Teacher's Guide – B1.25.1 Socializing

CEFR Level: B1 | ELPA 21: Intermediate | CA ELD: Expanding | AZ: Int. - Low

WIDA Level: Developing | TELPAS: Intermediate | NY: Transitioning

Estimated Time: 60 minutes

Language Objectives
Students will form yes/no and Wh- questions with be, using subject-verb inversion.
Students will form yes/no and Wh- questions with other verbs, using do insertion in the present and past simple.

Vocabulary
break the ice, conversation starter, small talk, confident, shy, stranger, so-and-so, do for a living, hometown

Content Objectives
Students will listen to two people meeting at a barbecue and identify their questions and answers.
Students will read advice about meeting people and prepare questions for a first conversation.

Materials Needed
- Off2Class lesson and projector
- Off2Class teacher notes
- Notebook/paper and pens/pencils

Optional:
- Lesson audio
- Speakers

Language Prerequisites
Familiarity with the present simple and past simple, including common irregular past forms.
Ability to recognize the verb be and other main verbs in a sentence.

Related Lessons
A2.14.2 What we do
B1.25.3 Socializing
B1.37.1 How do you communicate and learn?

Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Warm-up	Speaking	4 min	1-2	1. Show Slide 1. Say: "Today we will practice questions we ask when we meet new people." 2. Show Slide 2. Have students read the three speech bubbles and say which person is most like them. 3. Ask the questions in the teacher notes. Students answer, e.g. "I'm quite shy, so I don't usually talk to strangers on the bus."	Give the frame "I am like person ... because ..."	Ask students to describe a time they started a conversation with a stranger.
Lead-in	Speaking	3 min	3	1. Show Slide 3. Have students name each place in the images. 2. Pair students to answer the questions on the slide. 3. Ask the questions in the teacher notes about meeting new people in students' cultures.	Give a word bank: party, colleague, line, plane, chat.	Ask students to compare where people meet new people in two different countries.
Vocabulary: break the ice	Reading/ Speaking	3 min	4	1. Show Slide 4. Check understanding of break the ice: "Is break the ice about the first conversation or the last?" Students answer: "The first." 2. Have students read the questions and choose the one you should never ask. 3. Check the answer using the teacher notes and discuss why it is impolite.	Read the questions aloud with students before they choose.	Ask students to add one more polite question to break the ice.
Listening for gist	Listening	4 min	5	1. Show Slide 5. Have students read both questions and the options. 2. Play the audio Students choose their answers. 3. Check answers using the teacher notes, then ask the follow-up question in the notes about what they will talk about next.	Play the audio twice.	Ask students to note one phrase Alex or Laura uses to start the conversation.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Listening for detail	Listening	4 min	6	1. Show Slide 6. Have students copy the table into their notebooks. 2. Play the audio Students complete the table. 3. Check answers using the table in the teacher notes, then ask the follow-up question about the end of the conversation.	1. Pause after each speaker's turn. 2. Fill in Alex's row together first.	Ask students to write one more question they would ask Laura or Alex.
Listening: question forms	Listening/ Writing	4 min	7	1. Show Slide 7. Have students guess the question for each answer before listening. 2. Play the audio again. Students write the questions they hear. 3. Check answers using the teacher notes.	Tell students the first word of each question.	Ask students to say which questions use be and which use do.
Grammar: questions with be	Reading	3 min	8	1. Show Slide 8. Go through subject-verb inversion with the examples on the slide. 2. Concept-check inversion: "In 'Are you hungry?', which word moves to the front?" Students answer: "Are." 3. Point out that Wh- questions ask for information, not yes or no.	Write a statement on the board and physically swap the subject and verb cards.	Ask students to make a Wh- question with be about their classmates.
Practice: questions with be	Writing	4 min	9	1. Show Slide 9. Have students identify the subject and verb in each sentence first. 2. Have students change the sentences into yes/no questions. 3. Check answers using the examples in the teacher notes.	Assign the first five sentences only.	Ask students to change nouns into pronouns before forming the question, as the teacher notes suggest.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Grammar: questions with other verbs	Reading	3 min	10	1. Show Slide 10. Go through do insertion and the bare infinitive with the examples. 2. Ask: "Why do we say 'Does she have', not 'Does she has'?" Students answer, e.g. "After does, we use the bare infinitive." 3. Point out the note about did on the slide.	Write the pattern on the board: Do/Does/Did + subject + verb?	Ask students to explain when we use inversion and when we use do insertion.
Practice: questions with other verbs	Writing	4 min	11	1. Show Slide 11. Have students change the sentences into yes/no questions. 2. Point out that the past simple starts in question 6. 3. Check answers using the teacher notes.	Assign the present simple sentences first (1-5).	Ask students to write a short answer for each question, e.g. "Yes, he does."
Grammar: Wh-questions	Reading/ Writing	5 min	12-13	1. Show Slide 12. Go through how where replaces a place in the sentence. 2. Show Slide 13. Have students match each sentence to its question and to what the question word refers to. 3. Check matches using the answer table in the teacher notes.	Do the first match together.	Ask students to write a new sentence and question for each question word.
Practice: Wh-questions	Writing	4 min	14	1. Show Slide 14. Go through the example at the top of the slide. 2. Have students put the words in order, then match each question to its answer. 3. Check answers using the teacher notes.	Tell students that the question word always comes first.	Ask students to ask a partner two of the questions and answer with their own information.
Pre-reading	Speaking	3 min	15	1. Show Slide 15. Pair students to decide which advice is not good. 2. Have pairs report back and give a reason. Check using the example in the teacher notes.	Let pairs mark each piece of advice with a tick or a cross before they discuss.	Ask students to add one more piece of good advice.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Reading	Reading	5 min	16-17	1. Show Slide 16. Have students skim the first part of the article and answer the questions. 2. Check answers using the examples in the teacher notes. 3. Show Slide 17. Have students read the second half and answer the questions in pairs. 4. Check answers using the examples in the teacher notes.	Read the text aloud while students follow.	Ask students to find two questions in the text that use do insertion.
Practice: dialogue	Reading/ Speaking	3 min	18	1. Show Slide 18. Have students complete the dialogue with the questions on the right. 2. Check answers using the teacher notes. 3. Pair students to read the dialogue aloud, then swap roles.	Tell students which question goes in the first gap.	Ask pairs to continue the conversation with two more questions.
Pre-speaking	Listening	2 min	19	1. Show Slide 19. Play the audio again. Students put the topics in order. 2. Check the order using the teacher notes and ask what questions students would ask at the same event.	Let students number only the first three topics.	Ask students to note one question Alex or Laura asks for each topic.
Speaking	Speaking	2 min	20	1. Show Slide 20. Have groups prepare five questions to ask Valerie, Octavio or another person. 2. Have pairs role-play the conversation at the barbecue, then swap roles.	Give question starters: Where are you from...?, What do you...?, Do you like...?	Ask students to use at least two Wh-questions and one past simple question.

Assessment ideas

Formative Assessment

1. Question form checks
When: After Slides 9, 11 and 14
How: Check answers using the teacher notes. Ask students to say whether each question uses inversion or do insertion.

2. Listening checks
When: Slides 5-7
How: Check answers using the teacher notes. Replay any part most students missed.

Summative Assessment

1. Barbecue role-play
When: Slide 20
How: Check that each student asks at least five correct questions, including yes/no and Wh- questions with be and with other verbs.