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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:**  **What’s your excuse?** |

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| Instructor:  Angela, Park | Level:  **Intermediate** | Students:  **17** | Length:  **30 Minutes** |

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| Materials:  <Worksheets>  ▪ Worksheets #1 –- < What’s the hurry? What’s the rush?> (9copies-pairs)  ▪ Worksheets #2 –- <Excuses, Excuses> (6 copies -1 for 3sts)  ▪ Worksheet # 3 --- <Making excuses : Role-play> (6copies – 1 for 3 sts)  ▪ Worksheets #4 – - <Text Messages for expressions>  (2 copies-for 2 big groups)  ▪ Worksheets #1 –- < What a great excuse!> (9 copies- 1 for a pair)  <Others>  ▪ Picture #1 – Smiling Baby  ▪ Picture #2 – Crying Baby  ▪ Picture #3 - Cinderella  ▪ Whiteboard & Markers |

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| Aims:   * Main aim : To enable students to improve their speaking skills by making conversations and role-playing * Secondary aim : Students will be better able to understand and use the proper words and phrases through worksheets and activities while making excuses * Personal aim : I want to reduce my TTT.   I want to improve on my demonstration techniques. |
| Language Skills:   * Reading : Ss will read example sentences of ‘invitations * Listening : Ss will listen to other groups’ conversations * Speaking : Ss will speak during their presentations and role-play task * Writing : Ss will complete sentences and write on exercise worksheets |

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| Language Systems:   * Phonology : None to discuss * Lexis : None to discuss * Grammar : The proper tenses & verb phrases * Functional : Learning text messages * Discourse : Talking about ‘Making Excuses’ |
| Assumptions:   * Ss already know each other and how the class works * Ss are familiar with using ‘Excuse me’ * Most ss are able to express their excuses by speaking * Ss are in intermediate level |

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| Anticipated Errors and Solutions:   * Students may take long time to come up with ideas for completing sentences   **→** Monitoring and help them if needed  **→** Give them time warning   * Students may feel difficult to create sentences while they make ‘conversation’   **→** Show them good example sentences   * If time is short   **→** Cut post-activity short by only 1~2 students to share their sentences   * If students finish their tasks earlier than expected   **→** Get students to do SOS plan and an extra worksheet. |

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| References:  http://www.english-speaking-lessons.com/  <http://blog.naver.com/ehangel12?Redirect=Log&logNo=30089513588>  Interchange studentbook 2, unit 15 – Third Edition, Cambridge university press  <http://www.google.com>  <http://www.webopedia.com> |

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| **Lead-In** | | | |
| Materials:  ▪ Picture # 1 – Smiling baby  ▪ Picture # 2 – Crying baby  ▪ White board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | <Greeting> | **Greeting**  Hello, everyone!  Can you see this picture?  (Showing sts 2 types of baby pictures.  **Eliciting**  ▪ What can you see in this picture?  (→baby, sink...)  ▪ Does he/she look happy?  (→yes)  ▪ How about this baby?  Does he look happy, too?  (→no, he’s crying)  Good.  Okay, please imagine that your baby is crying at the restaurant like this. It makes other people annoyed.  **Guiding Questions**  ▪ What can you say to the people?  (→ I’m really sorry,  Or Excuse me)  ▪ When do we usually make excuses?  (→ eliciting) |

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| **Pre-Activity** | | | | | | |
| Materials:  ▪ Worksheet #1 – < What’s the hurry? What’s the rush?> (9copies-pairs)  ▪ Picture #3 - Cinderella  ▪ White board & Markers | | | | | | |
| Time | | Set Up | Student Activity | | Teacher Talk | |
| 2 min  3 min  2 min | | Whole  Class  Pair  Pair | <Creating short conversations with partners>  <Demonstrating>  <Listening Students’  Conversation> | | Today, we’re going to learn about ‘Making Excuses.’  (Boarding—‘Making Excuses’)  Before we start our first activity,  I’ll show you another picture.  (showing picture#3 - Cinderella)  **Eliciting**  ▪ 000, What can you see in this picture?  (→Cinderella)  ▪ 000, why is she running?  (→Because it’s nearly midnight)  Yes. She is rushing to go back home.  **Eliciting**  ▪ 000, have you been in a rush (hurry)? When?  (→answer)  Okay, now,  I’ll make you in pairs, 1,2, 1,2…. and give you 3 min to do this worksheet.  (handing out worksheet #1)  Okay, please look at your worksheet.  **Instruction**  Let’s check up the paper.  ▪ What do we have to do?  (→Creating short  conversations…)  Hi, Joo,can you come up to help me.  (DEMONSTRATING)  -show sts a short conversation.  Thanks Joo.  There are some useful vocabulary and  a good example of picture no.1.  **ICQs**  ▪ How many minutes do you have? (→3min)  ▪ Are you working alone?  (→No, with a partner)  Okay, are you ready?  Let’s start!  (Timing / 1 min / 30 sec)  Time’s up!  Have you done it well?  Good.  Please, let us know about your  conversation.  000, Are you ready?  Okay, please stand up and start to present.  (All pairs will take turns.)  Well done. All good!  **CCQs**  ▪ People in this worksheet…  Do they have enough time when  they are in a rush?  (→No)  ▪ How do they feel like?  (→embarrassed, sorry…)  Excellent! | |
| **Main Activity** | | | | | | |
| Materials:  ▪ Worksheet #2 – <Excuses, Excuses> (6 copies -1 for 3students)  ▪ Worksheet # 3 - <Making excuses : Role-play> (6copies – 1 for 3 students)  ▪ Whiteboard & Markers | | | | | | |
| Time | Set Up | | | Student Activity | | Teacher Talk |
| 1min  2 min  3min  4min  1min | Whole  Class  Groups  Whole class  Whole class  Small  group  Whole  class | | | <Matching the situations and the excuses>  -Worksheet #2  <Excuses, Excuses>  <Preparing Role-Play>  -Worksheet #3 | | Today, our topic is…?  (→ Students answer  : Making excuses)  **CCQs**  ▪, What does ‘excuse’ mean?  (→ Students :  Reason, cause…)  ▪, When you say that, how’s your  feeling? (→ Sorry, bad, sad…)  **Instruction**  Now, I’ll make you a little changed.  3 of you will be one group.  (Making groups)  (Handing out worksheets)  I’ll give you 2 min to do this.  Please Discuss and then,  match the situations with the excuses first. And add 1 more excuse  in every situation.  **ICQs**  ▪, Are you working alone?  (→ No, in a small group)  ▪, How long do you have?  (→ 2 min)  Are you ready? Okay, go!  (Monitoring, Timing, 1min / 3sec)  Time’s up.  Okay.  **Eliciting**  ▪, Group no 1, what is the first  situation? What are the proper excuses for that?  (→sts tell the situation and  3 excuses)  ▪, Group no 2, What is your answer?  (Every group will take turns)  Excellent!  **CCQs**  ▪, 000, have you ever heard any of these excuses?  ▪ 000, have you ever used any of them?,  ▪ 000, what other excuses can you make for not accepting  an invitation?  Now, we’re going to have a great activity.  (Boarding : ‘Role-Play’)  **Instruction**  Keep staying in your group.  I’ll give you 4 min.  One of you should make an invitation  and others should make excuses for that.  (Distributing worksheets #3)  Please check up the roles first.  **ICQs**  ▪ What do you have to do first?  (→Check up the roles)  ▪ Are you working alone?  (→No)  ▪ How many minutes? (→4 min)  Are you guys ready?  Good, let’s start now!  (Timing 1min / 30sec / 10sec)  Time’s up!  Okay.  Team no 1, Please stand up,  and can you show us your situation?  (Every team will take turns.)  (if necessary,  only 2 teams will present)  Great!  **CCQs**  ▪ Were there any good excuses?  Which one?  (→ Sts answer)  ▪ Which are bad excuses?  Why?  (→ Sts answer)  That’s right. Excellent! |

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| **Post Activity** | | | | | | |
| Materials:  ▪ Whiteboard & Markers  ▪ Worksheet.#4 - <Text Messages for expressions> (2 Copies-for 2 big groups) | | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk | |
| 1min  2min  2min | Whole class  2 big  groups  group | | <Learning text massages> | | I’d like to tell you about good ways to say sorry or make excuses.  (Boarding)  **‘TLK2UL8R’**  ▪ What does this mean?  (-Talk to you later)  (Students answer…)  Good. It means “Talk to you later”  Now, I have a simple and fun worksheet.  First of all,  I’ll make 2 big group and  give you just 2 min.  (Handing out worksheets)  Please guess and discuss the meaning of those words.  **ICQs**  ▪ How long?  (→ 2min)  ▪ Are you working in pairs?  (→ NO)  ▪ What will you do?  (→ Finding meanings)  Are you ready?  Go!  (Boarding)   * Write the worksheet #4 on the board.   (Timing / 1min / 30sec)  Have you found it?  Okay.  I need one of you from each group.  Please come up and match the words  with its meaning..  (Sts answer)  Great!  **CCQs**  ▪ What does ‘excuse’ mean?  (→ reason, cause…)  ▪ When do you usually make excuses?  (→ Worksheet #4)  Great!  Thanks for being with this lesson. | |
| **SOS-Plan** | | | | | | |
| Materials:  ▪ Whiteboard & Markers  ▪ Worksheets #5 - <What a great excuse!> (9 copies- 1 for a pair) | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk |
| 5min | | Pairs | | <Matching the invitations with the excuses> | | **Eliciting**  (Showing sts an invitation card)    ▪ Could you tell me what it is?  (a student answers-invitation card)  ▪ What does it usually include?  (place, time,.. about the party)  ▪ If you had another plan, what would you do?  Genius.  We’re going to work in pair for this activity. And we have 3 min to complete it.  First, read carefully  Then, match A, B, C with 1, 2, 3  correctly,  Finally, underline the words and phrases….  **ICQs**  ▪ Are you working alone? (No)  ▪ How long do we have? (3min)  Are you ready?  Okay. Let’s start!  (Timing / 1 min / 30 sec)  Time’s up!  000, Can you tell me your answer ?  (It will be correctly checked up by sts)  Okay, excellent!!  Thanks for all your answers. |