

Theme: Exploration of the service industry	Length: 3 hours	
Topic: Speech acts (requests, saying no, thanking) Repetition Clarification Interrupting Giving Opinions and Being Tactful	Target Audience: CLB 4 – 5	
Lesson Objective(s)/Task(s): Students will discover additional speech acts and apply that knowledge in created dialogues Students will identify examples of appropriate ways to ask for clarification Students will compute asking for repetition and clarification and apply it in created dialogues Students will identify appropriate ways to interrupt Students will demonstrate politely interrupting Students will read about, discuss, and practice, through writing and speaking, giving opinions and tact		
Learner Outcome(s): By the end of this lesson, students will be able to... Listening - Identify the basic signals for interrupting (5) - Understand many basic questions (4) Speaking - Ask for clarification when they do not understand (5) - Join in conversations on familiar topics (5) - Have enough vocabulary for everyday conversations (4) - Open, maintain, and close a conversation (5) Reading - Follow simple instructions (4)		
Resources and Materials: Word document “Speech Acts” handout (10 pages) Word document “Clarification and Repetition” (2 pages) Word document “Interrupting” (1 page) Word document “Giving Opinions and Being Tactful” (2 pages)		
Activity	Timing	Possible Roadblocks & Solutions
1. Review of speech acts - Instructor reminds class of previous day’s work: apologies, complaints, compliments, and invitations 2. Continuing speech acts - Class continues working through the remaining speech acts, guided by the instructor through the rules and examples, and then working in pairs to complete the exercises - Requests - Saying no - Thanking	5 minutes 20 minutes 20 minutes 15 minutes	Students may require more time than allotted to complete the material. Instructor will have to manage the time and the material carefully, not going too fast if comprehension is lacking, and making up for it by assigning homework if classroom activities go unfinished.

<p>3. Asking for clarification and repetition - Instructor checks for comprehension of the above words and distributes the handout. As a class, students look at the rules and structures and then do the practice exercise in pairs. Instructor facilitates a take up of the exercises.</p> <p>4. Interrupting - Class goes over rules and structures as a group and then pairs complete the exercises. Instructor facilitates a take up of the exercises.</p> <p>5. Giving opinions and being tactful - Class goes over rules and structures as a group and then pairs complete the exercises. Instructor facilitates a take up of the exercises.</p> <p>6. Instructor wraps up and goes over homework</p> <p>Homework - Students have been practicing small talk, speech acts, and a variety of communication structures all week. Their homework assignment is to put this all into practice by attempting to have 3 – 5 brief conversations with neighbours, co-workers (if they currently have a job) or employees in places where they shop over the several days before next class. They will report their experiences to the class at the beginning of next session.</p>	<p>30 minutes</p> <p>15 minute break</p> <p>30 minutes</p> <p>30 minutes</p> <p>15 minutes</p>	
<p>Notes:</p>		
<p>Written By: Laura Mitchell</p>		