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| Listening  Speaking Reading  Grammar Writing |
| **Topic: Imperatives** |

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| Instructor:  Janet Hong | Level:  Upper-Intermediate | Students:  16 | Length:  30 Minutes |

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| Materials:   * Board & markers * Power point slides for explanation & drills * Sentence practice worksheet (16 copies) * Map with instruction for production group activity (3 copies per group) * A4 paper for SOS activity (8 sheets) |

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| Aims:   * To build a knowledge of and improve grammar skills through practicing imperatives * To learn, understand and practice usage of imperatives by playing Simon Says, doing substitution chart, drills, and practice worksheets, and writing and following directions to get to a place * Confidence building * Better understanding of, more interaction with students * Increase STT (Student Talk Time) |

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| Language Skills:   * Reading: Students will read and complete sentence practice worksheet and instruction for map activity * Listening: Students will listen to teacher’s instructions for each activity and explanation of new vocab words, group members’ idea during discussion, and presentation of giving direction, which students from other groups will follow * Speaking: Students will discuss and complete worksheets within pairs, discuss writing out directions in groups, and read out loud (present) directions to follow on the map * Writing: Students will write a direction to how to get to a place on the map |

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| Language Systems:   * Lexis: Vocabulary and expressions used in giving instructions and directions * Function: Expressing opinion & reaching an agreement within group, writing & giving instruction/direction to someone * Discourse: Group discussion * Phonology: None to discuss * Grammar: Using imperatives in different situations |

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| Assumptions:   * How the class is set up and run (4-5 students per group, ‘English-only’ policy) * Teacher’s style of teaching and the pace of the course * All students have given and received instructions/directions before * Students are able to express their ideas with occasional errors * Students are able to vary language form to suit the situation |

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| Anticipated Errors and Solutions:   * Students may not be able to follow and comprehend worksheet easily   🡪Discuss and go over answers together as class   * Students may not be able to give/follow detailed instruction/direction for map activity   🡪Go over together as class   * Students may need more time to work on the worksheet   🡪 If it takes longer than 5 minutes, cut discussion time short and go over answer  -If time is short,  🡪 Cut post-activity discussion short and only ask 1-2 groups to present for map activity  🡪 Verbally discuss other options for using imperatives rather than writing on board   * If students finish their tasks earlier than anticipated,   🡪 Do SOS activity (discussing & writing a list of advice to a friend for different situations) |

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| References:   * <http://www.esl-galaxy.com/grammarsheets.html> * <http://busyteacher.org/3902-how-to-teach-the-imperative-form.html> * <http://www.headsupenglish.com/> |

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| **Lead-In** | | | |
| Materials: n/a | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class |  | 1. **Do you think you are a good daughter/son?**   -What are some characteristics of being a good daughter/son? (Listens well to what parents tell them…etc.)  -What are some things that parents tell you to do?   1. **Do you like buying clothes?**   -What can you find if you see the inside of clothes? (Instruction on how to wash it…etc.) |

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| **Presentation** | | | |
| Materials:   * Power point slides for explanation * Board & markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  5 min | Whole class | ‘Janet Says’ (Simon Says turned into Janet Says) | **Everyone, please stand up. Before we do anything else, we are going to play a game called ‘Simon Says’. Does anybody know what that is?** (Giving instructions and following those instructions)  **Simon started this game so he named this game after his name. But because my name is Janet, I will change the game into ‘Janet Says’. Please listen carefully to what I say.**  **Janet Says:**   * **Close your eyes** * **Hold your right hand up in the air** * **Open your eyes** * **Rub your stomach with your left hand** * **Clap 3 times** * **Jump as high as you can** * **Give yourself a hug** * **Put your hands on your left person’s shoulders** * **Give them a gentle massage** * **Stop and face me, please**   **ICQ**  I asked you to do 10 things. Can anyone tell me what they were?  (Write the sentences on board as students tell sentences)  Were they a description of something? What were they? Do you know what it is called? (IMPERATIVES)  (Elicit imperatives & write on board)  **Teaching**  **Let’s go over some key characteristics of imperatives. Can you think back to what we just did and tell me please?**  (Show power point slides)  **1. Imperatives are used to directly tell someone to do something (a command form)**   * Mom to daughter   Eat vegetables to stay healthy!  Teacher to student  Study English harder!  Husband to wife  Get the car washed this weekend.  Boss to employee  Finish the report by noon.  **2. How/ when is it used?**   * Giving instructions:        Log into the computer network.        Check your dictionaries.   Giving orders:        Do your homework!        Eat all of your vegetables!  Giving advice or suggestions:        Quit your job if you really hate it.        Study English every day if you want to be fluent.   Offering something:        Have some more coffee.        Take my jacket if you're cold.  **3. Sentence structure:**   * All verbs in plain form (no past or future tense)   = mood, not tense   * Verb (plain form) + object/complement * NO subject * Add ‘do not’ for negatives (Don’t smoke vs. No smoking) * ‘Always’ and ‘never’ may be added to imperative to state always-true situations (adverbs of frequency must come before the verb)   Always wear your seatbelt  Never drink and drive   * Imperatives can often feel quite strong, so use ‘please’ to be courteous or polite  1. You should do your HW to pass the course 2. Please do your HW to pass the course 3. Do your HW to pass the course   Now, let’s practice what we have just learned. |

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| **Practice** | | | |
| Materials:   * Power point slides for substitution chart & drills * Sentence practice worksheet (16 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min | Whole class | Substitution chart & drills | **\*Controlled Practice**  **Please look at the slide and repeat after me.**  (Go through examples on chart & do drills one by one)  **\*Less Controlled Practice**  **Good job, guys! Now, you will complete this practice worksheet.**  (Pair up students, distribute worksheets)  **Please look at the first part of the worksheet (show to students). Let’s look at #1 together. There might be more than 1 correct answer. Can you read the first sentence please, OOO? Who might have said it? Who might have heard it?**  **Great. Please continue with the section and stop here (show students). Work with your partner. You have 1 minute.**  ICQ  Do you finish the whole page?  Are you working alone?  Start please! (Give time warning)  **Now, flip the paper over and look at the first sentence. Could you read for us please, OOO? Is this sentence in imperative form? How can we change it?**  **Great. Please continue with this section. Work with your partner. You have 2 minutes.**  ICQ  How many minutes do you have?  Are you working alone?  Start please! (Give time warning)  **Okay! Lastly, flip the page and finish the second part of this page, please. Please use the words in each box to make up your own imperative form sentences. Work with your partner. You have 2 minutes.**  ICQ  How many minutes do you have?  Are you working alone?  Start please! (Give time warning)  (Check answers as whole class)  **Feedback &CCQ**   * Is it possible for imperative sentences to be just one word? * Are imperative sentences all short? * Can you use imperatives about a 3rd person? (S/he, they) * How might you feel if you hear am imperative sentence without ‘please’? * What do you add to negate the sentence?   **I think you all are imperatives experts already! So now, we will try something new.** |

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| **Production** | | | |
| Materials:   * Map with instructions (3 copies for each group) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min  3min | In groups  Whole class | Discuss, write a description of a classmate  Follow direction given by other group on the map | **You will use your knowledge of using imperative form to write down a direction for someone. You have to make sure that this someone can look at the map and reach the destination by following the direction you gave him/her.**  **Pre-teach/elicit/CCQ keywords**   * Block: can blocks be different sizes? * Intersection: are they parallel lines? * To make a right/left turn at the 1st/2nd/3rd corner   **Please read the instruction on the sheet and discuss with your group members as you do the activity. You will have 5 minutes.**  ICQ  What will you do?  Are you working alone?  How many minutes will you have? Start please!  (Give time warning, 1 minute)  (Distribute blank map, show slide of map on screen)  **Who came first to class today? Group OOO, could one of you come up and point on the map where your start and finish points are at?**  **OK. Everyone, could you mark those points on your blank map? Now, s/he is going to tell you how to get from A to B. Listen carefully please.**  (When finished, compare Group OOO’s and other groups’ maps to see if the direction was clearly given and was properly followed) |

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| **Feedback** | | | |
| Materials:   * Board & markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Discussion | **How was the activity? Was it easy to follow directions? Was it easy to give directions?**  **In what other situations can the imperative form be used?**   * Telling someone a recipe * Making a list of class rules * Instruction manual for installing TV…etc.   (Write on board/ if not enough time, just verbally discuss)  **Imperative form is everywhere around us, and we always use it. We have to keep in mind, however, that we must be cautious when and how to use it because sometimes, it might make you seem impolite. Well-done guys, and thank you for your participation!** |

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| **SOS Activity** | | | |
| Materials:   * Blank A4 paper (8 sheets) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | In pairs | Give an advice to a friend with partner | -Write 3 ‘scenarios’ on board  1. Give advice to a friend who wants to lose weight  2. Give advice to a friend who can’t go to sleep at night  3. Give advice to a friend who feels down lately  -Pair up students and give them number 1, 2 or 3  CCQ   * Why do people give advice? * How should you give advice?   **Think about the scenario that you have been given. Discuss with your partner to come up with a list of advice to give to a friend. Then, please write them on the piece of paper to share with class later. Please write at least 5 things. You will have 5 minutes.**  ICQ  What are you supposed to do?  How many minutes do you have?  Go!  -When they are done, ask a pair from each scenario to share their list of advice with class  **Does scenario #1 group have anything else to add?**  **(Same for #2 and #3)** |