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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Adjectives ending –de and –ing form** |

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| Instructor:  **Rahel** | Level:  **Upper Intermediate** | Students:  **15** | Length:  **30 minutes** |

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| **Materials:**  - Pictures (Movie poster, advertisement, Bath city)  - Fill in the blank worksheet (15 copies)  - Advertisement worksheet (8 copies)  - Wall chart for drill and main-activity.  - Word cards for post activity (2 sets)  - Wordsearch worksheet (8 copies) |

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| **Aims:**  - **Main Aim**  : To enable students to develop and practice about their grammar skills by having students write and talk about using adjectives ending with –ed and -ing form.  - **Secondary Aim**  : Students will write adjectives ending with –ed and -ing by having students do reading article, writing ad script, and speed quiz.  - **Personal Aim**: I want to improve my fluency.  I want to improve my CCQ, ICQ delivery.  I want to improve my speaking pace and teaching pace  I want to be confidence. |

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| **Language Skills:**  - **Reading**: Students will read article of the city “Bath”.  - **Listening**: Students will listen to other student’s presenting.  - **Speaking**: Ss will explain the words for speed quiz.  - **Writing**: Ss will write down the script for a radio commercial. |

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| **Language Systems:**  - **Phonology**: None to discuss  - **Lexis**: Words about adjectives ending with –ed and -ing  - **Grammar**: usage about adjectives ending with –ed and -ing  - **Function**: Make script for advertisement.  - **Discourse**: None to discuss |

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| **Assumptions:** Students already know,   * How the class is set up and run. * The teacher’s style of teaching and the pace of the course. * Most students have heard radio advertisement. |
| **Anticipated Problems and Solutions:**   |  |  | | --- | --- | | Anticipated Problems | Solutions | | Students may not know the movie and the city “bath”. | Use visual aids and explain the movie. | | Students may need more time to work on making script. | If it takes longer than 5 minutes, Cut answer-checking short by verbally sharing the answers | | If I have not enough time for post- activity. | Give the time only 30 seconds to each group. | | Students may finish their tasks earlier than anticipated. | Ask as many students as possible about their own remedy and do SOS activity. | |

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| **References:**   * <http://www.google.com> * <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp> |

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| **Lead-In** | | | |
| Materials:  - None to need | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole Class | Conversation (2 or 3 Ss answer) | Hello everyone, Good morning.  **2 Guiding questions**  Do you like amusement park?  Why or why not?  How did you feel when you had finished your first micro-teaching? |

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| **Pre-Activity** | | | | | |
| Materials:  - Board, board markers, pictures, wall chart, worksheets. | | | | | |
| Time | | | Set Up | Student Activity | Teacher Talk |
| 4 min  3 min  2 min | | | Whole Class  Individually  Whole Class | Guessing the word and speaking the drill.  Listening instructions and reading the article.  Reading one sentence. | **Eliciting and Explain grammar**  Look at this picture.  Have you seen this movie?  How was this movie?  (Amazing or Interesting!! ) Good!!  How was your feeling after you saw this movie?  (I am bored or touched) Good! Good!  (Post the picture on the board and write two words on the board)  These are adjectives ending –ed and ing form.  We usually use adjectives ending with –ing to describe the causes of feelings, things and situations.  We usually use adjectives ending with –ed to describe feelings and emotions.  **CCQ**  Do adjectives show actions?  Do adjectives describe things or feelings?  Great!  **Modeling**  I’ll give you some more examples.  (Post wall chart for drill and read the sentences.)  Look at this. Please repeat after me.  **<Fill in the blanks>**  **Giving instructions**  We are going to do “fill in the blanks”.  I’ll give you this paper.  There is an article about the city named ‘bath’.  This city is known as the site of “Les Miserables”.  Fill in the blanks with adjectives from the list. I’ll give you 3 minutes.  **ICQ**  - What are you going to do?  - Are you going to work in group?  - Are you going to work individually?  - How much time do you have?  Don’t start when I give you the paper. Please wait until I say “go”  **Explicit ICQ**  Are you going to start when I give you the paper?  Are you going to start when I say “go”?  Alright!!  (Distribute the paper)  Okay. Go!!  (Monitoring and Timing)  1 minute left.  30 seconds left.  10 seconds left.  Times up.  Could you read one sentence one by one?  Alright!! Good job!!  (Detach wall chart and attach the other chart) |
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| **Main Activity** | | | | | |
| Materials:  - Board, board markers, pictures, wall chart, advertisement worksheet | | | | | |
| Time | | | Set Up | Student Activity | Teacher Talk |
| 2 min  5 min  14  3min  19 | | | Whole Class  In pairs  Whole Class | Listening instructions  Writing the script. | **<Making advertisement script>**  Look at this picture. What is this?  Yes. It’s Downy’s advertisement.  (Post the picture )  **Demonstration**  This is the script for radio commercial.  I’ll read this for you.  (Make pairs and prepare worksheet)  **Giving instructions**  Ok! Now You work for an advertising agency. Your job is to think about slogans for a product. I’ll give you this paper. There is some product. Make a short slogan and script for a radio commercial. Try to use adjectives ending –ed and –ing in your script. I’ll give you 5 minutes.  **ICQ**  - What are you going to do?  - Are you going to work individually?  - Are you going to work in pairs?  - How much time do you have?  Don’t start when I give you this. Please wait until I say “go”.  **Explicit ICQ**  Are you going to start when I give you the paper?  Are you going to start when I say “go”?  Alright!!  (Distribute the worksheets)  Okay. Go!!  (Monitoring and Timing)  1 minute left.  30 seconds left.  10 seconds left.  Times up.  Could you tell us your script?  (Students read their scripts)  Alright! Great job!! |
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| **Post Activity** | | | | | |
| Materials:  - Board, board markers, word cards. | | | | | |
| Time | Set Up | | | Student Activity | Teacher Talk |
| 5min  2min | In group  Whole Class | | | Listening instructions and Do “speed quiz”  Scrambling the word | **<Speed quiz>**  We are going to speed quiz.  (Write “speed / quiz” on the board and make a group)  Hands up “speed”!! You guys move on this side.  Hands up “quiz”!! You guys move on this side.  (Prepare word cards while students move)  **Giving instructions**  Ok! Pick One student in your group to guess the words and the stuent come here. I’ll show the word to all of you except the student who seat here. Then other members explain the word. And the student guesses the word. After the student say answer, go back to your side. I’ll give you 2 minute each group. Please do your best!  **ICQ**  - What are you going to do?  - Are you going to work individually?  - Are you going to work in groups?  - How much time do you have?  Speed team comes to the center.  Ok. Ready, set, go!!  (Monitoring and Timing)  30 seconds left.  10 seconds left.  Times up.  Great! Back to your seat.  (Do same way to “quiz team”)  Ok. What’s your score?  Good job guys!! You are the winner.  (Give them chocolates)  **<Conclude lesson>**  **Error Correction Slot**  Today, what did we learn about?  Yes. Adjectives!! Then I didn’t find any error in the class. So I give you one scramble word  (Show them scramble words)  Good job!!  Do you have any questions?  If you don’t have it, I’ll close my micro-teaching.  Thank you very much for enjoying this class. |
| **SOS Activities** | | | | | |
| Materials:  - Wordsearch worksheet | | | | | |
| Time | | Set Up | | Student Activity | Teacher Talk |
| 3min | | Whole Class | | Searching the words | **<Wordsearch>**  **Giving instructions**  (Make pairs) I’ll give you a paper.  Find the words in the box. I’ll give you 1 minute.  **ICQ**  - What are you going to do?  - Are you going to work individually?  - Are you going to work in paris?  Don’t start when I give you these. Please wait until I say “go”.  **Explicit ICQ**  Are you going to start when I pass you the paper?  Are you going to start when I say “begin”?  Alright!!  (Distribute the wordsearch worksheets)  Okay. Begin!!  (Monitoring and timing)  Times up!!  (Check the answer and finish the class) |