Name: Mayar Ahmed • 15 Aug 2017 • Speaking

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| Warmer/Lead-in      | To set lesson context and engage students  
Ss choose the pair they want to work with for now.  
Ss are given a pop quiz about world cultures. Pairs should finish in only 3 min.  
T provides correct answers.  
Pair with the most correct answers win a prize. | Pop quiz about cultures                                                                                                                   | S-S, T-Ss            | 3 – 5 |          |
| Pre-teaching vocab   | To make ss understand some difficult expressions that could hurdle their understanding while reading  
T elicits the following words from visuals (punctual, social customs, date, split the bill) then clarifies meaning through CCQS | Adapted handouts from New Cutting Edge Int. P. 76,77, CD player                | Ss-T                | 2 – 3 |          |
| Exposure            | To provide a model of production expected in coming tasks through listening  
Ss listen to a four people talking about a social custom in their country and make notes on what they say about their culture's traditions in pairs. o/c feedback | Adapted handouts from New Cutting Edge Int. P. 76,77                          | S-S                 | 3 – 7 |          |
| Useful Language     | To highlight and clarify useful language for coming productive tasks  
In pairs, Ss receive a handout where they will match the expressions with their category (what to do / what not to do). o/c feedback. | Adapted handouts from New Cutting Edge Int. P. 76,77                          | S-S                 | 2 – 4 |          |
| Productive Task(s)  | To provide an opportunity to practice target productive skills  
In pairs, Ss discuss problems that can face foreigners here in Egypt and some tips on what (not) to do.  
Ss share ideas with other pairs to find if there are any similarities or differences.  
Ss role play a situation where one student is a local (A) advising a foreigner (B) concerning social customs and acceptable behavior in Egypt.  
Ss switch roles then pairs.  
Ss discuss the student who gave the most useful tips in o/c feedback. | Adapted handouts from New Cutting Edge Int. P. 76,77                          | S-S                 | 18 – 20 |        |
<p>| Feedback and Error Correction | T provides content/ language feedback.                                                                                                                                                                       | Markers             | T-Ss              | 2 – 5 |          |</p>
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