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| **Listening  Speaking  Reading X Grammar  Writing** |
| **Topic: Describe your morning!(conjunction)** |

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| **Instructor:**  **Sunny Choi** | **Level:**  **Intermediate** | **Students:**  **20** | **Length:**  **50 Minutes** |

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| Materials:  White board and marker.  12 copies of the practice Worksheets.  Grammar practice Flashcards.  3blank papers.  Candy bars. |

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| Aims:  - Improve Ss speaking, listening skills by debating, discussing in discussing groups and responding to teacher CCQs & questions.  -Improve Ss writing skills by completing the worksheets.  -Improve Ss Reading Skills by reading the worksheets. |

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| Language Skills:  Listening Skills - T instruction and explanation, classmate’s idea.  Writing Skills – worksheet answers  Reading Skills – reading worksheets to answer questions.  Speaking Skills – practice activities, and sharing ideas, responding to teacher CCQs & questions |

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| Language Systems:  Phonology – group discussion, teacher talk.  Function – creating stories.  Discourse – presentation, responding to the teacher.  Grammar –use of conjunction (and, but, or, so, because-placed in between sentences) |

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| Assumptions:  All Ss know basic knowledge of how to make sentences.  All Ss enjoy creating stories and sharing their opinions. |

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| Anticipated Errors and Solutions:  Ss may not be enough time to finish the activity..  - be flexible with the time as giving student more time to finish their activity(cut-off the time of post activity.  Ss may have difficulty in understanding the activity.  - Provide more examples.  If some of the SS are too shy to participate during the group discussion  -T gives her opinion first.  If activity takes too long  -give time warning. |

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| References:  Grammar Tree-Yes books  Grammar wonder-Em books.  Grammar Cue-Language world. |

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| **Lead-In** | | | |
| Materials:  White board and Marker. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1mins  5mins  3min. | Whole  Whole  2students. | Students listen.  Ss listen and respond.  Ss listen and respond. | <Greeting> hello everyone, how are you today?  T tells the story about this morning.   * I got up late because I went to bed late last night. * I washed my face and brushed my teeth. * I drank milk but I didn’t eat breakfast. * I took the cab, so I wasn’t late.   Ask Students.  - Was it easy to understanding of my speech?  - What if I say theses sentences without conjunction?  - tells the story again without conjunction.  Can you guess our topic today?  Eliciting.  -pick 2 students.  -Ask “describe your today morning”. |

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| **Pre-Activity** | | | |
| Materials:  White board and Marker.  Grammar practice worksheets.  Grammar practice Flashcards. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins  5mins | whole  whole | Ss see and just listen and respond.  Ss respond to  the worksheet- answer T | Describing the function of conjunctions by showing flashcards. Read sentences and after ask them repeat.  -example sentences of “and, but, or, so, because”  Distribute worksheet.  Give instructions.  -Let’s practice on worksheets together!  -ask individual students the answer.  CCQ: What will you do? Do we work in pair?  Function: to link the parts of the sentences.  Phonology: stressed on conjunction.  “Great job guys! So, now everybody’s clear on what we have learned today? Let’s make some weird and fun Stories together!” |

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| **Main Activity** | | | |
| Materials:  White board and marker.  Blank paper per group. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins  2mins.  10mins  10mins | Whole  Whole  Groups  Groups | Ss listen and name 1 word per each.  Students listen and respond.  Divide into group.  Create story.  Each group presenting the story. | Each of you name 1 word that comes to your mind! Ugly and weird word would be welcomed. Let me do first! “pervert”  -when everybody finishes, say thank you.  Give instructions  -So, now I have 13 interesting words here to create the weirdest stories ever!  -you need to use at least 10 words here, and also must use each of these conjunctions (and, but, or, so, because) at least once.  -I will divide you into 3 groups.  -I will give you ten minutes.  CCQ: What do you need to do?  How much time do you have?  Do you work alone?  Observe and help if students needed.  Ok. Let’s listens to each other’s interesting story!  T decides which group is winning! |

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| **Post Activity** | | | |
| Materials:  Board and Markers  Candy bars. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins  2min  1min | whole  Whole  Whole | -Ss respond  Congratulate  Listen and take note. Write assignment on notebooks | Give positive and constructive feedback. Explain grammar one more  Check Ss understanding  Congratulation to winner ^^  Give Ss follow-up assignment and write on the board  “Why do you learn English? Write about the reasons using the conjunction.”  CCQ: What is your homework assignment?  Did you have fun today?  I hope you enjoyed today’s lesson.  I was happy and pleasant. |

**Flash cards**

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| **I have a teddy bear and a robot** |
| **Elly likes puppy kitty.** |

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| **She was sad, but she didn’t cry.** |
| **Suzy eats a lot, she is slender.** |

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| **He wants some juice or some water.** |
| **Does A-young want a handsome rich guy?** |

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| **It rained a lot, so we couldn’t go out.** |
| **Yong –woo studied hard, he couldn’t go on a date.** |

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| **They didn’t buy a car because it was expensive.** |
| **Bo- ra lent me lots of money she is rich.** |