

Lesson Plan: Giving and Receiving Compliments

Class Size: 20 Students

Lesson Time: 90 Minutes

Level: Intermediate (LINC 3/4; *Canadian Culture : customs and social behavior*)

Primary goal: Students learn language to give and receive compliments about their possessions including clothing.

Secondary goals: Students will practice different expressions including questions. They will use “What a...!” as an exclamation. Students mingle to have extensive practice in Canadian expressions and for comparing compliments across cultures.

Assumptions: Students will have some knowledge of the related vocabulary items.

Anticipated Problems: Students may have some difficulty in pronouncing some vocabulary items. In addition, some students may feel uncomfortable while doing this activity due to cultural restraints.

Materials: Pictures of clothing items, Worksheets, Cut up dialogues

Language to be taught / reviewed: *Complimenting a clothing item or items:* What a (nice) + Singular, What (nice) + Plural, I like/love your... It goes well with your..., It matches your..., It suits you (fits)

Responses: Thanks, Kind / Nice of you to say so., Glad you like it, Do you think so?, It’s nothing special; *reciprocating with a compliment:* I like your ...; *follow up questions:* Where did you get it? Was it a gift?

Warm up Activity: Teacher- Student; Students- Students (10:45 – 10:55)

Purpose: To get students engaged in to the topic of facing and describing a health issue and gauge their knowledge of appropriate language.

Appreciate and praise two or three students’ possessions such as, clothing items, jewelry, watches, cell phones etc. Use sentences like “What a nice...?”, “Where did you get it....?”, “Was it a gift? Ask students if they know what we call it when we say something nice about other people (A compliment). How do you feel when somebody gives you compliments? Do you feel happy, proud, embarrassed or suspicious? Divide students into groups with these questions, “Has any one complimented any of your possessions recently? OR “Have you complimented someone’s belongings recently? What did you / they say?, “How did you feel?”. Invite volunteers to share their experiences with the class after they have completed their discussions. Note any interesting language / expressions that come up while they are sharing their stories

After the students have shared their ideas at tables, ask a couple of them to share with the class. Note any interesting language that comes up. Now, introduce the topic. Tell students that we are going to practice giving and receiving compliments. Write the title on the board.

Presentation Stage: Teacher-Students (10:55 – 11:15)

Purpose: Students hear and practice new words and phrases through construction of model dialogue.

Tell the class a story of a party at your friend's house last weekend. My friend who is very smart complimented on my bag. Ask students such as, **“What do you think she said?” “How did feel?” “What did I say?”** etc. **Act on each step to elicit the next sentence.** Write dialogue under appropriate heading: **Giving / Receiving**

Build one line at a time. Act and elicit as much as possible.

Template for dialogue:

Giving	Receiving
Jaclyn: What a <u>nice</u> bag!	Sajida: Thanks. I'm glad you like it.
J: Wow, I like your shirt!	
It really goes with your scarf.	S: Do you really think so?
J: Yes, it suits you.	
Where did you get it?	
Was it a gift?	S: Oh this? It's nothing special.

Ask the class for more complimentary adjective (beautiful, amazing, wonderful, etc.), write them on the board. Give them some more follow up questions, expressions, and responses for further expansion, such as Kind / Nice of you to say so". "I got it on sale." Glad you think so."

Suggest making a reciprocal (in return) compliment. "I like your...". "Where did you get it?"

Ask students, **“What may be an inappropriate question?”** (How much was it?)

Ask the students about the specific language used in this dialogue. Repeat the words and phrases with the students that are to be used in the practice stage.

Practice: Students in pairs (controlled); in pairs, then in groups (semi-controlled)

To recognize and practice words and phrases especially “What (a)...” – and variations; to use them in a different context (complimenting furniture) through controlled and semi-controlled exercises.

Controlled Practice-1 (11:15 – 11:25)

Students will be given two chopped up dialogues, one for a singular item (sweater), the other one for a plural (shoes). They sought the dialogue out, practice, and then try some substitutions. Teacher goes around the class to gauge performance and address any pronunciation or other language issues.

Controlled Practice-2 (in pairs - 11:25 – 11:40)

Students complete sentences in the dialogue using the words and phrases provided. After completion, volunteers read them aloud in pairs for listening and speaking practice. Take notice of any mispronounced words. Model the right pronunciation for accuracy.

Semi-Controlled Practice: (in pairs, then in groups – 11:40 – 11:55)

A friend is visiting her friend's house. Fill in the blanks in dialogue complimenting the friend's furniture, etc. Friend replies accordingly using appropriate language. Practice the dialogue, then, extend it. To write extended dialogue, students work in groups of four; each group prepares sentences in pairs and then shares with the other pair. Then students practice these sentences as much as time allows. The students change roles as many times as possible. Teacher goes around the class to gauge the level of accuracy and achievement, and makes corrections if and when needed.

Production: Whole class mingling – (11:55 – 12:15)

Purpose: Students move around and use the new language more spontaneously.

Teacher provides students with pictures of different items. Students give and receive compliments of "something new" they have bought or been given by using pictures. They move around the class, complimenting each other and asking and answering questions about their possessions. Then students choose their partners to prepare a dialogue they have been using during their conversations.

Reflection Activity:

At the end, if time allows, ask students to discuss their first experience of having any similar experience. Focus on the following questions: "Does it happen in your cultures that a woman compliments an man who is not her husband?", "Does it happen in your culture that a man compliments a woman who is not his wife?", "What is different between Canadian Culture and your own (first country's) in complimenting others?" Students share their experiences with their respective groups. Welcome any volunteers to share with the whole class their experiences with the whole class

Home work:

Search for more words and phrases used to compliment others in Canadian Culture. Practice these compliments in your community.

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Controlled Practice 1 (Cut up dialogue - 15 Minutes)

Dialogue 1:

Carla: Hi! What nice shoes!

Judy: Thanks, I'm glad you like them!

Carla: They look great on you! Where did you get them?

Judy: I got them on last month's Easter sale.

Carla: What a wonderful color they are!

Judy: Really? Do you think so?

Carla: Yeah, they're so nice.

Dialogue 2:

Judy: Hi! What a nice sweater you're wearing!

Carla: Thanks, kind of you to say so

Judy: It fits you very well. Where did you get it? Was it a gift?

Carla: Yes, I got it as a birthday gift from my mom.

Judy: It looks wonderful on you. It goes with your bag.

Carla: Do you really think so?

Judy: Oh yeah! For sure! It's fabulous!

Controlled Practice 2 (15 min)

Complete the following sentences in the dialogue using the words and phrases provided.

think kind of you like glad to say so
match nice color suit they

Ashley: Hi Jennifer, how are you?

Jennifer: Oh, hi Ashley. It's nice to see you! I really _____ the shirt you are wearing right now. It looks really _____ on you! Where did you get it?

Ashley: Thanks, nice of you _____. I got it at Old Navy last year. It was pretty cheap because I got it on sale. I'm always looking for sales.

Jennifer: Well, it's really nice. I like the _____. I'm also looking for something like your shirt.

Ashley: Really?

Jennifer: Yes, I love it!

Ashley: I like your glasses. _____ look really nice on you.

Jennifer: Thanks! I'm _____ you like them. I bought it on the Boxing Day sale. It was really cheap.

Ashley: They really _____ you.

Jennifer: Do you really _____ so? They're nothing special.

Ashley: Yeah? Well, they really _____ your scarf.

Jennifer: Thanks! _____ to say so!

Semi-controlled Practice (15 min)

Fill in the blanks in dialogue complimenting the friend's furniture, etc.

A: _____ your new apartment!

B: Really? Thanks.

A: What _____ rug! Where did you get it?

B: Well, I just got it from a _____ in downtown. It was pretty cheap.

A: What a _____ choice.

B: Thanks, I _____ you like it!

A: _____ beautiful clock! It looks great in your living room.

B: Thanks! A friend of mine brought it to me from China!

A: I like your curtains, too. They _____ with the rug.

B: _____ think so? My husband made this choice.

A: What a great looking couch! It looks so comfortable!

B: I just got it last week from Value Village.

A: Oh _____ ! That was a great choice.

B: It's so nice of you to _____ .

A: _____

B: _____

A: _____

B: _____

KEY:

Controlled Practice 2 (15 min)

Ashley: Hi Jennifer, how are you?

Jennifer: Oh, hi Ashley. It's nice to see you! I really like the shirt you are wearing right now. It's really nice! Where did you get it?

Ashley: Thanks, nice of you to say that. I got it at Old Navy last year. It was pretty cheap because I got it on sale. I'm always looking for sales.

Jennifer: Well, it's really nice. I like the color. I'm also looking for something like your shirt.

Ashley: Really?

Jennifer: Yes, I love it!

Ashley: I like your glasses. They look really nice on you.

Jennifer: Thanks! I'm glad you like them. I bought it on the Boxing Day sale. It was really cheap.

Ashley: They really suit you.

Jennifer: Do you really think so? They're nothing special.

Ashley: Yeah? Well, they really match your scarf.

Jennifer: Thanks! Kind of you to say so!

Semi-controlled Practice (15 min)

A: I love your new apartment!

B: Really? Thanks.

A: What a nice rug! Where did you get it?

B: Well, I just got it from a furniture shop in downtown. Although, it was pretty cheap.

A: What a great choice.

B: Thanks, I'm glad you like it!

A: What a beautiful clock! It looks great in your living room.

B: Thanks! A friend of mine brought it to me from China!

A: I like your curtains, too. They go well with the rug.

B: Do you think so? My husband made this choice.

A: What great looking couch! It looks so comfortable! It also matches your rug and curtains.

B: I just got it last week from Value Village.

A: Oh really! That was a smart choice.

B: It's so nice of you to say so.
