

<b>Theme:</b> Exploration of the Service Industry	<b>Length:</b> 3 hours	
<b>Topic:</b> Small Talk Speech Acts (apologies, complaints, compliments, invitations, requests, refusals, thanks)	<b>Target Audience:</b> CLB 4 – 5	
<b>Lesson Objective(s)/Task(s):</b> Students will be introduced to, analyze, and practice forms and topics for small talk Students will discover and practice Tag Questions Students will discover and practice a variety of structures and cultural notes on speech acts Students will demonstrate the proper use of speech acts in practice dialogues		
<b>Learner Outcome(s):</b> By the end of this lesson students will be able to... <b>Listening</b> - Understand the gist and some detail in social exchanges that express interest, preferences, offers, invitations, and compliments (5) - Understand conversations if people speak slowly (5) <b>Speaking</b> - Participate in casual small talk in short, 1-1, or small group interactions (4) - Join in conversations on familiar topics (5) - Make and respond to a range of requests and offers politely and appropriately (4) - Extend, accept, or decline invitations (5)		
<b>Resources and Materials:</b> PPT “Small Talk” with parts adapted from <i>You’re Hired...Now What?</i> Word Document “Small Talk Practice” each scenario cut into strips Word Document “Speech Acts” (10 pages)		
<b>Activity</b>	<b>Timing</b>	<b>Possible Roadblocks &amp; Solutions</b>
1. Introduction to Small Talk - Instructor uses PPT “Small Talk” to introduce and discuss with the class the conventions of small talk in the Canadian workplace	15 minutes	There may be a significant amount of new vocabulary in this portion of the PPT. Instructor needs to be aware of time management while ensuring comprehension.
2. Tag Questions - Using the same PPT, instruction introduces tag questions and elicits former knowledge from the class. PPT walks the class through an introduction of the grammatical basics for tag questions. Instructor fills in the blanks with the help of the students. Students then practice making and answering tag questions in pairs.	30 minutes	Learners may be overly focused on accuracy of grammatical structures. As this course is communicative in nature, the instructor needs to balance the input of rules with practice, focusing on communication as the goal.

<p>3. Small Talk Strategies</p> <ul style="list-style-type: none"> <li>- Instructor continues in PPT going through small talk conversation strategies. Students are put in pairs and given strips of paper with various workplace scenarios. Students create and practice small talk dialogues based on these scenarios.</li> </ul> <p>4. Introduce Speech Acts</p> <ul style="list-style-type: none"> <li>- The instructor will explain the meaning of speech acts and the class will begin working through the 10 page handout. The class will discuss and read over the concepts and structures together and then work in pairs to complete the exercises.</li> <li>- Apologizing</li> <li>- Complaints</li> <li>- Compliments</li> <li>- Inviting</li> </ul> <p>Instructor will go over the homework assignment</p> <p><b>Homework:</b> Students will read the next set of business idioms from “back to the drawing board” to “come up short” (12 idioms) and write an example sentence for each in their journal</p>	<p>45 minutes</p> <p>15 minute break</p> <p>15 minutes</p> <p>20 minutes</p> <p>15 minutes</p> <p>20 minutes</p> <p>5 minutes</p>	
<p><b>Notes:</b></p>		
<p>Written By: Laura Mitchell</p>		