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| X Listening/Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Daily Life.** |
| Instructor:**Jay Lee** | Level:**Pre-intermediate** | Students:**12** | Length:**50 Minutes** |
| Materials:- Board and markers,- Blank papers, colored pencils. |
| Aims:- Improve speaking skills by describing drawings to a partner, responding T’s and partner’s asking.- Improve listening skills by listening to a partner’s describing, listening to T introduction.- Improve imagination by predicting when Ss look at the drawings. - Improve writing skills by completing drawings with words or short sentences.  |
| Language Skills:- Speaking: describing activity, responding to T’s asking.- Listening: teacher talk and instructions, a partner talk.- Reading: looking at the board. - Writing: writing words or short sentences when Ss draw on the papers.  |
| Language Systems:- Phonology: a partner talk, a teacher talk.- Function: introduction. - Lexis: vocabulary.- Grammar: N/A- Discourse: talking with a partner, responding to a teacher. . |
| Assumptions:- All Ss understand general daily life. (ex have breakfast, washing a face)- All Ss probably have an own routine.- All Ss are able to draw on papers.- All Ss enjoy sharing their daily life.  |
| Anticipated Errors and Solutions:- If Ss have a same type of daily life.Solution: T should mention that I do not want to same daily life with your partner before activity starts. - If Ss have difficulty with drawing. Solution: Let the Ss write words or short sentence on the drawing. - If activity finished too soon.Solution: T makes suggestions and shares ideas to be more detail.- If activity finished too long. Solution: T cuts the unnecessary parts.- If Ss may not understand. Solution: T shows demonstration. |
| References: none |

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| **Lead-In** |
| Materials: - Border, marker and T’s drawing. |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min5min4min | WholeWholeSs | Ss greet the teacher.Ss listen and look at the drawing that T did.Ss ask T anything about the drawing.  | Greeting. Tell T’s own daily life showing T’s drawing. Tell Ss what is a general daily life?  Elicit Ss interest about Topic. |

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| **Pre-Activity** |
| Materials:- Blank papers and colored pencils. |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min3min10min | WholeSsSs | Ss listen to T talk.Ss meet their partner.Ss listen and draw following the instruction.  | Introduce the pair work. Make pair.T gives Ss the materials. Tell Ss draw their daily life on the blank papers.(at least 3 papers) Tell Ss do not share the drawing with a partner.Tell Ss write words or short sentences for explaining their drawing. Transition: complete own drawing  |

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| **Main Activity** |
| Materials:- Border, markers and Ss’s drawing. |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min15min2min | WholePairPair | Ss listen to T’s instruction. Ss do activity following instruction. Ss listen to T talk.  | T tells instruction. Instruction: exchange the drawing with a partner. Predicting partner’s daily life and correct the order. Therefore Ss should describe a partner’s daily life as Ss predicted and corrected the order.T monitors Ss how they are doing well and enjoy. T Gives Ss positive feedback and great expression. Transition: Eliciting more detail from Ss’s drawing. |

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| **Post Activity** |
| Materials:- Board, markers and Ss’s drawing. |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min1min | wholeWhole | Ss listen and respond to T talk and ask. Ss say see you again.  | T asks Ss about Ss’s drawing.Compare and contrast each of Ss’s daily life. Make interesting story of daily life.Close by giving Ss feedback about their completed pair work.  |

**<Materials >**

**Drawings.**

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