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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’
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| 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 min3 min2 min | WholeClassPairPair | <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 anda 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 yourconversation. 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 whenthey 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 |
| 1min2 min3min4min1min | WholeClassGroupsWhole classWhole classSmallgroupWholeclass | <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 excusein 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 invitationand 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 |
| 1min2min2min | Whole class2 biggroupsgroup | <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 andgive 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 wordswith 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 carefullyThen, 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. |