

Task-Teach-Task Sample Lesson

Lesson Title: Getting to Know One Another		
Communicative Goal(s): Introducing yourself; Asking/answering questions to learn more about someone.		
Objective(s): Students will be able to explore various common greetings and ask appropriate questions when introducing themselves to someone for the first time.		
Focal Language Feature(s)		
<input checked="" type="checkbox"/> Grammar: Introduction to present perfect tense in the context of “Small Talk” used when meeting someone for the first time.	<input checked="" type="checkbox"/> Vocabulary: Common greetings, co-constructed with students related to interview questions	<input type="checkbox"/> Listening: Introductions and conversations; Optional video
<input checked="" type="checkbox"/> Speaking and Pronunciation: Introductions and conversation	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing
<input checked="" type="checkbox"/> Other : Pragmatics related to “Small Talk” and asking appropriate questions when getting to know someone you have just met.		
Description of Classroom and Student Population Open enrollment ESL Conversation Group that meets weekly year-round on Thursdays from 7:00 – 8:30pm Average Attendance: 10 - 15 Proficiency Level(s): Advanced Beginners to Advanced Intermediate Languages Spoken: Spanish, Portuguese, Korean, Mandarin, Japanese and Russian		
Copies and Materials Handouts: Getting to Know Each Other; Pre-Course Questionnaire Materials: Chart paper and markers, laptop, video-taped interview (optional)		

Welcome and Introductions (5 - 10 minutes)	Notes
<p>Instructor greets students as they come in and meets each student individually. When most students have arrived, instructor re-introduces herself and explains that she will be the instructor for the 6 week session of classes.</p>	<p>Facilitate introductions at table groups, if needed to support new students in feeling welcome.</p>
Task 1: Meeting Someone for the First Time (15 - 20 minutes)	
<p>Task Introduction: <i>Today we are going to have an opportunity to get to know more about others in our class. First, you will work with your group to create a list of questions that you think would be appropriate to ask someone you are meeting for the first time. Additionally, you will discuss with your group ways that you can make someone new feel comfortable.</i></p> <p>Task Clarification: <i>Let's think of an example together? Who has an example of a question you might ask someone you just meet?</i></p> <p>Task Completion: In small groups, students work together to create a list of questions on chart paper. They will use the handout as a guide for discussion.</p> <ul style="list-style-type: none"> • What questions will you ask? • What makes you feel comfortable when you are meeting someone for the first time? • Are there any things that you should not do or questions you should not ask? <p>The instructor will check in with each table taking observational notes that can be used to facilitate the whole group discussion. Move to the whole group debrief when each table has had an opportunity to record at least 5 questions.</p> <p>Task Debrief: Transition group into next part of the task by asking students to share several of their questions and the strategies they use for making someone new feel welcome. Chart these questions and strategies. Use the following, as needed to support and add to responses from students.</p> <p>Possible Questions:</p> <ul style="list-style-type: none"> • Where are you from? 	<p><i>Italics denote possible script.</i></p> <p>Model at least one example with the whole group on chart paper. The model can come from the students (rather than the instructor) through eliciting contributions.</p> <p>During small group work, take notes on language use related to student-generated questions. Use these questions/comments to guide your observation:</p> <ul style="list-style-type: none"> • Notice the grammatical structure of questions. Are there specific areas in which students need additional support? What are they? • Do students use a variety of question types (yes/no questions, open-ended question, etc.)? • Are questions appropriate? This varies culturally so this will be an important discussion. <p>How old are you? is an example of a question that can make someone feel uncomfortable – this is culturally influenced and can be used to facilitate an example of how appropriate questions when first meeting someone varies culturally and individually.</p>

- Where do you live?
- What do you do for work?
- What do you like to do for fun?

Possible Strategies:

Comfortable

- Chose appropriate questions
- Listen carefully and build on responses
- Ask clarifying questions and restate responses, if necessary.

Uncomfortable

- Ask questions about a person's age, how much they make, etc.

(Optional Video) Consider using the optional video, if participants need additional models of questions.

Now you will watch a brief video. Work together with your group to discuss the questions that I asked, as well as ways in which I made the person feel comfortable or uncomfortable?

- How did the questions asked compare to your list of questions?
- What did I do to make the person feel comfortable or uncomfortable?

Questions asked in the interview are found below:

1. Where are you from?
2. Where did you grow up?
3. Where do you live now?
4. How old are you?
5. What do you do for work?
6. What do you like to do for fun?
7. Is there anything else you would like to tell me?

Ok, let's talk about the questions. Were there any questions that you might add? Of the questions asked do you think any were too sensitive and shouldn't have been asked? Now, let's talk about how I made the person feel comfortable? Did I make her feel uncomfortable at any point?

Often strategies are more difficult for students to generate, but through scaffolded- questioning you may elicit smiling, making eye contact, asking follow-up questions, etc.

If the optional video is used, continue to chart responses.

TEACH: Small Talk and Present Perfect Tense (15 - 20 minutes)	
<p>Introduction and Connection to Task 1: <i>English speakers often make small talk when they meet someone new. They have a conversation to get to know the other person. In general, small talk should make people feel more comfortable - not less comfortable - so the topics should not be very personal. For example, “Where do you work?” Is a good question, but “How much money do you make?” is too personal. Let’s look at the example together on the handout.</i></p> <p>Modeling: Instructor asks for a volunteer to read Manuel’s part. Instructor points out that often in “Small Talk” we use the present perfect tense.</p> <p>I think we’ve met before. No, I don’t think we have met before. Have you been to Busch Campus before? Yes, I was just there last week?</p> <p>Instructor models how to make present perfect tense. Subject + has/have + (not) + past participle</p> <p>Instructor uses Example 1 on the handout to model this construction in the context of “Small Talk”</p> <p>Guided Practice: Students work in small groups to complete the other three examples. Next week’s lesson will provide opportunities for students to think about contexts in which present perfect tense is used and contrast this with simple past.</p>	<p>This is an introduction to present perfect tense, which will be further explored in Lesson 2.</p> <p>Check-in with small groups and use observational data to help plan for next week.</p> <ul style="list-style-type: none"> • Are students familiar with present perfect tense? • What kind of errors are students making? • How will you use this data to inform instruction for the next lesson?

TASK 2: Partner Interviews (15 - 20 minutes)	
<p>Task Introduction: <i>Now, you will work with a partner that you don't know very well. First you will decide on four to five questions you will ask your partner. You will then take turns asking each other your questions and taking notes on the handout. You will use your notes later for the optional homework activity.</i></p> <p>Task Clarification: <i>Who would like to share a question that they plan to use? Does everyone have a partner? Provide support to any student who needs help finding a partner.</i></p> <p>Task Completion: Students work with a partner and take turns asking each other several questions. Students take notes on their handout.</p> <p>Task Debrief: Pull students together as a whole group and provide any feedback you would like to provide based on your observations. Ask students if they have any questions from working together with their partner?</p>	<p>Check in with each partnership and provide support as needed. Notice use of questioning and strategies to make someone feel comfortable. Is the conversation comfortable? Notice student engagement and use of clarification and negotiation strategies which are a very important aspect of interaction. "I'm sorry, can you repeat that?" "I'm sorry, but I didn't understand. Can you tell me again?"</p>
Pre- Course Questionnaire (10 - 15 minutes)	
<p><i>I'd like to know how to focus our time together for the next five weeks. Your input would be really helpful. Can you please take a few minutes to answer the following questions on the Questionnaire/Survey. This will be used to plan for the five weeks.</i></p>	<p>Review the questions, as needed either with the whole group or with small groups or individuals. Provide support to individual students, as needed.</p>
Closing/Optional Homework (5 minutes)	
<p><i>You have been asked to introduce the person you interviewed to someone else. Write a one paragraph introduction using the information you learned from the interview. Bring it to class next week to share with your small group and receive feedback.</i></p>	<p>During the Table Talk each week, students who bring their homework will have the opportunity to get feedback from other students and me.</p>

References:

Small Talk and Present Perfect Tense adapted from World English 2: Second Edition published by National Geographic Learning/Cengage.

Pre-Course Questionnaire adapted from Holt, D. D., & Van Duzer, C. H. (Eds.). (2000). *Assessing success in family literacy and adult ESL* (p. 87). Washington, DC: Center for Applied Linguistics and *My Needs Assessment* from Portfolio-Based Language Assessment and Language Standards: Enhancing Learning Through Assessment presented by Anne Hajer at TESOL International Conference 2015: Adult Ed Day.

Getting to Know Each Other

Task 1: Meeting Someone for the First Time



It can be hard to know how to carry on “small talk” when you meet someone for the first time or run-in to someone you don’t know very well. Create a list of questions that you think would be appropriate to ask someone you are meeting for the first time. Additionally, discuss with your group how you can help someone feel comfortable in conversation.

What questions will you ask?

What makes you feel more comfortable when you are meeting someone for the first time?

Are there any things that you should not do or questions you should not ask?

Optional Video

Now you will watch a brief video. Work together with your group to discuss the questions that I asked, as well as ways in which I made the person feel comfortable or uncomfortable?

How did the questions asked compare to your list of questions?

What did I do to make the person feel comfortable or uncomfortable?

Small Talk and Present Perfect Tense

English speakers often make small talk when they meet someone new. They have a conversation to get to know the other person. In general, small talk should make people feel more comfortable - not less comfortable - so the topics should not be very personal. For example, "Where do you work?" is a good question, but "How much money do you make?" is too personal.

Jocelyn: Hi! How are you?

Manuel: I'm fine. How are you?

Jocelyn: I'm good. I don't think we have met before. What is your name?

Manuel: I'm Manuel. And yours?

Jocelyn: I'm Jocelyn. Do you work around here?

Manuel: No, actually. I work in Somerset.

Jocelyn: Oh, what do you do?

Manuel: I work as a nursing assistant.

Jocelyn: Oh, that's interesting. Do you enjoy it?

Manuel: Yes, most of the time.

Grammar: Present Perfect Tense

Subject + **has/have** + **(not)** + **past participle**

Examples:

I think **we've met** before.

No, I don't think we **have met** before.

She is new to the class. She **has not come** before.

Complete the sentences. Use the present perfect form of the verb in parentheses.

1. I _____ (meet) several Liberians, but I _____ (not, be) to Liberia.
2. I have never _____ (watch) that show. Is it good?
3. Wow, you _____ (travel) to Guatemala five times! You must really like it there.
4. My husband and I _____ (live) in New Jersey for 6 years.

Task 2: Partner Interviews

Now, you will work with a partner that you don't know very well. First you will decide on four to five questions from the list you created that you will ask your partner. You will then take turns asking each other your questions and having a conversation. Think about what you learned about your partner and write a few notes just below for the optional homework assignment.

Optional Homework

You have been asked to introduce the person you interviewed to someone else. Write a one paragraph introduction using the information you learned from the interview. Bring it to class next week to share with your small group and receive feedback.

References:

Image taken from <https://deohsan.wordpress.com/2010/02/04/an-interview-with-dr-michael-horton/>

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Pre-Course Questionnaire

Name _____

Date _____

1. Why specifically do you need/desire to learn more English? Give examples of situations that are difficult for you in English.

2. What specific areas would you like to improve in the next [insert the length of class in weeks]?

3. Order the skills you need from 1 - 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only once.

___ Reading

___ Writing

___ Listening

___ Speaking

___ Vocabulary

___ Pronunciation

Think about situations when you need to use English. I'd like to practice English. . . (Check all boxes that apply.)

Community Life	Work	Education or Training
<input type="checkbox"/> To make or change a doctor's appointment <input type="checkbox"/> To talk about symptoms, illnesses & health problems <input type="checkbox"/> To follow doctor's instructions about treatment <input type="checkbox"/> To read medicine labels <input type="checkbox"/> To report an emergency <input type="checkbox"/> To look for an apartment or house <input type="checkbox"/> To talk to the landlord about problems in my home <input type="checkbox"/> To talk to my child's teacher <input type="checkbox"/> To talk with my neighbors <input type="checkbox"/> To have conversations with my English speaking friends <input type="checkbox"/> To ask for/ give directions <input type="checkbox"/> To open a bank account <input type="checkbox"/> To buy things at a store and talk to the cashier about payment <input type="checkbox"/> To state reasons for returning an item <input type="checkbox"/> Other _____	<input type="checkbox"/> To look for work <input type="checkbox"/> To fill out a job application form <input type="checkbox"/> To write a resume <input type="checkbox"/> To advocate for my rights at work <input type="checkbox"/> To go on a job interview <input type="checkbox"/> To talk with co-workers <input type="checkbox"/> To talk with supervisors <input type="checkbox"/> To talk with employees <input type="checkbox"/> To write an email <input type="checkbox"/> Other _____	<input type="checkbox"/> To get a GED <input type="checkbox"/> To take college/university courses <input type="checkbox"/> To take a special training course <input type="checkbox"/> To take professional courses <input type="checkbox"/> To take a TOEFL or English assessment <input type="checkbox"/> Other _____

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