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| TITLE | 3 go club | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Shiny (Yoon-jin Park) | | | |  | adults | 8 | 50 |
| MATERIALS | | | | | | | |
| white board, markers(blue,black,red) | | | | | | | |
| AIMS 1. | | Students will be able to differentiate the three grammatical expression of "go for, go on,go ~ing" by understanding differences and similarities in structure. | | | | | |
| **2.** | | Students will be able to differentiate the three grammatical expression of "go for, go on,go ~ing" by understanding differences and similarities in meaning. | | | | | |
| 3. | | Students will be able to differentiate the three grammatical expression of "go for, go on,go ~ing" by the reason why they follow the rules. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Teacher or students speaking and answering | | | | |
| Speaking | | | Answering | | | | |
| Reading | | | Sentences on the board | | | | |
| Writing | | | Complete the worksheets | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | A prolonged[held, lengthened] sound, a long vowel[syllable] | | | | |
| Lexis | | | Vocabulary in conversation | | | | |
| Grammar | | | Preposition | | | | |
| Discourse | | | Question and answering | | | | |
| Functions | | | Classifying, Identifying | | | | |
| ASSUMPTIONS | | | | | | | |
| Students already learned about the function of preposition "at,on,i **Students know the teacher's style of teaching.** | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| on +noun or ~ingfor +noun or ~ing -Review of preposition : at, on, in | | | | | | | |
| REFERENCES | | | | | | | |
| http://cafe.naver.com/englishbattery/1427BASIC GRAMMAR IN USE CHAPTER 56https://www.google.co.kr/ | | | | | | | |
| NOTES | | | | | | | |
| This lesson is planned for speaking as well with a grammartical way. After making examples, teacher has to give a lot of opportunities to utilize those in students discourse If students need more time to finish their activity (cut-off plan)  - Students will try to do their worksheet in pairs, they can check the other team's answer and discuss about the grammatical function.  Do the presentation with their ideas of answering If students finish their activity early (SOS plan)- chain game: Make examples as many as students can as the battle. | | | | | | | |

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| PRETASK TITLE | | | Greetings | | |
| AIMS | | | | MATERIALS | |
| GreetingTo listen carefully and lead to elicit to speak out students ideas about what teacher says | | | |  | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins |  | New vocabulary releavant to weather  - bone-chilling cold.  Question  -Have you ever been to a park, recently? | | | Greeting & Weather |
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| NOTES | | | | | |
| For adults, teacher has to consider about their condition. Students come to the class for studying after getting off their work. Students might be tired, so you should keep your humor and room in your mind. | | | | | |

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| TASK PREPARATION TITLE | | | Checking for student's preliminary knowledge | | |
| AIMS | | | | MATERIALS | |
| Students will be able to check their preliminary knowledge by answering. | | | | white board, marker | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins |  | Question relevant to today's theme  -Have you ever gone for a walk?  -Have you ever gone swimming?  -Have you ever gone on an outgoing? | | | <Checking for student's preliminary knowledge > |
| 10  mins |  | Write down the expression on the board  -go swimming  -go on an outgoing  -go for a walk  CCQ  \* Teacher writes it down students answers on a board by session.  - What do usually do on the weekend?  S: go swimming, go hiking, go shopping…..  - What do you do after wedding ceremony(get married)?  S:go on a honeymoon.  - If you have to deal with some foreigners in other company, what will you do?  S:go on a business trip  -When the weather is great in spring, what do you do ?  S: go on a picnic  When you get stressed out, what do you do?  -go for a stroll  -go for a drink  -go for a second round…… | | | -<Brainstorming> |
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| NOTES | | | | | |
| Teacher should manage this time to figure out students' preliminary knowledge.When teacher writes students answer, please refer to the number 1 in the attached sheet. | | | | | |

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| TASK REALISATION TITLE | | | Schematization process | | |
| AIMS | | | | MATERIALS | |
| Students will be able to expand and utilize their knowledge and understanding into the other situation in sentences by answering. | | | | white board, marker | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10 mins |  | Schematization process  ICQ    - What's the common dominator among these,respectively in structure?  S: go ~ing  S: go on ~ing  S: go for a ~.  -What's the difference among these in structure?  S: One is "go ~ing " form, another is "go on ~", and the other is "go for a ~."  CCQ  -What are some common things here in meaning?  (If students can't answer for it)  -Let's put our thinking cap on.  How long does it take to go for a walk?  S: For 30 minuites or 1 hour or so.  -How long does it take to go on a honeymoon?  S: For 3 days of 1 week.  -How many time do you go shopping?  S: Every weekend….. | | | Schematization process |
| 10 mins |  | Illustration  -Let me put it this way.  (refer to the number 2 in the attached sheet)  - Point it out by collocation,respectively.  CCQ  -In terms of sailing, if you have a boat, how can you say?  S: go sailing.  -In regards of swimming, if you see the nice water all of a sudden, how can you say?  S: go for a swim  -When it comes to school trip, how can you say?  S: go on a school trip.  e.g  go on a vocation, go on a marathon,  go on stirke(they are refusing to work)  go for a run, go for dinner,  go jogging, go skiing… | | | Introduction using time line |
| 8 mins |  | Suggestion of mission and check it out  -Make a story using all of the three forms for 5 mins. | | | Suggest a mission |
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| NOTES | | | | | |
| Teacher is able to encourage students to find the answer from students life as examples.Teacher can give some gift to students to boost their confidence. | | | | | |

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| POST TASK TITLE | | | Assignment | | |
| AIMS | | | | MATERIALS | |
| Students will be able to get a chance to arrange their understanding by doing homework. | | | | white board, marker | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 2 mins |  | Naming as "3 go club"    Introducing the assignment for next class.  -Make your story using all of 3 forms and write it down.  -Put students assignment on teachers' desk till next class. | | | Introduction of assignment |
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| NOTES | | | | | |
| Teacher can prepare some sheets for the assignment.Teacher encourages students to make creative stories on their own. | | | | | |

Worksheets, handouts and lesson materials