|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic: Can you imagine how your dream house would be like?** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Misun Kim** | **Intermediate** | **Adult** | **12** | **50 minutes** |
| **Materials:**   * Pictures (for eliciting and predicting the topic and key vocabulary) * Audio clip * 12 copies of vocabulary and comprehension questions * White board & markers | | | | |
| **Aims:**   * SWBAT identify and list key vocabulary related to the topic ‘Her dream house’ by answering vocabulary and comprehension questions * SWBAT describe the features of their own dream house by engaging in discussion and sharing ideas in the whole class * SWBAT learn and use the structure of subjunctive past [*If clause, S + would + infinitive …*] in complete, correct sentences | | | | |
| **Language Skills:**   * Reading: reading vocabulary and worksheet * Writing: answering vocabulary and comprehension sheets * Listening: listening to the Audio clip and teacher’s instruction and classmates’ idea * Speaking: participating in a group activity and sharing ideas with all of the others | | | | |
| **Language Systems:**   * Phonology: repeating to the teacher and listening and speaking to the classmates * Function: giving and receiving opinions * Lexis: key vocabulary in the script of audio * Grammar: using of subjunctive past sentences * Discourse: expressing opinions | | | | |
| **Assumptions:**  **Students already know:**   * Ss are at an upper intermediate level and have already known some easy vocabulary for them * Ss are possibly familiar with structure of subjunctive past * How the class is set up an run * Ss are able to describe their ideas and opinions about the topic in English | | | | |
| **Anticipated Errors and Solutions:**   * If the audio clip is too fast for Ss * Chunk the listening and play once more time * What if the audio is not working * Prepare a audio clip on smart phone to play * If Ss finish their vocabulary worksheet earlier than expectation * Ask them to make a sentence using the vocabulary on the right side of the worksheet * If production activity may finish earlier than expected * Ask them to draw their dream house which they discussed | | | | |
| **References:**  Lesson #1371 Her Dream House.(n.d). In English Listening Lesson Library Online. Retrieved November 18, 2015, from <http://elllo.org/english/1351/T1371-SpencerCurtis-01-HerHome.htm#.VkE92tAdZQY.email> | | | | |
| **Notes:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation:** | | | | |
| **Aims:**  -SWBAT guess what they are going to learn by describing pictures | | | **Materials:**  - Pictures for eliciting, prediction and key vocabulary  - White board & markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2minutes  3minutes | Whole class  Whole class | “Hi!”  Answer “ a man and a woman try to find their new house”  “ I see a house and a couple”  No, it is not because it is like a house made out of clouds”  “A house”  “Beach?”  “Old wooden style of big living room”  “Yes, may be a big dog is in the room?” | | **<Greeting>**  -T begins by smiling and making eye contact and may use an attention-getting technique.  “Hi guys! How are you?”  **<Eliciting & prediction>**  -Showing Ss a picture to elicit the topic  ” OK. First, Please look at the picture.”  -Picture is that a couple standing and pointing out a house made out of clouds  “What comes to mind?”  “Yes! Good try, and what do you see in the picture?”  “Do you think this house looks like a real house and why?”  -Anticipate Ss to answer ‘dream house’  **<Prediction>**  -Showing SS another picture to predict what the listening script is going to be talking about  “Now, please look at another picture”  -Get Ss’ ideas and write them on the board  “What do you see in the picture?”  “What is near the house?”  “What do you think inside of the house would be like?”  -Get information as many as possible |
| **Notes:** | | | | |
|  | | | | |
| **Practice:** | | | | |
| **Aims:**  -SWBAT practice key vocabulary by answering the vocabulary questions and subjunctive past sentence in complete, correct sentences | | | **Materials:**  -12 copies of the worksheet1,  -Marker and white board | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3minutes  5minutes  2minutes  3mintues  5minutes  5minutes  7minutes | Whole class  Pair work  Whole  Class  Whole  class  Group work  Group work  Whole  class | “3 minutes”  “No, I need to work with my partner  (Discussing with partner)  “No, I am going to take a note what I can hear and try to answer the guiding questions”  Listening to the audio  “Answer the questions”  “Work with group”  Discussing with group  “They are talking about Spencer’s dream house so they are interested in their dream home”  Say “porch, kitchen, living room and bathroom, ..”  “Yard!”  “Slip and slide”  One of group members reads the questions and answers them  “Mess up”  No one answers | | **<Introduction>**  “From now, we are going to listen two-person (Spencer and Curtis) are talking about her (Spencer’s) dream house.”  “We will also learn about ‘subjunctive past sentence:  *Eg) If+ S+past verb’, S+would+infinitive’*”  -Write the topic and target sentences  “Before listening to the audio clip, let’s try to guess and find out the meaning of the key vocabulary you will listen”  -Write 6 key vocabulary on the board and put the pictures on board to guess and match them to the words  **<Demonstration>**  “Okay, I will do the first one with you.”  -T shows how to make a line from the word to the picture that describes the meaning of the word  “Okay now it’s your turn, I will give you about 3 minutes to think about the answers with your partner who is sitting next to you”  **<ICQs>**  “How much time do you have?”  “Are you working alone?”  “Okay! Off you go!”  -Let them know the time left  “Now anyone wants to come up and finish up all?”  -Have Ss come up to the board and match the words  “Anyone has different answers from him/her?”  **<Error correction>**  -Check the answers and if they make some errors then try to have another student correct them and T review to make sure Ss get understood by writing T/F questions  -Write the word on the picture and ask them to repeat and T posts them on the right side of the board to see all  **<Guiding questions>**  “Here are some questions and while listening, try to listen up and get the answers”   1. What are they interested in? 2. What features of the house they are talking about? 3. Which activity is mentioned? 4. Please see if you can pin-point ‘subjunctive past’ sentences   **<Instruction>**  “While listening, please take a note if possible for the questions to answer”  **<ICQs>**  “Do you close your eyes while listening?”  “What are you going to do while listening?”  “Great! Now I am going to play the audio clip, are you ready? Here you go!”  -Play the audio clip  -Ask Ss if they want to listen more  -Check Ss’ predictions and guiding questions  -Point out their prediction mentioned earlier and check how different than their prediction  **<Instructions>**  “Now let’s get in to group of 3 and share with your group members what each of you listened”  “Also, I am going to hand out the vocabulary questions to work with your group”  -Distributes the worksheet to the group  “I will give you 5 minutes to discuss”  **<ICQs>**  “What are you going to do?”  “Is this for pair work or group work?  “Okay, let’s get started!”  -T walks around the room and monitors what they are doing  -Providing Ss how much time they have left when 1 minute to time up  -T monitors if they get the answers to the guiding questions appropriately  -Let them know the time left  **<Checking answers of the guiding questions and the worksheet>**  “What are they interested in in the future?”  “Yes, good job!”  “What are some of features they are talking about? Did anyone hear more?  <Silent stage>  (Wait time and if no answers, give them try to think about more)  “And the next question, which activity is mentioned?”  “Now please take a look at the worksheet I gave you”  “There are 6 questions so in each group can have 2 questions read out loudly and say the answers to the questions.”  **<CCQ>**  “What is the opposite meaning of clean and tidy?”  T checks their understanding of the meaning of the key vocabulary by asking CCQ  “Now, everyone! Did anyone of your group talk about the sentence \_ ’*if you could design your own house, what would it be like?’*”  T explains the new structure of subjunctive past sentences by writing some examples of them  “Anyone can make a sentence by using this rule of form?”  Wait enough time to get answers from Ss but no answers then provide more sentences to try and make sure their understanding |
| **Notes:** | | | | |
|  | | | | |
| **Production:** | | | | |
| **Aims:**  -SWBAT learn the key vocabulary by answering the comprehension questions  -SWBAT learn the structure of subjunctive past sentence by giving and answering their opinions | | | **Materials:**  -12 copies of the worksheet2  -White board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 12minutes  8minutes | Pair work  Whole class | “I need to work with my partner”  “Yes I will”  “Discuss our dream house” | | **<Instructions>**  “Now, you will have the worksheet of comprehension questions and please work with your partner. After that, please discuss and write your dream house.”  Also, I want you to try to make sentences by using the structure and vocabulary we learned today.”  **<Demonstration>**  “For example, Student A asks “what would it be like if you could design your dream house?” Student B can answer “It would be all wood, old-style beach house on the ocean. And I will give you 10minutes.  **<ICQs>**  “Are you in a group or in a pair?”  “Will you check the answers with your partner?”  “What are you going to do after the worksheet?”  **<Check the answers**>  “Have you all checked the answers?”  “Have you discussed your dream house?”  Make Ss read out each questions and saying the answer. Also, ask Ss to share what their ideal house would be like |
| **Notes:** | | | | |
|  | | | | |
| **Post Production:** | | | | |
| **Aims:**  Review what they have learned today by asking CCQs and doing error correction | | | **Materials:**  White board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5minutes | Whole class | “No pull up a chair”  “No, it is ceramic material” | | **<SOS/Filler>**  If Ss can finish earlier than expectation, ask them to draw their dream house in the production group activity  **<feedback>**  Which words was most difficult for you?  How many words today were new for you?  Which activity did you enjoy most?  **<Error correction>**  (write two sentences of subjunctive past, one is correct the other is incorrect and review which one is right)  **<CCQs>**  “When you ask someone to join you, do you ask “please pull down a chair?”  “Can porcelain be made out of wood?”  **<Homework>**  -Give Ss to write “Would you like to build your dream house in a country or city and why? And T write it on the board  **<Closing>**  “Today we talked about our dream house that you would like to have one in the future and do you have any questions?”  -Dismiss the class if there is no question |
| **Notes:** | | | | |
|  | | | | |

**Vocabulary Quiz**

|  |
| --- |
| is big for • pull up a chair • siding  slip and slide • mess up • porcelain |

양식의 맨 위

1. The house is covered with metal.
2. Having weekends off is me.
3. Try not to the kitchen.
4. In summer, a is a good way to cool off.
5. Please and join us.
6. These dishes are made with fine .

**Comprehension Quiz**

Answer the following questions about the interview.

1) She wants a \_\_\_\_\_ around the house. http://elllo.org/english/1351/blank.gif

a) fence  
b) porch  
c) garden

2) She thinks pastel colors are \_\_\_\_\_ . http://elllo.org/english/1351/blank.gif

a) very warm  
b) easy to look at  
c) not her style

3) She wants to have \_\_\_\_\_ . http://elllo.org/english/1351/blank.gif

a) a big kitchen for herself   
b) lots of table space

c) a table put against the wall

4) The living room should have \_\_\_\_\_ . http://elllo.org/english/1351/blank.gif

a) antique furniture  
b) comfy places to sit  
c) a large TV

5) She would like to have \_\_\_\_\_ near her house. http://elllo.org/english/1351/blank.gif

a) park  
b) playground  
c) creek

6) The bathroom should be \_\_\_\_\_ . http://elllo.org/english/1351/blank.gif

a) modern  
b) massive  
c) messy



**<Picture 1> for eiliciting**



**<Picture2> for prediction**

**<Pictures 3> for key vocabulary**

** Siding**

** Is big for**

** Pull up a chair**

** Mess up**

** Slip and slide**

** Porcelain**