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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: VERBS** |

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| Instructor:  Sang Min Lee | Level:  Pre- Intermediate | Students:  13 | Length:  30 Minutes |

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| Materials:  - visual (swimming & skating)  - Fill in the blank worksheet (13copies)  - Paper scrolls with verbs written (13 pieces for students to pick for role play)  - Whiteboard, markers  - Wall-chart (Demonstration for the role play dialogue)  - 2 sets of verbs written on the papers for pictionary activity  - Worksheets (Finding someone who…) (13 copies) |

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| Aims:   * (Main Aim): To enable Ss to improve their grammar by having Ss talk about ‘verbs’. * (Secondary): Ss will talk about verbs by having Ss to do fill in the blank worksheet, make a dialogue for role play using the given verbs under a certain situation and by drawing the picture of the given verbs on the board and let the other classmates guess the right verbs (pictionary). * (Personal): I want to improve on my time management, have a louder and   clear voice in front of the students in my class and be more authoritive. |

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| Language Skills:   * Reading : Students will be reading the fill in the blank worksheet text in pairs, and will read the demonstrated dialogue for the role play. * Listening : Students will be listening to the demonstrated dialogue of the role play and hear other groups’ role plays. * Writing : Students will be filling in the blanks and write down the dialogues of the role play. * Speaking : Ss will be answering on the fill in the blank worksheets given, do a role play and will ask other students to find out someone who --- from their classmates. |

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| Language Systems:  Phonology : None to discuss  Lexical : verbs, chime- ring, boom out – ring in a very loud sound, draw – pull up  Grammatical : Verb  Function : The use of idioms in appropriate situations  Discourse: None to discuss |

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| Assumptions:  - Most students know what a fill in the blank is.   * Most students know what a role play is. * Most students know the given vocabularies for the role play activity. * Students already know the teacher’s style of teaching and the pace of the course. |

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| Anticipated Problems and Solutions:  - Ss might have difficulties in completing the text 🡪 Working as a pairs and group will help by scaffolding and the students will help each other to find the right verbs from the given box by predicting the meanings from the text.  - Ss may find the making of dialogue difficult and not able to follow 🡪 Have a demonstration on dialogue role play on the wall-chart for better and easier understanding.  - Ss might find difficult in drawing the given verbs 🡪 Let them draw stick figures by giving my demonstration and let them know that it would be good as long as it can let the students guess the verbs. It doesn’t have to be perfect drawings.  - Ss might find understanding the activity of finding someone who… not easy. 🡪 Do a demonstration first so that the Ss could get an overall understanding of the activity. |

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| References:  Ladybird Children’s Classics ‘A Christmas Carol’  [www.google.com](http://www.google.com)  [www.naver.com](http://www.naver.com)  [www.eslcafe.com](http://www.eslcafe.com) |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | Whole  class | Whole class  T-S | Greet students  ‘Good morning class. Did you all sleep well? Did you have breakfast?  2 Guiding questions  1. (pick someone) What’s your hobby?  2. (pick another student and ask) What do you usually do in your spare time (or when you are free)? |

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| **Pre-Activity** | | | |
| Materials:  Swimming & skating visual (for eliciting), Fill in the blank worksheet, Board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins  2mins  2mins  2mins | Whole  Class  Pairs and groups  Whole class | WC  SS  T-S | Show Ss the visual of the swimming  ‘What can you tell from this picture?’  ‘What is he doing?’  🡪 Write down ‘swim’ on the board  ‘What about her?’  ‘What is she doing?’  (Tape the pictures on the side of the board so that the SS can see.)  🡪 write down ‘skate’ on the board  (Eliciting)  What do you call the part of a speech that describes any action whatsoever? 🡪 “VERB”  **CCQ**   * **Is a verb used to describe something?** * **Or does a verb show actions?** * **Are pretty, beautiful and handsome verbs?** * **Then, are swimming, singing and walking verbs?**   Write down ‘VERB’ on the board.  <Grouping>  ‘swim, skate, verb 🡪 let students follow in this order.  Make pairs and groups of ‘swim’, ‘skate’ and ‘verb’  All the ‘swim’s on this side , all the ‘skate’s on that side  And all the ‘verb’s on this side of the room.  Have pairs and groups to do the worksheet.  Pairing.  Instructions  - I’m going to give each of you a worksheet paper.  - You will have to fill in the blank  - You will have to choose the correct verb from the given box above the text.  - I’ll give you 2 mins to complete.  - You will be working in pairs and group.  - But pls don’t start before I say go.  ICQs  - What are you going to do?   * How long do you have? * Will you be working in pairs? * Will you working individually? * Will you start when I give you the paper? * Or Will you start when I say go?   Okay, start, go~!!!  Timing 2 mins. Monitor Ss.  Write down the numbers on the board to prepare for the students to come up to the board and write down answers.  1min left, 30secs, 10 Secs, Time’s up!  Who has the shortest hair in your pairs and group?  Please come up to the board and write down the answers please.  Have each group to read the sentence along with the answers. Check each groups’ answers.  After the students answered all,  ‘Good job class’. |

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| **Main Activity** | | | |
| Materials:  Small sheets of paper with verbs written(for role play verbs to be used),  White board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  1min.  7mins.  2mins. | Whole  class  Whole class  Pairs and groups  Whole class | WC  WC  S-S  T-S | In your same groups, you will be given to choose a scroll paper each.  On each paper, 2 verbs are written on it. Each person chooses 1 so if you are working in pair, then you would have 4 verbs and if you are working as a 3 people group, then you would have 6 verbs.  You would have to use the verbs you have and make a role play and include those verbs in the dialogue.  The verbs can be in any tenses, it could be in present tense, future or past or whatever.  (Demonstration)  For example, you could see the wall-chart as a demo.  Instruction  I will be giving you 7 minutes.  You will have to use all the 4 verbs your pair or group have and make dialogues.  You will be under the situation of a lovers or friends on holiday or planning for holiday.  You will be working in pairs and group.  ICQ:   * What are you going to do? * How long do you have? * Are you working individually? * Then are you working in pairs and groups?   But please don’t unfold the paper and don’t start before I say go.  You will be writing the dialogues at the back side of the previous given worksheet.  Explicit ICQ :   * Will you start as soon as you pick the paper scroll? * Or will you start when I say go?   Let the students choose the paper scroll.  Okay, Please start.  Monitor students  Timing, 3mins, 1min, 30 secs, 10secs. Times up.  Choose 4groups to share their dialogues and have them do the role play. If there is enough time, choose 1 or more group to do the role play.  Thanks for sharing.  Well done class.  They were all very well written interesting dialogues. |

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| **Post Activity** | | | | |
| Materials: 2 sets of papers with verbs written (for pictionary activity)  White board, marker | | | | |
| Time | Set Up | Student Activity | Teacher Talk | |
| 2mins  3mins  1min | Wholeclass  Wholeclass  Wholeclass  Groups  Wholeclass | WC  T-S  T-S  S-S  T-S | < Grouping >  Please follow A,B,A,B  All the As on this side and all the Bs on that side please.  You will be working in groups, so Group A & group B ,  In your groups, who is the youngest?  The youngest person in your group will come out to the front and stand near the board. I will give you each a marker.  <Instruction>  VERBS are written on the paper and the other people in the group will have to guess what the verb is.  I will give the person in each group sitting nearest to the board a set of papers.  Only the person with the marker can see what is written on the papers and the person with the marker has to draw on the board.  The person cannot say nor cannot use body language,  You can only draw to give your group an idea of the verb. It doesn’t have to be perfect.  You can draw stick figures as well.  After the rest of the people in your group guess the correct verb, the person with the papers would have to tear the paper and let the marker person see the next verb.  <Demonstration>  “SIT” 🡪 Draw on the board and let the class guess the verb.  You will be working in groups.  I will give you 3 minutes.  ICQ :   * What are you going to do? * How long do you have? * Are you working in pairs and groups? * Are you working individually? * Can person with the marker speak? * Can person with the papers see what’s written on the papers?   But, Please don’t start before I say go.  Explicit ICQ:   * Are you going to start when I give you the paper? * Or are you going to start when I say go?   Okay, Begin!  Timing, 1min, 30secs, 10secs, Time’s up!  Okay, Great job class. Well done.  <Error Correction>  If any mistakes heard, correct them or  Do unscrambling.  Now, since I haven’t heard any mistakes,  Could you unscramble this word?  “BVRE” 🡪 “VERB”  Well done class, This concludes my lesson. Thank you. | |
| **SOS Activities** | | | | |
| Materials:  Worksheet , white board, marker | | | | |
| Time | Set Up | Student Activity | | Teacher Talk |
| 2min.  2mins  1min | Whole class  Individual  Whole  Class | T-S  S-S  T-S | | Instructions:  I will be giving you each a worksheet.  I will be giving you 2 mins to ask all of your classmates and find out who does ---.  You will be working individually.  There are no. 1 to 14. You will have to ask as many as you can and find out who can do these.  (Demonstration)  If ‘skate’ is written on the sheet, then you would have to find out who can skate and you may also write down any interesting details on that person.  The question would be starting with, ‘Do you …..?’  You may also ask me. And I can ask you. But please don’t start before I say go.  ICQ :   * What are you going to do? * How long do you have? * Are you working in pairs and groups? * Are you working individually?   Explicit ICQ :   * Can you ask sangmin? * Can sangmin ask you?   Okay, begin.  Timing, 1min, 30secs, 10secs, Time’s up!  Pick students and let them share with what they have got from their classmates,  OOO, could you please share any 1 interesting thing about your classmate?  Check the time and let 1 person share the answer and if there is enough time, choose more students to share with what they have got.  Well done, class, thanks for sharing and participating. |