

STAGE TIMINGS AND INTERACTION	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

<p>Predict next part of video T-S, S-T 2 – 5 minutes</p>	<p>To predict the next part of the video clip</p>	<p>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?</p>	
<p>Watch next part of video 5 minutes T-S, S-T</p>	<p>To see if predictions were correct and get feedback</p>	<p>T to play video T to ask for feedback</p>	<p>T to make sure online students use shared document link</p>
<p>Dialogues 5 minutes T-S, S-S</p>	<p>To differentiate between different small talk scenarios</p>	<p>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</p>	<p>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</p>
<p>Feedback 2 minutes S-T</p>	<p>Feedback ideas and answers from dialogues</p>	<p>T to ask sts where the dialogues had taken place</p>	<p>T to assist and prompt if sts are stuck</p>
<p>Acceptable and unacceptable small talk topics 2-5 minutes T- S, S-T</p>	<p>To elicit acceptable and unacceptable small talk topics</p>	<p>T to ask sts what are acceptable topics T to offer ideas and ask what is acceptable and unacceptable</p>	<p>T to assist if sts find it difficult to come up with topics</p>

<p>Conversation starters and finishers 2-5 minutes T-S, S-T</p>	<p>To elicit different ways of starting and ending small talk conversations</p>	<p>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.</p>	<p>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</p>
<p>Board game introduction 5 minutes T-S</p>	<p>To introduce the online board game and take sts through the instructions. To set up activity</p>	<p>T to talk through board game instructions and to allocate groups. T to ask 2 sts from the physical classroom to sign into zoom</p>	<p>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</p>
<p>Play the game 15 minutes S-S</p>	<p>Sts to play game and experience different small talk situations in a safe environment and have a bit of fun</p>	<p>T to listen as much as possible from a distance T to join zoom break out room</p>	<p>Monitoring in the physical classroom 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.</p>
<p>Homework – evaluate the game</p>	<p>To give sts the opportunity to feedback on the game they played</p>	<p>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</p>	<p>Sts may feel uncomfortable about offering feedback so it is anonymized.</p>

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

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

--	--	--	--

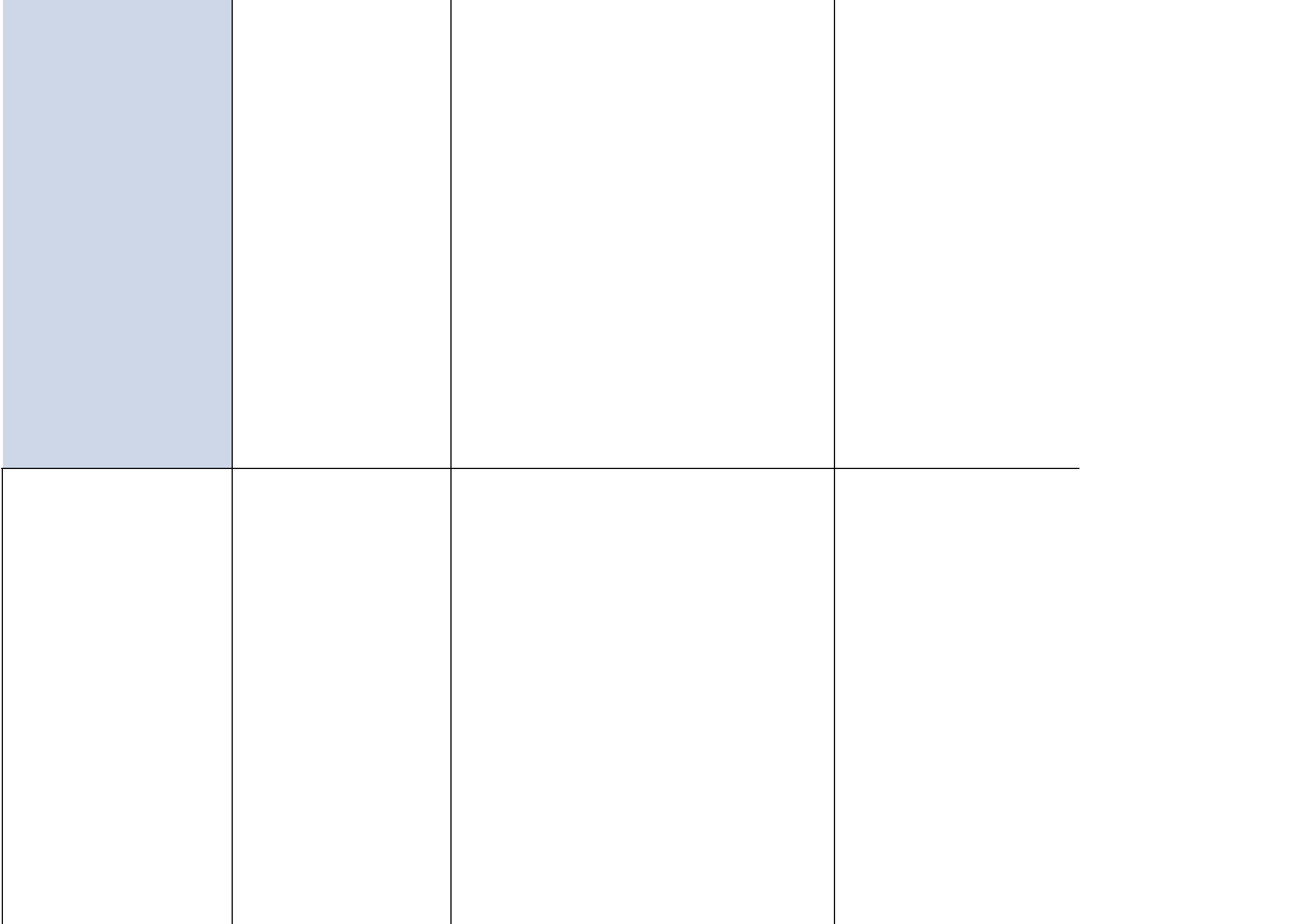
--	--	--	--

--	--	--	--

--	--	--	--

		s	
--	--	---	--

--	--	--	--



--	--	--	--