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| Listening Speaking Reading Grammar Writing |
| **Topic: Concept of Time** |

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| Instructor:  Hansol Lee | Level:  Upper Intermediate | Students:  13 | Length:  **30 Minutes** |

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| Materials:   * White board, board markers & tape * Visual aid of clock * Tense worksheet * Taboo cards |

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| Aims:   * Main Aim: To enable students to improve their grammatical skills by having students learn about tense and its relation to time * Secondary Aim: Students will fill in the blanks for the tense worksheet, then apply the tense, and guess said tense without using the words * Personal Aim: I want to improve my monitoring and timing |

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| Language Skills:   * Reading: Students will read grammatical sentences * Listening: Students will listen to sentences of different tense * Speaking: Students will speak sentences of different tense * Writing: Students will write a story using grammatical tenses |

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| Language Systems:   * Phonology: None to discuss * Lexis: None to discuss * Function: Relationship of words * Grammar: Tense * Discourse: Monologue |

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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 * All the students are degree holders (Age 23 and up) * Students understand basic grammar * Students can distinguish between past and non-past words |

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| Anticipated Problems and Solutions:   * Students may not understand some structure   + Elaborate * Students may not understand complex vocabulary   + Model * Students may confuse different spellings for past tense verbs   + Give an example and explain |

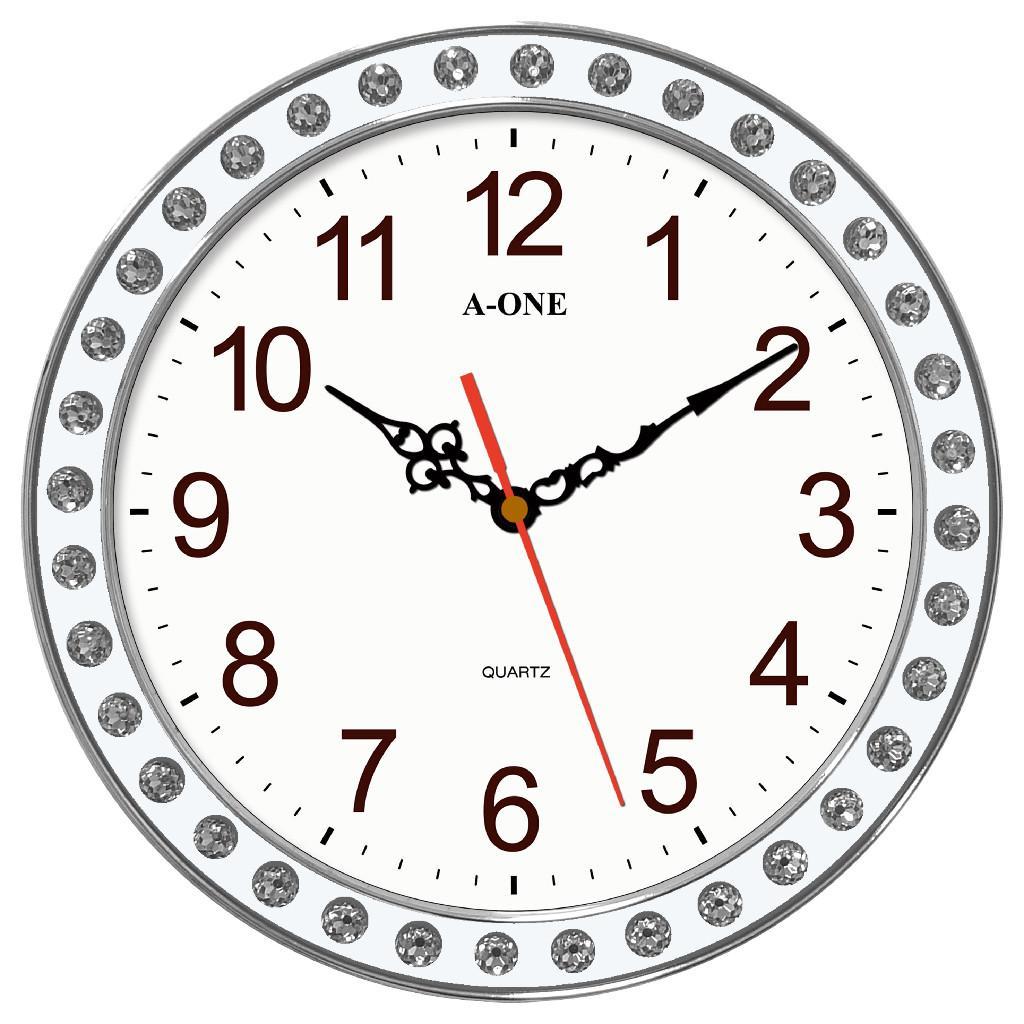
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| References:   * *Learning Teaching* by Jim Scrivenener * *Teaching & Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson |

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| **Lead-In** | | | |
| Materials: **Board** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole Class | Answering teacher’s questions | Hello everyone! How was everyone this week?  \_\_\_\_\_, what did you do yesterday?  \_\_\_\_\_, what are your plans for tomorrow? |

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| **Pre-Activity** | | | |
| Materials: **Board, Visual Aid, Tense Worksheets** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  3 min  2 min | Whole Class  Individually | Answers elicited questions  Students begin worksheet  Students will present | *Elicit the word, “tense”*   * + - “In grammar, what do we call the concept that deals with time?”     - *Put up visual*   *Model “tense”*  *Pre-teach*  “Does anyone know how many tenses there are in the English language?”  “In terms of the ‘main’ ones, there are only two; past, and non-past. For the purpose of this lesson, for non-past we will only deal with the future. The tense of the verb is dependent on the indication of time of the sentence such as ‘is’ and ‘was/were’.”  Two different examples of a past and a non-past/future  *CCQ*   * + - “Is my name a tense?”     - “Does tense have something to do with yesterday and/or tomorrow?”   **Time Comprehension**  *Instructions*  “For this activity, I’m going to give each of you a worksheet. Now, individually, I would like you to fill in the correct tense for each sentence. You’ll only have three minutes for this activity.”  *Demonstration*  Point towards the examples  *ICQ*   * + - So what are we doing?     - Are we working in pairs?     - Are we working individually?     - How much time do you have?   “Now please don’t start before I say go”   * + - Are you going to start as soon as I give you the paper?     - Are you going to start when I say go?   (Distribute worksheets)  “Now begin”  *Monitoring*  Monitor **discreetly**. Answer students if they ask questions.  Give time warning: 1 minute; 30 seconds; 10 seconds. Be flexible with time. Give students 1 more minute if they need it.  “Time’s up”  Ask students individually to present |

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| **Main Activity** | | | |
| Materials: **Board, Previous Worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  4 min  2 min | Pairs | Listening  Students begin writing a story  Students share the story | **Tense Build-up**  *Instructions*  “Now, I would like you to in pairs, to write a story using the tenses given to you on the worksheets from the previous activity. For this activity, you will have five minutes.”  “So…” <Pair everyone>  *Demonstration*  “For example…”  Write: Jayme ran away from home because Sun built a house that was scary. However, Ben thought it was great so he bought it.  *ICQ*   * + - So what are we doing?     - Are we working individually?     - Are we working in pairs?     - How much time do you have?     “Now begin”  *Monitoring*  Monitor **discreetly**. Answer students if they ask questions.  Give time warning: 3 minutes; 1 minute; 30 seconds; 10 seconds. Be flexible with time. Give students 1 more minute if they need it.  “Time’s up”  Ask students to share the story |

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| **Post Activity** | | | |
| Materials: **Board, Taboo Cards** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  6 min | Team | Listening  Students begin | **Taboo Relay**  *Elicit the word, “taboo”*   * + - “Does anyone know another word for forbidden?”   *Model “taboo”*  *CCQ*   * + - “Is it taboo to talk to your friends?”     - “Is doing something terrible a taboo?”   “Can we say ‘past’ and ‘future’? You guys are now two different teams”  *Instruction*  “This game will use the concept of ‘taboo’ in that you will be given a card with a word which you must explain to your teammates without using any of the words on the card, though you can indicate which tense it is. Also, no actions allowed. Your teammates must guess the word on the card. Each team members will have a turn per card like a relay. Each team will have three minutes each. The team who guesses the most cards wins!”  *Demonstration*  “If the word is ‘practiced’, I cannot use the words; ‘practice’, ‘practiced’, or ‘practicing’ However, I can say it is a past tense and that it is what we did to prepare for our micro-teaching.  *ICQ*   * + - So what are we doing?     - Are we working individually?     - Are we working in a team?     - How much time do each team have?     “Now begin”  *Monitoring*  Monitor **discreetly**. Answer students if they ask questions.  Give time warning: 1 minute; 30 seconds; 10 seconds. Be flexible with time. Give students 1 more minute if they need it.  “Time’s up”  Repeat the “now begin” to “time’s up” one more time  Error correction and/or word scramble “tense”  “This concludes my grammar micro-teaching; I hope that it was enjoyable.” |
| **SOS Activities** | | | |
| Materials: **Board, Previous Worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  1 min  30 sec | Individually | Listening  Students do worksheet  Students share | **Illusion of Now**  *Instruction*  “What was the non-past apart from ‘future’? Yes, present was the other non-past. Now I would like each of you to work individually and convert all the sentences on your worksheet from the first activity to the present tense. You will have one minute.”  *Demonstration*  “For example; ran/will run becomes running.”  *ICQ*   * + - So what are we doing?     - Are we working in groups?     - Are we working individually?     - How much time do you have?   “Now begin”  *Monitoring*  Monitor **discreetly**. Answer students if they ask questions.  Give time warning: 30 seconds; 10 seconds. Be flexible with time.  “Time’s up”  Ask students to share |



**Tense Worksheet – Fill in the Blanks**

1. Ran/will run 2. Spoke/will speak 3. Hunted/will hunt 4. Sailed/will sail

5. Built/will build 6. Sunk/will sink 7. Drove/will drive 8. Flew/will fly

9. Scratched/will scratch 10. Ate/will eat 11. Practiced/will practice

12. Taught/will teach

1. Kate \_\_\_\_\_\_\_\_ in an hour.
2. James \_\_\_\_\_\_\_ in a lecture when John **is** sick.
3. Simon \_\_\_\_\_\_\_\_\_ for a wild boar last week.
4. The ship \_\_\_\_\_\_\_\_\_ across the seven seas when it **is** summer.
5. Peter \_\_\_\_\_\_\_\_\_ a house next year.
6. The boat \_\_\_\_\_\_\_\_ to the ocean floor last month.
7. Someone \_\_\_\_\_\_\_\_ the car next week.
8. Tomorrow, we \_\_\_\_\_\_\_\_\_\_ in an aeroplane.
9. The cat \_\_\_\_\_\_\_\_ the curtains when left alone.
10. The dog \_\_\_\_\_\_\_\_ the grammar micro-teaching homework two days ago.
11. Yesterday, everyone \_\_\_\_\_\_\_\_\_ for their micro-teaching today.
12. Hansol \_\_\_\_\_\_\_\_ grammar after Beri.

**Taboo Relay**

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| **Run**  Ran  Running | **Shoot**  Shot  Shooting | **Fire**  Fired  Firing |
| **Walk**  Walked  Walking | **Eat**  Ate  Eating | **Spoke**  Speaking  Speak |
| **Teach**  Taught  Teaching  Teacher | **Studied**  Studying  Study | **Drive**  Drove  Driving |
| **Flew**  Flying  Fly  Aeroplane | **Laugh**  Laughed  Laughing | **Slept**  Sleeping  Sleep  Nap |
| **Smoke**  Smoked  Smoking | **Cook**  Cooked  Cooking | **Fought**  Fighting  Fight |
| **Wrestled**  Wrestling  Wrestle | **Box**  Boxed  Boxing | **Jumped**  Jumping  Jump |
| **Dead**  Died  Dying  Die | **Drink**  Drunk  Drank  Drinking | **Think**  Thought  Thinking |
| **Look**  Looked  Looking | **Played**  Playing  Play | **Sing**  Sung  Singing  Song |
| **Loved**  Loving  Love | **Dreamt**  Dreaming  Dream  Nightmare | **Killed**  Killing  Kill  Murder |
| **Hunt**  Hunted  Hunting | **Sink**  Sunk  Sinking | **Built**  Building  Build |