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| **Name: Jin Suk Choi Date: 07/22/11 Length of lesson: 30/ 40/ 50/ 60**  **Making Friends** | |
| **Class Profile:** There are 14 students, all Korean, but vary in English skills, who are earning their TESOL certificate. | **Lesson Fit:** This is the Grammar lesson which will introduce students to formal and informal requests. This lesson supplements yesterdays lesson on students sitting positions at the table. |
| **Materials:**  Board, markers, worksheets.  CD player, CD (audio) |
| **Main Aim:** To enable students to be able to listen and understand the terms used in daily life conversation  **Secondary Aims:** To enable students to use the term appropriately by having a small speaking time which will increase students’ both listening and speaking skills.  **Personal Aims:** I want to reduce my TTT and have let students have plenty of time for activities. | |
| **Anticipated Problems:**  Students might not understand the conversation from the CD when they feel the talking is too fast.  The audio might have a bad sound  Activities might take too long than I expected.   |  | | --- | | **Language Skills:**  - Listening: Students will listen to the CD. (conversation)  - Speaking: Students will go through the scripts with partners.  - Reading: Ss will read the scripts that was on the conversation  -Writing: Ss will be taking notes during role play. |  |  | | --- | | **Language Systems:**  - Phonology: none to discuss  - Lexis: as a matter of fact, get in touch with  - Grammar: present progressive  - Function: How to use present progressive  -Discourse: None to discuss. | | **Solutions:**  Prepare a script written and repeat the conversation few times.  If the conversation is barely listenable, then let students do a small skit using the script handed out.  Teacher will give time warning to students.  **Assumptions:**  Students already know:  - Ss have basic listening skills in various accents  - Ss are able to act out the scenes given  - Ss know some basic idioms used in daily conversation |

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| **References**  Touchstone 2: student book: Cambridge University | | | |
| **Time**  **Interaction**  **2 Min**  **T-Whole Class**  **or T-WC**  **2 Min**  **T-WC**  **3 Min**  **T-Ss**  **5 Min**  **S-S**  **5 Min**  **S-S**  **4 Min**  **T-S**  **3 Min**  **S-S**  **3 Min**  **S-S**  **3 Min**  **T-WC**  **3 Min**  **T-S**  **4 Min**  **T-S**  **3 Min**  **T-WC**  **3 Min** | | **Stage**  **Lead-in**  **(Pre-Activity)**  **Pre-teach**  **(Main-Activity)**  **Controlled Practice**  **Controlled**  **Practice**  **Free**  **Practice**  **Controlled Practice**  **Controlled Practice**  **Correction slot**  **(Post-Task)**  **Free practice**  **Free practice**  **Feed back**  **Wrap-up**  **(SOS)**  **Free Practice** | **Objective**  **To activate the Ss schemata. Ss will grasp today’s lesson topic.**  **Eliciting: Teacher will elicit some lexis.**  **Ss will understand some daily idioms used in United States**  **Ss will become familiar with the target language in the highlighted/written form.**  **Ss will start listening to the CD several times and think about the idioms used in the conversation.**  **Ss will compare their answers in pairs and board the answers together.**  **Ss will prepare to act out the dialogue**  **Ss will engage in pair activity to speak out.**  **Teacher will error correct.**  **Ss will prepare their own dialogue using the idioms they learned today.**  **Ss will present their dialogue in front of class**  **Teacher gives feedback**  **Teacher will pick few pairs to act out the dialogue again in a different tone** | **Procedure**  **Greetings**  **Ask Ss how they have been during the weekdays and start out the class with a small chat about one unique happening during weekdays.**  **Jin will begin eliciting and producing CCQ’s.**  “what is it called when people say a phrase that sounds weird and means different from the literal meaning? For example, ‘out of blue’???  **Jin will draw out some lexis by using CCQs**  As a matter of fact, in touch with~  **Jin will act out some situations that uses idioms and draw out the answers from Ss.**  “As a matter of fact, Yes. I do speak Japanese, too.”  “I still have in touch with Japanese friends from high school”  **Jin will ask some students to talk about idioms they did not understand what they meant.**  **Jin will hand out a paper with scripts which the Ss are going to listen and have 2~3 minutes to go through while Jin prepares the CD and the audio player (or computer)**  “I would like you guys to go over the script briefly and think about how the two speakers are in which situation.”  **Jin will play the conversation twice and in case three times if the Ss need to listen one more time.**  **Ss will fill in the blanks on the script that Jin handed out.**  **ICQ**  “What are we doing with the scripts that I handed out? (fill out)”  “How many minutes do we have time to fill out? (3 minutes)”  **“**We are doing this in pairs, right? (No! individually)”  **Jin will group the students in pairs by dividing students by the two characters spoken; give instructions to compare answers and hand out the board marker. Divide the board while Ss compare their answers with partner.**  **Jin will now let students (in pairs assigned before) to prepare the same dialogue using the script and choose two or three pairs to act.**  **ICQ**  “What are we going to do now???”  “Are we working with the same pairs before?"  **Jin will choose two to three pairs to act out the dialogue (with enthusiasm)”**  **Jin will go over with the students and let other students find the mistakes to the dialogue.**  **Jin will divide into pairs or in a group of threes and discuss to make a simple dialogue (2~3 sentences) using idioms.**  “What are we going to do now???”  “Are we working with the same pairs before?"  **Each Ss come up in class and say the dialogues.**  **Jin will briefly go over what we learned today and conclude the class by using some idioms.**  **Finish!**  **Jin will show some examples using British accent or Indian accent.** | |