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| Listening Speaking Reading Grammar Writing |
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| Instructor:  Lee Jung Hye(Amy) | Level:  Intermediate | Students:  6 | Length:  30min |

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| Materials:  -. The pictures of dating  -. Wall chart of –ed(past participles) and –ing(present participles)  -. Sheet of “I want to go to-------/Because--------“  -. Paper (12 pieces)  -. White board & Markers  -. Wall chart of text messages  -. Empty wall chart (2 pieces)  -.dice that has –ed and –ing forms on it. |

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| Aims:  -. Main Aim  :To enable Ss to understand the rules of participles  -.Secondary Aim  : SS will know the rules of present and past participles.  : Ss will know the forms of present and past participles.  : Ss will know the differences of present and past participles.  : Ss will learn how to express their opinions by discussing in a group.  -. Personal Aim  : I want to adjust my speaking speed to the level of the learner.  : I want to improve on my ICQ and explicit ICQ delivery.  : I want to improve my time management skills. |

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| Language Skills:  -. Speaking : Ss will talk about the place where they want to date, and the time when they felt embarrassed.  -. Writing : Ss will make text messages between themselves and their boy or girl friend.  -. Listening: Ss will listen about each other’s personal opinions by discussing or presenting.  -. Reading: Ss will read text messages written by the teacher. |

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| Language Systems:  -. Lexis : past, present, participles  -. Phonology: None to discuss  -. Grammatical: The rules and forms of past and present participles  -. Function : sending text messages  -. Discourse: using –ed/ -ing forms correctly in a conversation |

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| Assumptions:  -. All Ss already know the meaning and forms of adjectives  -. All Ss have learned the past and present participles.  But they don’t know exact differences.  -. All Ss have dated with a boy or girl friend before. |

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| Anticipated Problems and Solutions:  -.If Ss do not know adjective forms.  -> I will explain adjective forms more details.  -.If Ss have trouble understanding the differences between present participles and past participles  -> I will give more examples of using –ed/ -ing.  -.If I have time left after finishing all activities  ->I will do SOS activity. |

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| References:  -. <http://imagesearch.naver.com> |

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| **Lead-In** | | | |
| Materials:  White board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-WC | -. Greeting  -. Answer the questions | (Greeting)  Hi, How are you everyone?  Good.  (Guiding Questions)  Eunjin, what do you think is the most important when you meet a man?  J1, Do you enjoy cooking for your family? |

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| **Pre-Activity** | | | |
| Materials:  -. The pictures of dating  -. Wall chart of –ed(past participles) and –ing(present participles)  -. Sheet of “I want to go to-------/Because--------“  -. Paper (6 pieces)  -. White board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | T-WC | -. Thinking about the picture  -. Presenting own opinions  -No  -Yes.  -.Answering  ->making sentences  ->No.  ->Yes. ->1 minute.  ->No.  ->Yes. | <Eliciting>  (Showing the picture of Dating)  What are they doing?  Yes, they are dating.  How do you think they feel?  Yes. They are pleased and happy.  Are they satisfied with this situation?  Yes. Good.  <CCQ>  Is pleased a present participle?  Is pleased a past participle?  <explaining –ed/ -ing adjectives>  (putting the wall chart)  Let’s learn about participles. There are two, past participles and present participles They can be adjectives. Past participles usually have the form of –ed. They describe how people feel. For example, the move bored me. I was bored. These are samples of –ed form. Present participles usually have the form of –ing. They describe the cause of a feeling or quality. For example, the movie was boring. These are samples of –ing form.  <Demonstration>  If you want to date with your boy or girl friend, where do you want to go? And why?  (I want to go to ----------------------.Because-----------------------------)  For me, I want to go to an amusement park such as Everland. Because there are many thrilling rides and exciting events there ..  <Instructions>  You can think about your opinion and make the sentences on the paper that I will give you. Like mine, your sentences have to include –ed or –ing adjectives in them. I will give you 1 min. And you will do it individually.  <ICQ>  ->What are you going to do?  ->In pairs?  ->Individually?  ->How many minutes?  <Explicit Instructions>  You can’t start until I pass out all the paper and I say begin.  <Explicit ICQ>  -> You start when you get paper?  -> Or when I say begin?  <Activity>  Let’s begin.  (Monitoring &Giving time warning)  1 min! 30 seconds! 10 seconds!  Times’ up.  OK. Let’s present your answers .  What do you think?  (Asking all Ss)  You did a good job. |

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| **Main Activity** | | | |
| Materials:  -. Wall chart of text messages  -. Empty wall chart (2 pieces) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Ss-Ss | -. Answering  🡪creating text messages  ->No.  ->Yes.  ->7mins  ->No.  ->Yes. | <Demonstration>  (Showing the wall chart)  These are text messages between me  and my boy friend on Kakao Talk.  (Grouping: saying “text” and  “message” one by one)  Yeonjin, text. Eunjin, message…Good.  All “text” is here. All “messge” is here.  Here is one group. There is one  group. Now, l”ll read these text  messages.  <Me: What’s up?  Boy Friend: So bored…  Me: How about doing something shocking?  Boy Friend: Sounds good.  Me: Why don’t we watch an exciting movie?  Boy Friend: It sounds a little boring.  Me: What about Everland?  Boy Friend: I’m very pleased to hear that.  Me: Let’s meet at the bus stop at 10.  I prepared a surprising gift for you.  I am sure it will make you very  amazed.  Boy Friend: Really? I will be very  satisfied whatever you give me.  Anyway, thanks. See you there.  <Instructions>  Now, let’s create your group text messages between you and your girl or boy friend. I’ll give your group a piece of paper. I’ll give you 7mins to do this.    <ICQ>  ->What are you going to do?  ->Individually?  ->In a group?  ->How many minutes?  <Explicit Instructions>  You can’t start until I pass out all the paper and I say begin.  <Explicit ICQ>  -> You start when you get paper?  -> Or when I say begin?  <Activity>  (Monitoring & Giving time warning).  1min left, 30seconds, time’s up  Let’s present your group text message. Who has the shortest hair in your group? Please, put your group wall chart on the white board.  (Reading the text messages one group by one group)  Good. |

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| **Post Activity** | | | | | |
| Materials:  -.dice that has –ed and –ing forms on it. | | | | | |
| Time | | Set Up | | Student Activity | Teacher Talk |
| 8min | | T-WC | | -. Answering  🡪making the sentence  ->Yes.  ->7mins | <Demonstration>  I have a dice. You can see –ed on the three sides and –ing on the others.  (I roll the dice)  I have –ed(or-ing). Good. “I am very interested in studying English.”  <instructions>  Now it’s your turn. After you roll the dice, you have to make one sentence by using the form in your sentence. You will have 10 seconds to make your answer. You will do this individually.  <ICQ>  ->What are you going to do?  -> Individually?  ->How many minutes to make sentence?  <Activity>  (I give the dice to one student.)  (Ss roll the dice and make one sentence)  Good.  (If the time is not over, we will do it one more.)  <Conclude lesson>  ti/ples/ ci/ par-> participles  Good.  (Correctiong errors)  (Correctiong errors)  (Correcting errors)  (Unscrambling the word)  Unscramble this word, please  ti/ples/par/ ci ->participles  Any questions?  Thank you.  See you next class. |
| **SOS Activities** | | | | | |
| Materials:  -. Paper (6 pieces) | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk |
| 5min | S-WC | | -. Answering  🡪making a sentence  ->Yes.  ->2 minutes | | <Demonstration>  When did you feel very embarrassed in your life until now?  For me, when I went to school wearing the different pair of shoes, I was very embarrassed.  <instructions>  How about you? I’ll give you 2mins to think and write your opinion on the paper. You will do it individually.  <ICQ>  ->What are you going to do?  -> Individually?  ->How many minutes to make sentence?  <Explicit Instructions>  You can’t start until I pass out all the paper and I say begin.  <Explicit ICQ>  -> You start when you get paper?  -> Or when I say begin?  <Activity>  (Monitoring & Giving time warning).  1min left, 30seconds, 10 seconds ,time’s up  Let’s present your own opinion. Yeonjin, how about you?...  (Presenting all Ss one by one)  Good. |