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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 soundActivities might take too long than I expected.

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| **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.  |

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| **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.** |