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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 |
| 1min  5min  4min | Whole  Whole  Ss | 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. |

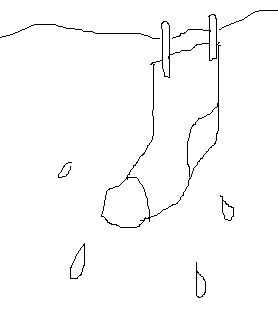
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| **Pre-Activity** | | | |
| Materials:  - Blank papers and colored pencils. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  3min  10min | Whole  Ss  Ss | Ss listen to T talk.  Ss meet their partner.  Ss listen and draw following 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 |
| 3min  15min  2min | Whole  Pair  Pair | 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 |
| 4min  1min | whole  Whole | 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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