**SKILL BUILDING & SKILL USING ACTIVITY PLANNER**

**Real World Task Assessment:** *Start, participate in, and close a small talk conversation with your teacher.*

**Day 1:**

* Set the context of the assessment task- 5Ws
* Continue setting the context of the assessment task - Before/during/after
* highlight criteria for this level
	+ start
	+ respond
	+ question
	+ end politely
	+ teacher can understand

**Day 2:**

* Review criteria from Day 1
* Criteria 1 - Icebreakers – Skill-building activity
	+ Icebreakers – listen to examples and identify how they start the conversation (questions, transcripts, etc.)
	+ Sort a list of icebreakers into polite/rude topics (appropriate/inappropriate), go over appropriate topics in Canada
* Criteria 1 – Icebreakers – Skill-using activity
	+ Cut up icebreakers/topics into strips, one for each student and start a conversation with a partner
	+ Switch topics/partners multiple times (start timing, change faster and faster as they get better)
	+ Pick a “rude” topic for fun and to see how they handle a topic they don’t like/discuss strategies
* Criteria 2 – Respond – Skill-building activity
	+ Match appropriate responses to some icebreakers (worksheet)
	+ Read short dialogues and find or choose the most appropriate response
	+ Brainstorm good and bad responses to common icebreakers
* Criteria 2 – Respond – Skill-using activity
	+ Half the class gets an icebreaker (strip/card), the other half has to come up with a response (no paper!), switch after everyone has tried with everyone else
	+ Challenge students to come up with new icebreakers, or try a conversation with a partner without an assigned icebreaker

**Day 3:**

* Quick review and practice of Day 2
	+ Start a conversation with your partner right now on any topic (no paper!)
* Criteria 3 – Ask a question – Skill-building activity
	+ Introduce the kinds of common questions get asked in small talk – listen to or read examples to pick out questions – go back to previous examples from Day 2
	+ Simple question formation grammar instruction/exercise (try to keep in the context of small talk), or list of common questions (and answers!) to practice
	+ Intonation practice with common questions
* Criteria 3 – Ask a question – Skill-using activity
	+ “Find someone who...” activity with the common questions
	+ Write a short dialogue (about 5 turns) to include everything, including a question and response, practice and perform in front of the class
* Criteria 4 – End politely – Skill-building activity
	+ In groups, make a list of different ways you already know how to end a conversation (hopefully this criteria is mostly review)
	+ Discuss/review appropriate Canadian culture for politeness, don’t just walk away, use an expression like “I have to go now”, “have a nice day” or “see you later”
* Criteria 4 – End politely – Skill-using activity
	+ Practice a small talk conversation with one partner, from beginning to end

**Day 4:**

* Review all assessment criteria and process, including criteria for success
* Practice a full small talk conversation with a partner including all criteria
	+ Peer feedback activity: 1 pair tries a small talk conversation in a group with another pair, the other pair listens and tries to check off if they have all the parts (start, respond, question, end), see if their partner group can understand them, switch partners/groups
* Provide informal feedback individually and/or as a class
* Spend extra time reviewing any difficult or important areas if needed
* Do a practice assessment with the teacher or in front of the teacher (rest of class is listening for peer-assessment, or doing other activities/computer lab)

**Day 5:**

* Quickly review criteria and criteria for success
* Do the assessment (one on one, outside of class; or mingling and everyone talking all at once)
* Review/debrief assessment and provide general feedback (patterns or common comments)