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| Grammar |
| **Topic: Imperative: Do/ Don’t** |

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| Instructor:  **Sunny Kwon** | Level:  **intermediate** | Students:  **6** | Length:  **50 Minutes** |

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| Materials:  -10 Imperative work sheet with visual aids  - 6 Imperative wall chart for given an advice and warn admonish speech.  - Word board game list of base form for ‘Imperative’ Do, Don’t!  - 10 pictures for Pre- teach vocabulary board game with a dice  -White Board and makers and substitution table. |

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| Aims:  - Main aim : To enable students to improve their grammar knowledge by having students do the activities about Imperatives.(Commands)  - Secondary aim : Ss will able to make own sentences for command by having Ss do work sheet test on imperatives.  - Hilariously creative games by “Simon says” comes before imperative, the Ss must the imperative.  - Personal aim :  - I want to speak clearly by more energetic and confidence to Ss when they add information to the imperative.  - I want to improve my ICQ&CCQ delivery and participate by check Ss questions make them complete and correctly. |

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| Language Skills:  Speaking : Ss will discuss about the pollution imperative with group members  Ss will present their own personal experiences relate with while they are doing main activity.  Ss will topic conversation by imperative sentence while they are play “Simon says” game.  Reading : Ss will read sample sentence and sample story wall chart.  Listening : Students will listen to teacher’s instruction, teacher’s demonstration and groups or partner’s speaking.  Writing : Ss will complete answering work sheet and will write down by their own idea purpose of motive. |

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| Language Systems:  Lexis : Learning the words used in giving directions, an advice imperative sine.  Function: make a decision or persuade others by making comparisons of ‘Do! Don’t!” with group members  Grammar: imperative given facts.  Discourse: Presenting story about visual aids.  Phonology: take from pronunciation about pictures |

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| Assumptions:  Students already familiar with teachers and teaching styles.   * How the class is set up and run in group, in pair, individually. * Ss know the pace of the course * About imperative in giving directions, an advice. a warning message imperative sine. |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Anticipated Problems | Solutions | | Students may not be able to follow the instructions easily. | Chunk instructions, give instructions more clearly. | | Students may need more time to make a sentence. | If it takes longer than 6 minutes, give them 1 minute more. | | If time is short | Cut post activity short and allow Ss do the board game only 1 round. | | If students may finish their tasks earlier than anticipated, | Ask as many students as possible about their any other knowledge and pollution imperative surroundings. | |

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| References:  Htt://www.1 bp.blogspot.com:  Word by Word Picture Dictionary : daily routine pictures  http:// www.farm3.static.flickr.com: board game  [www.google.com](http://www.google.com) :  htt://www.catalogs.com/info/bestof: pictures for a warning imperative sine. |

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| **Lead-In** | | | |
| Materials:  N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class | Answer teacher’s questions | *Hi everyone!*  *How are you doing today? what are lovely day. how do you feel? I feel like a millionaire. Did you sleep well? Are you still used an electric blanket?*  *What time do you usually wake up?*  *Do you go to work every day?*  *How did you get here? Did you used public transportations or by own vehicle ? What did you use electricity or home appliances at this morning? an electric equipment like hair drier or oven for breakfast and shower with hot water?Are you live apartment or house? Did you take an elevator when go up and down? Are you like go for walk or go for drive. What is your mom say before you live your home? There’s an electric every-where you go, wasn’t is?* |

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| Presentation | | | |
| Materials :  Wall chart and imperative sentence on board | | | |
| Time  8min | Set Up | Student Activity | Teacher Talk |

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|  | 10min | Whole class | | Answer teacher’s questions    See the wall chart  Materials : Picture of some warning sign  Do the *action* activity | | Eliciting  **Do not driving while intoxicated** *.*  *(You can make like this)*  *.*  *Today, we are going to learn about* imperative *form. Do! and Don’t!*  *Most related forms noun, verbs (ueed with object) base form. give advice, directions, warning in which case you should add .*  CCQs  *Can we use* imperative *to describe what did it happened ?*  *Can we use* imperative *Do~? Don’t~!describe the truth?*  *On the board*  *Let’s see sample sentences.*  (Show Ss sample sentences using wall chart)  Substitution Tables  Explanation & visual of meaning using pictures and wall chart’  **Do not disturb me, my dream is working!**  **(bother, annoy, trouble, pester)**  *3.Drilling*  *-Simple Repetition Drill*  *(Listening Drill)*  *Ss show Ss the substitution Table.*  *Tell Ss just listen. Do not repeat.*  *Point to the substitution Table while reading. Ss listen.3 times.*  *Tell Ss to listen & repeat*  *Now listen and repeat after me.*  ICQs  What are you going to do?  *Point to the substitution Table reading & whole class repeats*  *- Simple Repetition by individuals*  Do Not (Disturb me), My Dream is working.  Make them repeat individually *Point to the substitution Table reading &Ss repeats.*  *Then, used noun, verb to make new sentences.*  *(Bother!, bother!),*  Do Not (**bother**),My Dream is working.  Now, listen and make a good *sentences.*  *.C. C. Q:What are you going to do?*  1 Meaning  .  Ts *look at the sample* imperative word ‘Do’ used *sentences with verb.*  *First, we use simple movement to describe the face that is* imperative with verb used with object.  (jumping rope)  *Second, we used ‘Don’t’ to describe habit or action that happens*  *Last, we used simple present to tell ‘Do’ to play motions progress action*  (catch, throw the ball. hit, kick the ball)  Instructions  *Here is the easy* to *practice with simple imperative action* activity *vorb.*  *Followed by “simon says”You have to choose correct verb form to explain the rules of “simon Says”*  *“simon says” must follow imperative. if the ”Simon says” the comes before an imperative, Ss who does will be out of game. You should do with groups.*  Demonstration  Let me tell you an example, one Ss read word then just show the partner *action imperative* demonstration without saying  *Ts show the first action imperative.*  *There are 3 actions “ shake you hands” “simon says” Go shake your hands, and play baseball action like as (kick the ball. catch ball, and throw the ball) a music instrument like as (play a actions as a violin a piano, a guitar. a drum) cry. don’t cry. laugh jumping same play a guitar (Do, Don’t , Go, Stop, Play, fast, Slower,) extra*  *Then simply give a one word verb imperative and have Ss make complete sentence, everyone repeat after Ss.*  *Including, fun screaming, laughing with give an imperative to whole Ss willingness to participate.*  *You have to do for 5 minutes*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in groups?*  Explicit ICQs  *I don’t want you to do this before I say ‘go’.*  *Are you going to start when I give word sheet paper?*  *Are you going to start when I say ‘go’?*  *How much time do you have?*  Give Ss the materials word sheet  .  *Go*  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Check Answers  Let the students take turns and say loud or shout out the *imperative word.* | |
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| |  |  |  |  | | --- | --- | --- | --- | | **Main Activity**  **Complete the sentences!** | | | | | Materials:  Attach pictures on wall chart 3 sample Global warming pictures. | | | | | Time | Set Up | Student Activity | Teacher Talk | | 10min | Whole class  In groups  In groups | .  Answer the worksheet 1  Make a story telling own *experience* | Creative Grouping Techniques  *Used own experience telling a story about recycling………*  *…….*  .  Instructions  *Look at this paper. There is a worksheet match each word and its meaning. comprehension question.*  *You have to make your own answers than discuss your own experience about situation in your neighborhood.*  Demonstration & Modeling  *Let me tell you my story.*  Put the wall chart of sample word and read aloud together.  “Do not  *throw away trash under the sand at the ocean”*  *.*  *I’ll give you a sheet . answer the 6 Questions.*  *After than let’s make a story with your group members as an interview one by one.*  *I will give you 6 minutes to make your own story.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in groups?*  Explicit ICQs  *Are you going to work on worksheet with group or along ?*  *What you have to do next?*  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?*  *How much time will you do this?*  Give Ss materials.  *Go*  Time management  *30 seconds left.*  *Times up!*  Presenting  *Let’s share the your stories.*  Let all the *members* to present their stories. | |  | | | | | |
| Time  8min  Set up  Whole class &  Individual | |  | |  | |

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| **Post Activity** | | | |
| Materials:  Use the *imperative form* when giving instructions or orders for polite question form. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class | Answer teacher’s questions  Follow direction  .  Answer questions on worksheet 2  Ask and answer a daily habits and *sentence using imperative word interview one by one.* | Creative Grouping Techniques  Divide Ss 2 teams.  Role play do *action imperative who get a correct answer give directions make sentence with imperative +verb.*  Demonstration & modeling  Take a right/ left.  Go straight on.  Opposite.  An interview.  Ts show some pictures to Ss and discuss with their opinions and conservation.  Topic  What are the most harm global warming?    *What should do to protection our environment?*  *.*  *Who are the* dangerous people in our neighbor’s?    Instructions  *Here are between* **a polite question form.** *imperative* positive and negative form of verb + objects. Do/Don’t.*.*  *A member from this team has to give a imperative word to other team member about a warning. do*  *other team member has to make a imperative*  advice *‘you’+ verb sentence using cue imperative word.*    *The other team member must listen carefully to find the mistakes.*  *I will give you 3 minutes.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in groups?*  *Don’t begin before I say go.*  Explicit ICQs  Are you going to start when I say ‘go’?  Will you start when I pass the paper?  Can you go to any direction?  (Hand out the pictures)    *Go*  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Presenting  *Who is the winner?*  Error correction  *I couldn’t hear any mistake today.*  *Do you have any questions?* |
| **SOS Activities** | | | |
| Materials:  Board game with dice *imperative* form of verb | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class |  | *Let’s fill the board with imperative form of verbs.*  *Say word for students.*  *’.*  *I will give you 2 minutes*.  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in pairs?*  Explicit ICQs  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?* |

Worksheet 1

Match each word and left meaning on the right.

1. DWI /DUI –( ) a) It make our lives more convenient, but there is a big problem. They don’t break down easily over time, because it made by molecules consist of long sturdy carbon chains.
2. recycle. –( ) b) Human activities are multiple threats in an ecosystem serious problem with garbage and spills gas or oil.
3. Environment.—( ) c) An increase in the average temperature of the earth’s atmosphere especially a sustained increase that causes toxic in the air, water, run on electricity.
4. Global warming- ( ). d) They don’t break down easily, because it made by molecules consist of long sturdy carbon chains.
5. Plastic- ( ) e)The totality of surrounding conditions the area in which something exists or livers.
6. Pollution.—( ) f) Driving while intoxicated./drunken under the influence. It have been rise despite harsh punishment. The US a court of justice said that it charges an attempted murder.

**Post Activity 2**

**Examples: request that someone do something do something use a polite question form.**

**There is only one imperative form for both ‘you’ singular and plural.**

**Related word: Rush, supermarket, Coins, Music.**

Hurry up!

Take the first left, go straight on and supermarket is on the left.

-positive-

Base form of verb + objects.

Turn the music down, please.

Insert coins into the slot.

-Negative-

Do + Not +Base Form of verb + objects

Do not smoke in this building.

Don’t rush, I’m not in a hurry.

-Advice- a synonyms word in a blank column. positive or negative.

*an interview one by one.*

1. Do not\_\_\_\_\_\_\_\_ dangerous zone, When equipment is operating.

2) Shhh, Do not \_\_\_\_\_\_\_my dream waking.

3) I swear the tree came out of nowhere! I only had 2 beer.(give advice)

4) Just Don’t\_\_\_\_\_\_ walk, ride taxi, carpool, call a cab.

5) Go ahead\_\_\_\_\_\_ and drive is end up in jail, hospital or a grave

6) Plastic products are everywhere these days. Do not thruway \_\_\_\_\_.waste, plastic, bottles, Do recycled, please!.