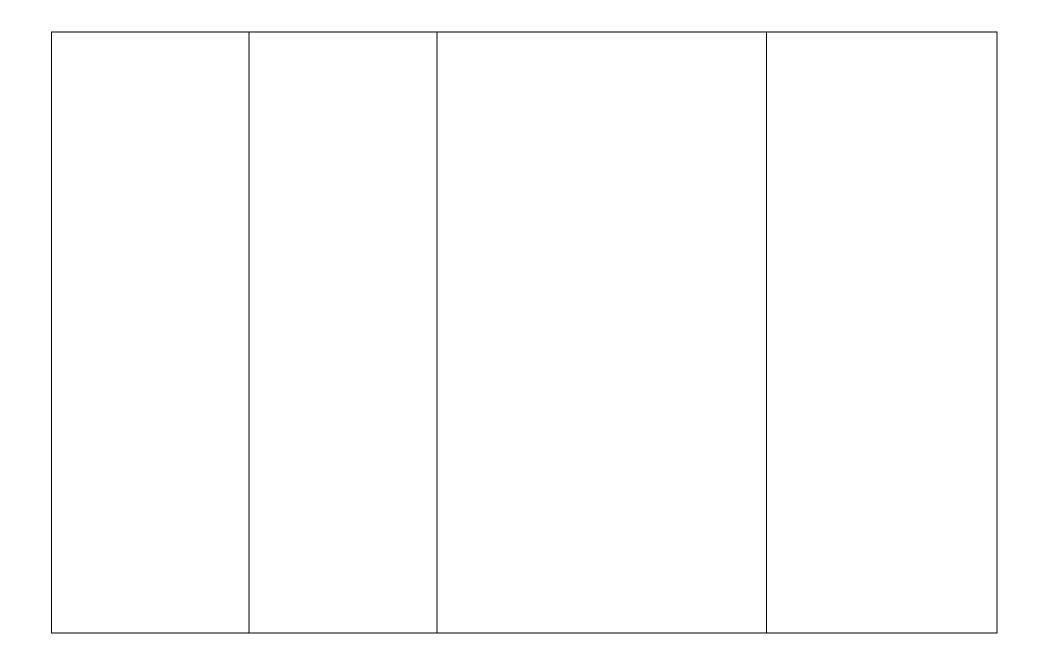
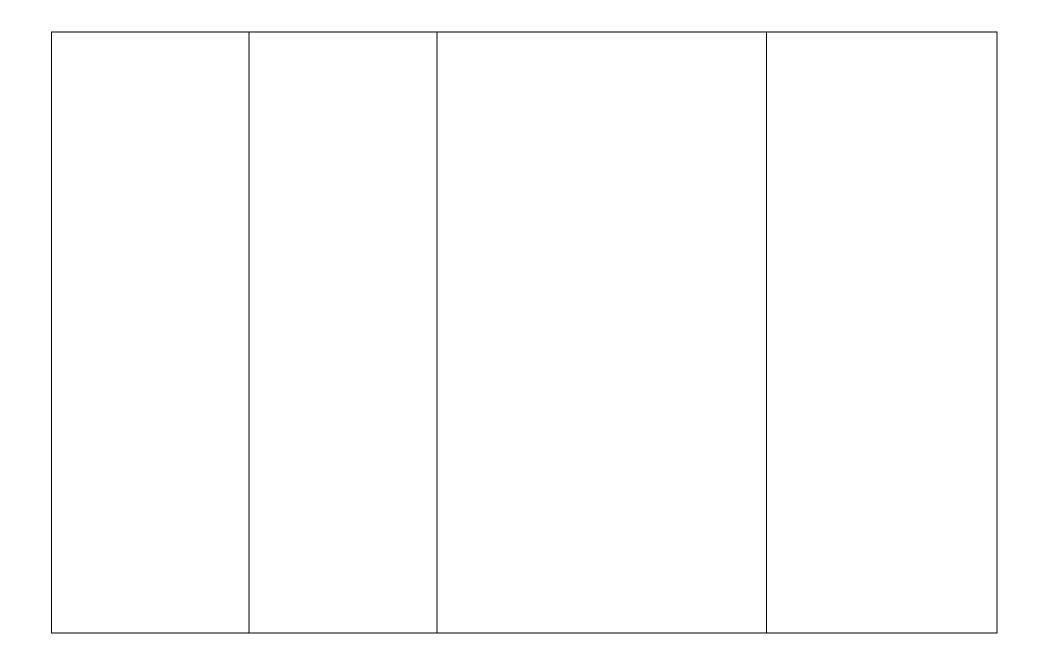
STAGE TIMINGS AND IN- TERACTION	STAGE AIM	WHAT HAPPENS	ANTICIPATED PROBLEMS AND AFFORDANCES
Introduction of subject 5 minutes T-S, S-T	To introduce Ss to the topic small talk and to find out their thoughts about the subject	T to ask the following questions: What is small talk? What purpose does it serve? Why do you think I want to revisit this subject? How easy do you find it to engage in small talk?	Some sts will have looked at this topic with another teacher during the last module. However, he felt more practise was needed. T to explain reasons for doing this now are that society is opening up now so small talk will be more necessary. Also we have new students. The majority of the material in this lesson will be new and the emphasis is on practise.
Video clip T-S, S-T 4 minutes	To connect with sts culture and for sts to predict what they will see	T to introduce title of video and ask: Do you agree with what's being said in the video? T to play clip until 2:45	Videos don't play well over zoom. T to put link onto class document for those on zoom to watch independently.
Video clip questions T-S, S-S, S-T 5 minutes	For sts to discuss their thoughts and give their opinions of the video. To see if sts connect with what is being shown	T to put sts into pairs or small groups or as a whole class T to ask sts to consider the following questions: Do you think the video is stereotyping? Have you ever been in a similar situation as the one in the lift? How would you have reacted in the lift?	T to decide if best as a class discussion or groups. If the sts are relaxed and discussing as a class then carry on. If sts aren't forthcoming in a large group then put into pairs

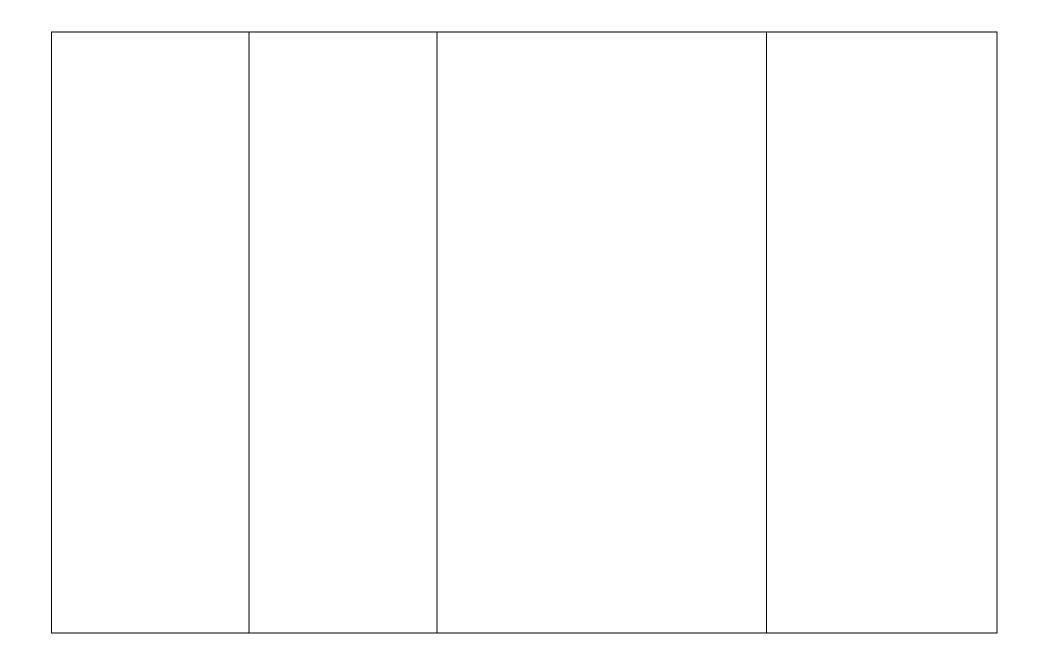
Predict next part of video T-S, S-T 2 – 5 minutes  Watch next part of video 5 minutes T-S, S-T	To predict the next part of the video clip  To see if predictions were correct and get feedback	T to show the paused video image showing 'running into old acquaintances' T to ask sts: Do you think both people involved will engage in small talk? What potential small talk could happen here? T to play video T to ask for feedback	T to make sure online students use shared document link
Dialogues 5 minutes T-S, S-S	To differentiate between different small talk scenarios	T to guide sts to shared class google document and ask them to read the three different dialogues and decide where the dialogues are taking place Sts to discuss in small groups. T to put those on zoom into a break out room	Sts will have to stay in their seats as they cannot move around to different desks due to covid restrictions.  T unable to monitor well as cannot move around the classroom T to join breakout room on zoom
Feedback 2 minutes S-T	Feedback ideas and answers from dialogues	T to ask sts where the diaglogues had taken place	T to assist and prompt if sts are stuck
Acceptable and unacceptable small talk topics 2-5 minutes T- S, S-T	To elicit acceptable and unacceptable small talk topics	T to ask sts what are acceptable topics T to offer ideas and ask what is acceptable and unacceptable	T to assist if sts find it difficult to come up with topics

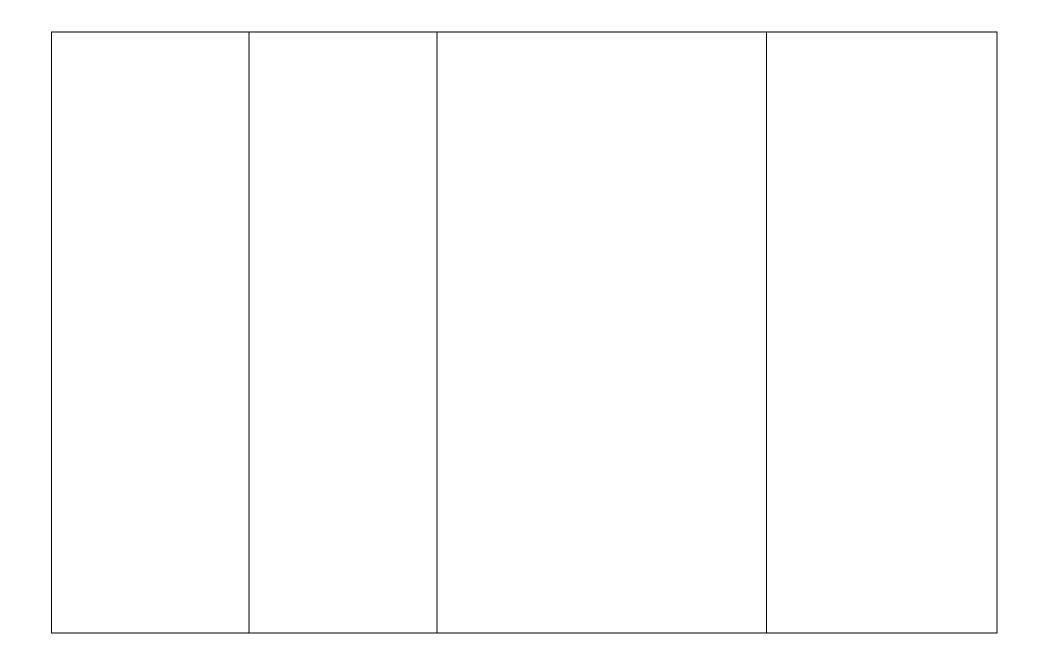
Conversation starters and finishers 2-5 minutes T-S, S-T	To elicit different ways of starting and ending small talk conversations	T to ask ways in which conversations could be started. Would sts use open or closed questions. T to ask sts how they would close a conversation.	T to assist if sts find it difficult to come up with suggestions. If sts need more assistance with the last two activities and there is time, T to ask sts to use the padlet that has been set up to put examples on. This will assist sts with the next activity
Board game introduction 5 minutes T-S	To introduce the online board game and take sts through the instructions. To set up activity	T to talk through board game instructions and to allocate groups.  T to ask 2 sts from the physical classroom to sign into zoom	The instructions are on the class google documents if sts need to refer to it Sts can be reluctant to sign into zoom and come up with many reasons why they can't. T to encourage a more merged class if needed. As a worst case those online can play the game together in a break out room
Play the game 15 minutes S-S	Sts to play game and experience different small talk situations in a safe environment and have a bit of fun	T to listen as much as possible form a distance T to join zoom break out room	Monitoring in the physical class- room is difficult but T can listen to conversations and assist if sts are having difficulties. T to be silent or say very little in the break out room so sts don't feel pressurised.
Homework – evaluate the game	To give sts the opportunity to feedback on the game they played	T to explain to sts that sts evaluation and feedback is important T to direct sts to the padlet on google class where there are questions for them to feedback on	Sts may feel uncomfortable about offering feedback so it is anonymized.



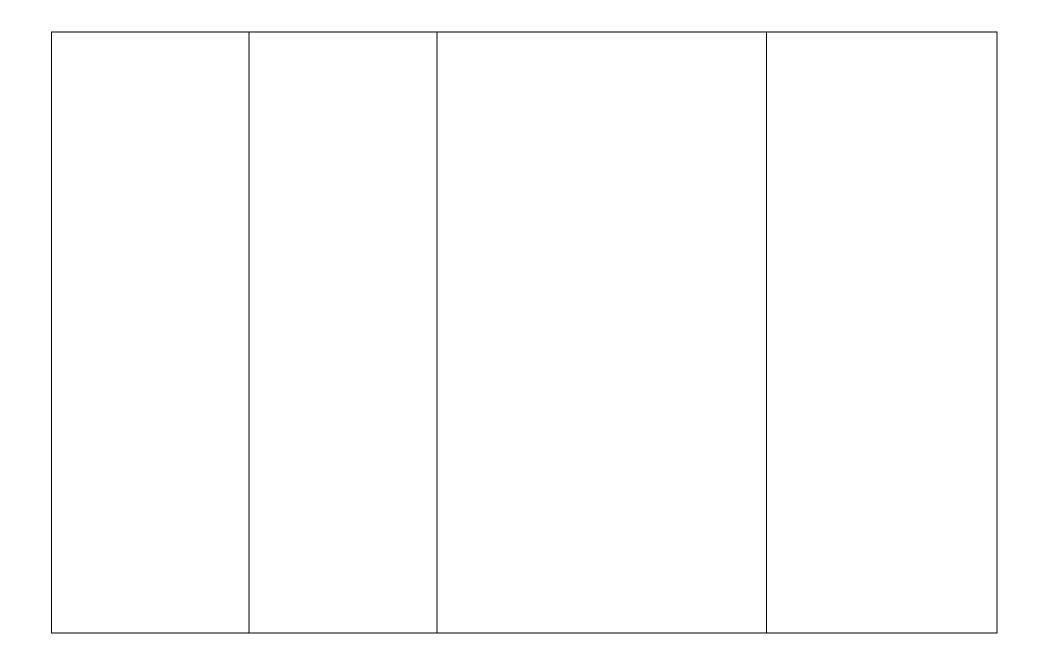


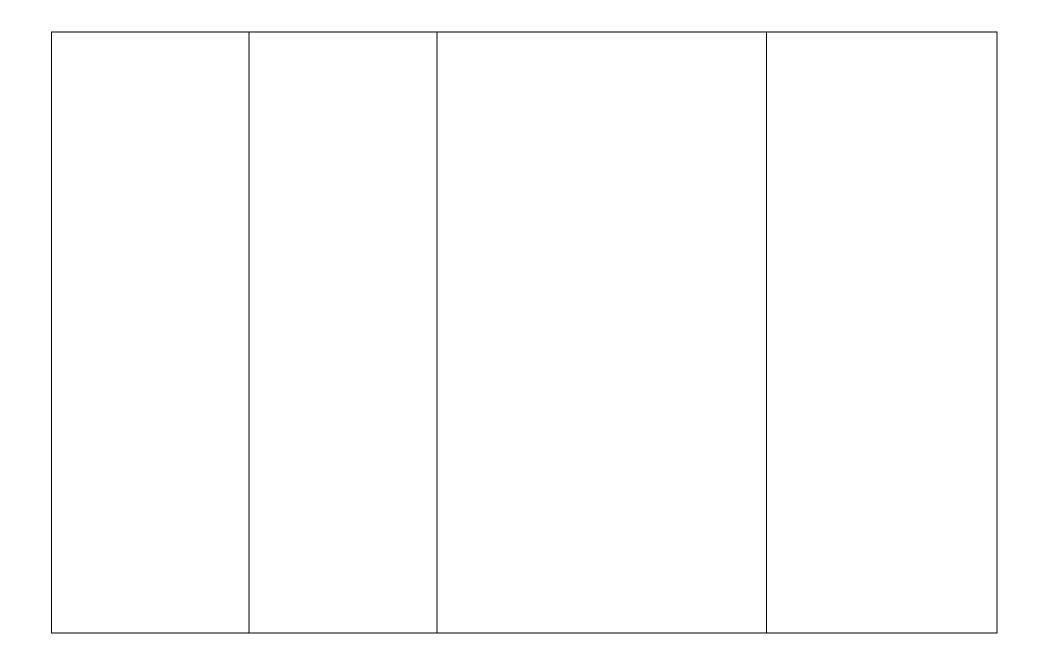




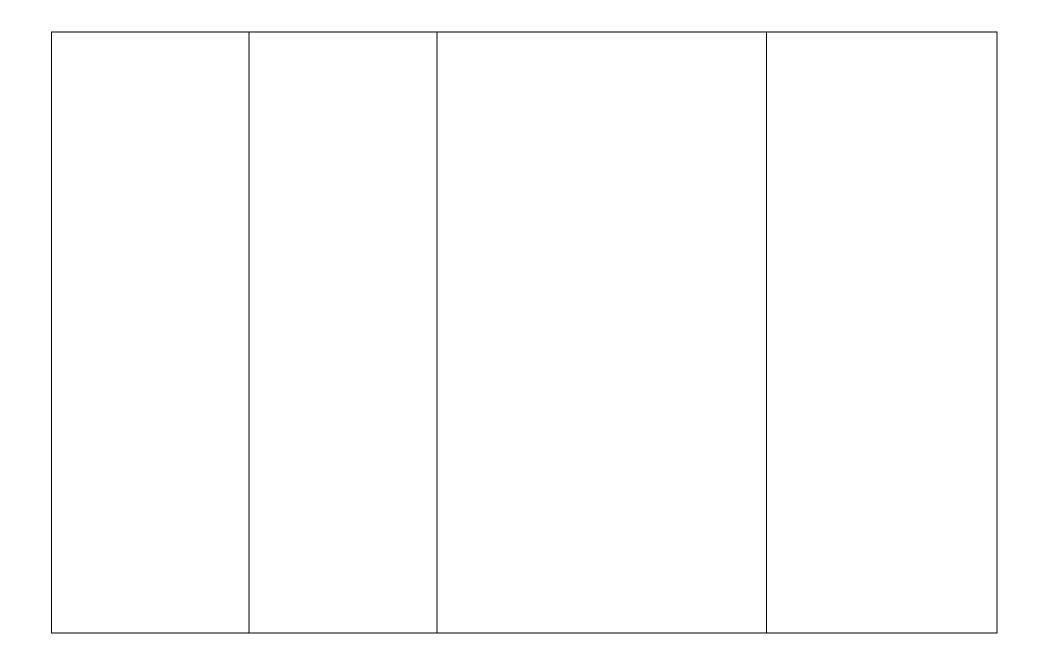


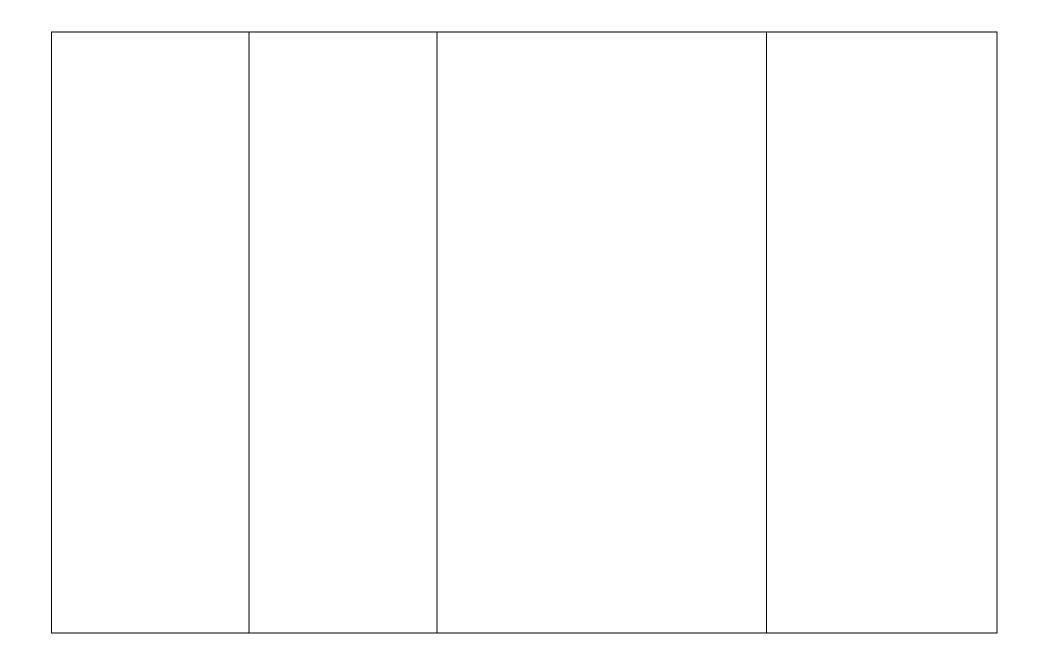
Controlled practice T-S, S-S 10 minutes	For sts to practice choosing the correct verbs and putting them into present continuous tense in a gap fill exercise.	T to refer sts back to their document.  T to share document on screen and introduce sts to Stuart's day off activity.  Ask sts to use present continuous for the activity. Advise students the verbs are in the box if needed.  Do 1st example together and type onto shared document to check sts understanding and to refer to as an example if needed.  T to advise sts that the my video will be off but will still be there if needed. This is to give sts space to do the activity  T to make a note of errors for feedback	T to decide which errors to feedback. If there are a lot T to decide which are most important so as not to knock sts confidence.  T to praise sts for efforts, especially if they find the task difficult to do
Feedback T-S, S-T 5 minutes ————————————————————————————————————	To go through any errors, concerns or questions  To link the routine of earring lunch with the next activity.  To elicit vocabulary that will be in the final video activity of lesson part 1	T to feedback errors and sts have the opportunity to ask questions or to discuss difficulties  T to ask sts what they like to have for lunch  T to ask sts to look at the 6 pictures and elicit what they are called.  T to ask sts if they have this items for lunch	If sts found this exercise difficult, T to reassure and offer praise for areas that were correct.

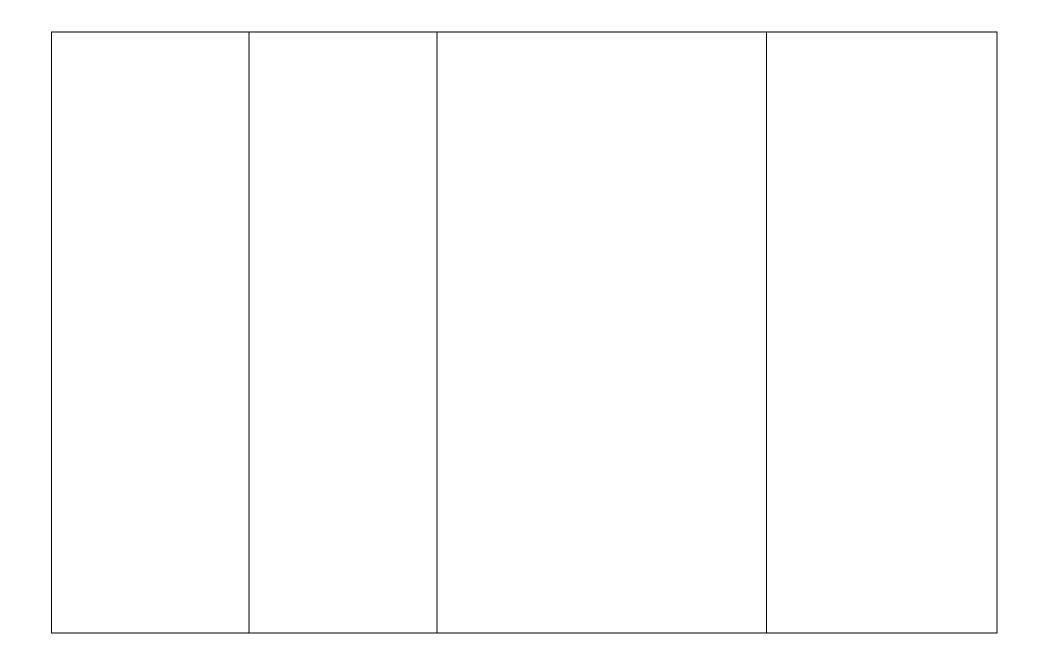


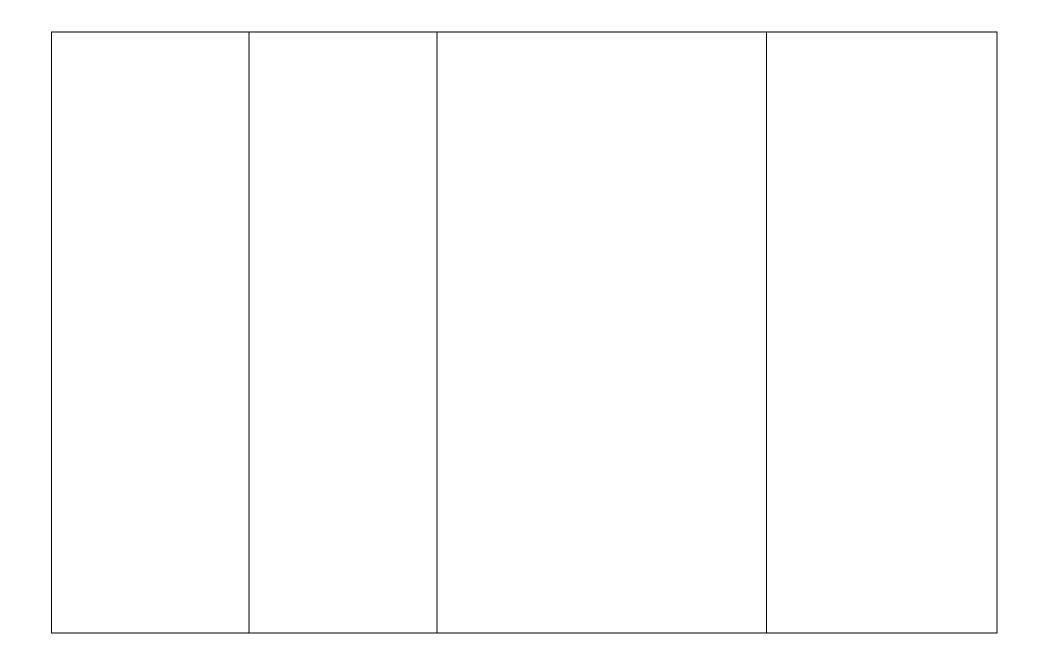


	m	The state of the s	m :
Final present continuous activ-	To practise using present continuous to describe	T to show picture of Mr Bean and ask what he is doing	This activity is normally done with 1st facing away from the
ity T-S, S	what is happening in a	T to explain that sts will watch a video of Mr	screen as the other describe what
15 minutes	video and to finish the ses-	Bean. One st will explain what he is doing for the	is happening. The other st then
	sion with some fun	first half of the video and 1 st for the second half	describes what he heard, How-
		of the video using present continuous	ever I felt for this class it would
		Sts to talk as the video is running	be better and less pressure on the
			sts to watch it together









	S	

