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| Listening/Speaking Reading \*Grammar Writing | | | |
| **Topic: Likes and Dislikes ; dream house and car** | | | |
| Instructor:  **WES LEE** | Level:  **Intermediate** | Students:  **4** | Length:  **57 Minutes** |
| Materials:  - White board and markers  - Brochure (picture) for dream car  - Brainstorming Worksheet for a situations of misdeed (responsible or weasel out).  Brainstorming worksheet for what Ss want to possess, describing likes and dislikes.  - Exercise sheet including grammar rules of passive & active voice | | | |
| Aims:  - Get to know how to change active voice form into passive and vise versa, sharing ideas in group, having groupwork, responding teacher’s question and answering CCQs.  - Get familiar with passive voice by listening to teacher’s instruction, questions and CCQs, listening to other student’s opinions during group discussion, listening to other group’s work.  - Practice writing skills in passive form by brainstorming and completing the worksheet, and taking notes during communication.  - Improve communication skills by having discussion and sharing ideas with partners. | | | |
| Language Skills:  - Speaking: small group discussion, presentation, responding to teacher’s question.  - Listening: listening to teacher’s instructions, listening to other students’ opinions during discussion.  - Reading: reading off the board and worksheets.  - Writing: writing sentences in worksheet and taking notes. | | | |
| Language Systems:  - Phonology: discussion, presentation, teacher talk.  - Function: shopping,Goods, imagination.  - Lexis: vocabulary.  - Grammar: Passive voice and active voice, etc.  - Discourse: group discussion, responding the teacher. | | | |
| Assumptions:  - All students have opinion about the topic.  - All students probably are excited about imagining something they like.  - All students will enjoy discussion and sharing their opinions in group.  - All students are cooperative with one another during the group activity.  - All students know how to do brainstorming.  - All students know how to have presentation in front of the other students. | | | |
| Anticipated Errors and Solutions:  - If students don’t understand instructions. ☞ Solution: teacher rewords or demonstrates.  - If students may not have many ideas. ☞ Solution: teacher approaches with examples.  - If some students are too shy to participate during the group discussion. ☞ Solution: teacher encourages students to participate and give positive feedback.  - If some students don’t give their opinion during the group discussion. ☞ Solution: teacher gives her opinion and leads them to participate in communication.  - If activity takes too long. ☞ Solution: teacher gives them time warning.  - If activity finishes too soon. ☞ Solution: teach makes suggestions and shares ideas. | | | |
| References:  Finding worksheets and pictures at the website – http// www.google.com | | | |

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| **Lead-In** | | | |
| Materials:  - White board and markers.  - Brochure for exotic car | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  4min  6min | Whole  Whole  Students | Ss greet the teacher.  Ss listen to teacher and look at the brochure that teacher has.  Ss talk their experiences and look at the board. | Greeting.  Tell T’s interesting experience of car that had, including the color, categories, likes and dislikes  Elicit the stories from Ss and write the word ‘Dream house, car’ in the center of the board. What comes to your mind when you think of ‘Dream cars, houses, or what you desperate to possess’? |

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| **Pre-Activity** | | | |
| Materials:  - ‘responsible or weasel out’ Brainstorming Worksheet  - White board and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  1min  1min  5min  3min  5min  7min | Whole  Ss  Group  Group  Whole  Ts | Ss look at the worksheet and listen what T says.  Ss respond.  Ss move into group. Ss take the worksheet and look at it.  Ss do brainstorming creative and interesting ideas imagining ‘what they really want to possess describe what they want to do with it’ and write them on the worksheet.  Ask questions to T if they have.  All groups tell their ideas.  Discuss the grammar rule  Circulating Story in passive  And active, vise versa | Show the worksheet and explain how to complete it. Demonstrate.  <CCQ>  What will you do?  What options do you have?  Divide Ss into groups of two. Hand out the worksheets.  Let Ss do brainstorming, discuss and write the ideas on the worksheet.  Monitor Ss how they are doing.  Write down what Ss have in mind on the board.  Make circle standing, letting student describe their items.  Actively communicating with Ss and using the examples of misdeed, make sure Ss got  the basic rules for passive voice and active voice. |

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| **Main Activity** | | | |
| Materials:  - worksheet for active to passive | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  1min  9 min | Whole  Ss  Group | Ss listen to T’s instruction.  Ss respond.  Ss share their ideas one another and complete the worksheet.  Ask questions to T if they have any. | T gives instruction about passive voice and active.  Any questions in active and passive voice?  Read and make change in paragraph  Monitor group activity and help Ss if someone has difficulty in communication. Give Ss positive feedback.  Let Ss discuss and choose the most interesting idea in their group. |

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| **Post Activity** | | | |
| Materials:  - White board and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  3min | Ss  Whole | Ss look at the board. Ss talk about what they want to possess and how it can be achieved  Ss make comment for each other’s opinion. | Write the words ‘getting to enjoy what one really want’ on the board.  Let Ss talk about why it is important to have item.  Close by giving Ss feedback about their activities both good and bad. |

**------------------------------Brainstorming------------------------------**