

'Long time, no see!': Lesson Procedure

Stage	Time	Focus	Procedure	Aim
Listening Exposure to exponents	8	3s	<p><u>Slides 1-4:</u> Ask ss 'what's the situation?' and 'what are they saying to each other?' for each slide. Then play each conversation and contrast them to their predictions.</p> <p>Give ss Handout: (App.2) and draw attention to the gap fill exercise. Ss complete together.</p> <p>Listen and pause after each conversation. Ss check.</p> <p>Ask any questions about vocabulary.</p>	<p>Activate schemata about different types of conversations. Context setting TAVI exercise to aid the ss' listening comprehension. Secondary aim: to introduce the exponents in a context.</p> <p>Give the opportunity to notice the connections between written and spoken language.</p> <p>Confirm any lexical issues.</p>
Focus on exponents	7	OC Pairs	<p>Focus ss on <i>functions</i> of the exponents and elicit/show the function of exponent 1.</p> <p>Ss match all the functions and check with their partner. Students then check with a different partner</p> <p>Write answers on the board and ask 'any questions'</p>	<p>Notice that each exponent works as an adjacency pair and have different functions.</p> <p>Allow ss to compare and contrast any differences.</p> <p>To let ss check their answers and confirm any doubts.</p>
Speaking Controlled Practice (pron)	10	OC/Pairs	<p><u>Slide 5:</u> Go through each cue and choral/ mumble and then individual spot drill the ss.</p> <p>As+Bs then do all the cue pairs and then swap and repeat.</p> <p>Ss fold Handout in half and As say the first part of an adjacency pair. Bs respond with the appropriate pair. Model with a strong ss first (Eva or Aurora).</p>	<p>Focus on form: pronunciation of sentence and word stress and connected speech.</p> <p>Further familiarity with the safety of the cue scaffolding.</p> <p>Focus on the different exponents and notice further the appropriate response. Controlled practice without pressure of creating new sentences.</p>
Speaking Skills-getting/ Semi-controlled practice	10	Pairs (new)	<p><u>Slide 6:</u> <i>Giving Good News</i>. Draw attention to the situation and context. SS verbally fill the gaps in the cues. Elicit and board answers.</p> <p>As+Bs practice the dialogue, paying much attention to stress and connected speech. Repeat dialogue doing different each other's role.</p> <p><u>Slide 7:</u> repeat process with <i>Inviting Someone</i>.</p>	<p>Focus on exponents and possible natural responses in the pairs.</p> <p>Practise the exponents in a controlled manner and feel comfortable using them before going into Practised Control.</p> <p>Further spoken controlled practice with different pair.</p>
Speaking Skill-using activity/	15	Multiple Pairs in group mingle	<p><i>Long time no see!</i> Tell ss it's the 1st day of class October 2016 and they haven't seen each other since March. Board activity title.</p>	<p>Set context and arouse interest.</p>

Practised control			<p>Each ss has a different card, each with some good news and an invitation on it. Encourage ss to stand up and 'mingle' around the room.</p> <p>When the teacher says 'CHANGE' (every 2 minutes), they must wrap up their conversation and talk to a new partner. Encourage ss to use the cues and the exponents at the appropriate time in the conversation and extend their conversation when necessary.</p>	<p>Give opportunity to practice the exponents in a freer activity.</p> <p>Repeated practice helps with fluency and accuracy.</p>
Wrap-up/ Feedback	5	3s / OC	<p>Ss tell each other what news and offers they received.</p> <p>Give ss feedback and focus ss' attention to any emergent language. Top-up</p>	<p>Allows idea sharing and feedback on their strengths and weaknesses.</p> <p>Ss respond to activity and develop fluency.</p>