|  |
| --- |
| Listening Speaking Reading Grammar Writing |
| **Topic: Clothes** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **Suyoung Park** | Level:  **Intermediate** | Students:  **14** | Length:  **30 Minutes** |

|  |
| --- |
| Materials:  A man’s picture, a picture of shirt and skirt, worksheet #1, tape, TPO work sheet, a balloon with labels, a wall chart, board and markers |

|  |
| --- |
| Aims:  Main Aim: To enable students to improve their speaking skills by having students talk about clothes  Secondary Aim: Students will talk about clothing by having students explain clothes, make a presentation, and discuss.  Personal Aim: I would like to improve my demonstrations and instructions. |

|  |
| --- |
| Language Skills:  Speaking: Ss will describe and talk about clothes.  Writing: Ss will make a presentation.  Listening: Ss will listen to others’ presentations.  Reading: Ss will read their own scripts about presentations. |

|  |
| --- |
| Language Systems:  Lexical: TPO(Time, Place, Occasion)  Phonological: None of discuss  Grammatical: None of discuss  Functional: Finding differences  Discourse: Having a presentation |

|  |
| --- |
| Assumptions:  Most Ss know to express what clothes is.  Some Ss might not know the meaning of TPO.  Most Ss know how to play a balloon activity. |

|  |
| --- |
| Anticipated Problems and Solutions:  Ss may not understand how to do the activity   * Show more demonstrations   If the students can’t understand the topic word in main activity   * Give a small paper about the topic word.   If time is short   * Cut post activity short and some students make their sentences.   If students finish their tasks earlier than anticipated   * Do the SOS activity and discuss about our topic as long as possible. |

|  |
| --- |
| References:   * Naver image * Impact Ben’s activity from lessons |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | T-WC | Greeting | Hello, everyone.  How is it going?  **2 questions for lead-in**   * Iris, When is your last time you go shopping? * Sue, what is your favorite TV show? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials:  A man’s picture, a picture of shirt and skirt, worksheet #1, tape, board and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | T-WC | Answer elicited questions  Ss answers  Move the seats  Answer ICQ’s  Do activity and present | 1. **Eliciting**   (show the picture of a man)  What can you see in this picture?  What is he wearing?  Yeah, he is wearing?  He is wearing jeans and shirt.   1. CCQ’s   Is this a shirt?  (I show a picture of skirt)  Is this a shirt?  (I show a picture of shirt)   1. **Grouping**   Everyone come up into the middle of the class with your pen.  Please, make 2 lines.  OOO and OOO one pair!  (I make Ss in pairs)   1. **Demonstrations**   Ok. Can you tape this worksheet on your side? (I tape my worksheet on the other side)  Hey, a man is wearing a long check pattern coat in my picture. Is it same clothes in your picture?  1s will say a man is wearing a long white coat in my picture.  Oh. We find one different point.  Let’s check on the paper.   1. **Instructions**   Just like this, you tape your own worksheet on your side.  Line A should tape your right side and line B should tape your left side.  We will find and check differences between two worksheets.  The most important thing is that you should share information only in the middle.  You have 5 min   1. **ICQ’s**   What are you going to do? Find differences.  Are you working individually? no  Are you working pairs? yes  How much time do you have? 3 min  And begin!   1. **Run**   I am monitoring  Timing  (1min/30sec/10sec)  Time’s up!  What differences did you find, OOO?  How many differences did you fins, OOO?  (I ask each pair what you find)   1. **Close**   Great, everyone! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: TPO work sheet, Board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | T-WC | Answer elicited questions  Ss will say ‘school, office, etc.  Ss move the seats  Ss answer ICQ’s  Ss do activity and present | 1. **Eliciting(TPO)**   **Time**  When you want to know this?  (I am pointing my watch)  It starts letter ’T’  It is Time!  **Place**  A classroom is a kind of what?  You go somewhere for your job.  You know “a space”  It contains all things. It can be a school or office. It starts letter ’P’, place.  **Occasion**  It is a time when something happens.  What is it? It is a kind of a case. It starts letter ’O’  (I write Time, Place, and Occasion)  When someone wears their clothes, they think about their TPO and choose their clothes.   1. **CCQ’s**   Is this nice clothes according to TPO?  Is this proper clothes according to TPO?   1. **Creative Grouping**   Step1  Time, Place, Occasion  (Make Ss say each word one by one)  All Times, come to one side  All Place, come to another side  All Occasions, come to the other side  Bring your pen, please.  Step2  OOO and OOO one pair.  (I make Ss in pairs again)   1. **Demonstrations**   (I tape one worksheet)  For example, Here is a park. So I will put on  Sports bra, tracksuit. And I will wear shorts with leggings.  (I draw my imaginative clothes according to my picture)   1. **Instructions**   Now, I will give you TPO worksheet each pair.  There are one visual and one blank body shape.  You guys are going to draw your own imaginative picture according to TPO.  After drawing a picture, you prepare your presentation about your TPO and picture.  You have 3 min.   1. **ICQ’s**   What are you going to do? Drawing a picture  Are you working whole group? no  Are you working pairs? Yes  How much time do you have? 3min   1. **Explicit ICQ**   Are you drawing a picture according to TPO?  Yes  And begin!   1. **Run**   I am monitoring  Timing(1min/30sec/10sec)  Time’s up!  It’s time to present your drawing  Please, make your presentation  (I make one pair have a presentation)   1. **Close**   Is there any questions?  Thank you for sharing you guys creative pictures!  . |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: a balloon with labels, a wall chart about cloth and clothes | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | T-WC | Ss do activity | 1. **Grouping**   You guys come into the middle of the class.  Please, make one big circle!   1. **Demonstrations**   (I ask 1Ss to help me)  Can you throw the balloon toward me?  (My point finger is on the blouse label)  If I lose my weight in the future, I will put on tight blouse.   1. **Instructions**   You throw a balloon and then you check one label your point finger touches.  You make one sentence using the clothes on you label.  Finally, you can throw a balloon to another person.  Don’t forget to make full sentence.  I will throw first  You have 7sec for each speaking.  If you overtimes, you get a penalty! .  I give you 4 min. please, start when I say ‘begin’!   1. **ICQ’s**   What are you going to do? A Balloon activity  Are you working pairs? No  Are you working whole group? Yes  How much time do you have? 4min  Are you going to start when I say ‘begin’? yes   1. **Run**   (I am monitoring with timing)  1min/30sec/10sec   1. **Error correction**   I didn’t catch any mistakes  (correct one major mistake if necessary)  I’ll tell you what’s different between cloth and clothes   1. **Close**   Good job! Everyone!  I will see you next time, bye! |
| **SOS Activities** | | | |
| Materials: a wall chart, board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-WC | Ss answer ICQ’s  Ss do activity | 1. **Demonstrations**   (I show Ss urgent situation)  I should go my job interview  By accident, someone spills coffee on my clothes. But you don’t have enough time to buy other clothes.  At once, I just go the interview place fast and then I will ask anyone to exchange her clothes after I explain my situation.   1. **Instructions**   You will discuss this situation!  Our topic is this one.  (I tape a wall chart, there is ‘what would you do?’)  I will give you one situation  You should go for my job interview but suddenly someone spills coffee on your clothes. What would you do?  You have 3 min.   1. **ICQ’s**   What are you going to do? Discussion.  How much time do you have? 3 min  Are you working whole group?  And begin!   1. **Run**   I listen carefully and timing  Time’s up  Thank you for sharing your ideas   1. **Close**   Good job, everyone!  This is all about today, bye! |