

Meet The Parents Lesson Procedure

Stage	Time	Focus	Procedure	Aim
Reading	0-5	O/C	(Slide 1): Film poster of 'Meet The Parents'. Ask: <i>Have you seen it?</i> <i>What's it about?</i> <i>Why can this be a difficult situation?</i>	Topicalise lesson and activate schemata about the first meeting of your partner's parents.
		Individ.	Ss read the article and decide on best 'tip'.	Reason to read and gather ideas.
		O/C	Ss compare and debate which 'tip' is the best. Facilitate and direct conversation. Answer any questions about other lexis.	Allow them to share ideas and debate the items.
Vocabulary Focus 1	5-20	Pairs	Highlight the first tip's <i>take</i> expression and get them to underline the other 9. Encourage noticing of whole lexical chunk. Monitor and mediate.	Allows ss to notice the multiple expressions in the text.
		Individ.	Project article (Slide 2) with underlined expressions. Ss check and notice full form of the expressions.	Notice all particles of the expressions.
		Pairs	Ss discuss the meaning of each identified item. Model first in o/c.	They work out meaning from context.
		Individ.	(Slide 3); Ss match the 'take' expressions to their meaning. Do first one in o/c and then encourage autonomy.	Notice their 'meaning gap' and leads them to understanding the true meaning.
		O/C	Write up answers and check. Notice the ones they have difficulties with and clarify any misunderstandings.	Allow ss to check their understanding and question any uncertainties.
Vocabulary Focus 2	20-30	Pairs	Focus ss on the form of the first 'take' expression and discuss form together, eg. take+prep+noun. They then highlight and discuss the forms of the others: NB Poss. Adjs	Get them to identify and notice the different forms of the expressions.
		O/C	(Slide 4): Project form table, focusing on 'singular nouns' and other patterns. Elicit the meta-language from ss. Talk about plurals and ask queries.	Allows them to notice that some of the expressions are fixed that some particles cannot be changed.
		Pairs	Notice which phoneme areas they struggle with and highlight weak forms.	Highlight the connected speech and word stress.
		Pairs	Ss mumble practice the phrases. Notice any problem areas and then top-up in o/c.	Lets ss practice the expressions and notice problem areas.

			<p>Model: Give definition of one expression in o/c and elicit the take expression: ‘Which take expression means “to participate”?’</p> <p>One student has the definition table and the other folds theirs in half. The one with open paper, gives the definition, the other gives the take expression. Monitor pronunciation.</p>	<p>Reinforce form and recycle/practise meaning.</p> <p>Testing encourages more clarity and cognitive depth.</p>
Vocabulary Practice	30-40	Individ.	<p>SS complete 10 sentences with the noun extracted.</p> <p>(Slide 5) Project up the full sentences and ss check. Discuss any uncertainties or queries.</p>	<p>Draw attention to the lexical value and evaluate the form. Clarify answers.</p>
Personalised Practice	40-55	3s O/C	<p>In small groups students discuss and share their own ideas and experiences about ‘How to Survive Meeting Your Partner’s Parents for The First Time and ss decide on best tips.</p> <p>Monitor and ensure ss are using the target language appropriately. Feed in and shape any extra language.</p> <p>Ss decide on best tip(s) and then feedback in open class. T reformulates language and ss debate their ideas.</p> <p>Feedback to whole group and discuss best tips and personalised ideas that have come up.</p> <p>Top-up on learning and answer any queries.</p>	<p>Ss gain cognitive depth through personalised answers and practice.</p> <p>Allows T to check ss are using the items correctly and reinforce confidence in the ss.</p> <p>Further cognitive depth by learning others’ use of the expressions.</p> <p>Shared learning opportunities expands knowledge.</p>