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| **Weekly Activities** | | | | |
| **Instructor:**  Hannah Han | **Level:**  Intermediate | **Age:**  Adults | **Number of Students: 6** | **Length:**  50 minutes |
| **Materials:**  - 6 copies of listening worksheet  - Computer, recording file  - White board and marker | | | | |
| **Aims:**  - SWBAT identify what kind of daily activities the teenager might do in a normal day  by listening the dialogue  - SWBAT make a weekly schedule from the dialogue by discussion in pairs  - SWBAT create their own dialogue and use vocabulary and expressions by writing a  conversation | | | | |
| **Language Skills:**  **Listening:** the dialogue between father and daughter; and the partner’s speaking  **Reading:** the listening dialogue and vocabulary worksheet  **Speaking:** the listening dialogue by answering the worksheet and discussion with their partners  **Writing:** filling the blank in the worksheet and creating their own dialogue | | | | |
| **Language Systems:**  **Phonology:** read out the dialogue by answering the worksheet  **Lexis:** learn new vocabularies on weekly activities by filling in the blank worksheet  **Function:** use vocabularies to make a schedule table  **Discourse:** discussing with partners to create their own dialogue | | | | |
| **Assumptions:**  Students already know:  - How the class is set up and run  - The teacher’s style of teaching and the pace of the course  - All students have own daily activities  - How to work together with partners and share their ideas in English | | | | |
| **Anticipated Errors and Solutions:**  Students may not understand the meaning of words in the dialogue  -> Explain more with examples and encourage the students to guess from the context  Students may not be able to fill in the blank  -> Repeat the dialogue one more time and then chunk the listening  If students finish their activities earlier than anticipated  -> Share as many students as possible of what they do in their normal days  If the students may need more time to work on creating their own dialogue  -> Shorten discussion time and select one volunteer group to present | | | | |
| **References:**  - Weekly Activities (n.d.). In ESL-lab. Retrieved 19 November 2015,  <http://www.esl-lab.com/week/weedsc1.htm> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  SWBAT identify the activities of what they do in usual day by sharing the ideas | | | **Materials:**  Board, Marker and Fill-in Worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min | Whole class | Answering Questions | | Write the title “Weekly Activities” on the board  **<Greeting>**  Hello, everyone! How are you today?  Were you busy on the weekend?  (Share with Ss) |
| 4 min | Whole class | Answering Questions | | **<Eliciting and Prediction>**  (By pointing the title on the board)  Please read out the title on the board.  What kind of activities do you usually do, including work/leisure? (Write the students’ ideas on the board) |
| 3 min | Whole class | Receiving the worksheet and be prepared to listen the dialogue | | **<Introduction>**  Ok, now we are going to listen to a dialogue of 2 people discussing on a schedule. (Give the worksheet to the Ss) While you are listening the dialogue, please fill in the blank on the worksheet that I handed it to you now.  **<Guiding Questions>**  Please listen carefully on a dialogue and find out what the young lady wants to do, with who and when |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  SWBAT read out the dialogue by answering | | | **Materials:**  Board & Marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 7 min | Individually  & pairs | Listening to the dialogue and fill in the worksheet | | **<Introduction>**  (Give times for Ss to listen and finish their worksheet)  (Monitor the Ss whether they are doing it right)  Have you found out the answer of my questions that I asked you before our listening?  (Share with Ss)  Now, let’s compare your answer with your partner, who seats next to you.  I’ll give you 2 minutes.  **<ICQs>**  - Are you working alone?  - How many minutes do you have? |
| 5 min | Whole class | Reading out the dialogue and check the answer | | **<Introduction>**  How about we check the answers together by reading out each sentences. We can start from S1.  (While Ss read out, write the answers on the board)  (Select 4-5 key words form the sentences to check that Ss’ understanding of the meaning)  (Ask Ss question to guess the meaning from the dialogue and if Ss still don’t know the meaning, explain it with demonstrate or giving examples) |
| 3 min | Whole class | Answering the questions | | **<CCQs>**   * Who were the 2 people talking in the dialogue? * What did they discussed about? * What kind of activities the daughter need to do on Wednesday? |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  SWBAT list out the activities by drawing a schedule table of the daughter with their partners | | | **Materials:**  Board and Marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min | Pairs & whole class | Discussing with their partners and draw a schedule table | | **<Introduction>**  You are going to list out of what activities the daughter has on her week by drawing a schedule table.  (Demonstrate the Monday activities on the board with Ss - draw the table on the board and list out what the daughter has on Monday by asking questions to Ss)  Please discuss with your partner to finish the table in 3 minutes.  **<ICQs>**   * Are you making an activity table of father’s? * How many days do you have to fill the table?   Let’s start.  (Monitor and participate each group)  (Ask Ss to come out to the board and fill the table) |
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| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  SWBAT create their own dialogue by sharing the ideas with their partners | | | **Materials:**  None | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 15 min | Pairs | Discussing in pairs to make their own dialogue | | **<Introduction>**  Now, discuss with your partner to create your own dialogue to make an appointment to see a movie together.  Check your partner’s schedules and find the available day and time that you can go together. Please list more than 3 activities each of you do in your usual day in your conversation. I will give you 10 minutes.  **<ICQs>**   * Who are you working with? * What activity are you going to do with your partner in the dialogue? * How many activities you should include in your dialogue?   Start now.  (Monitor each group that they are doing it right)  (Share the dialogue together in the class. If the Ss need more time, reduce the presentation time and select only one volunteer group to present)  **<Closing>**  Elicit today’s lesson from Ss by asking CCQs.  **<CCQs>**   * Is going to see a movie also an activity? * How did you find your partners’ activities during their week? * Do you have all the same activities as your partners?   (Share with Ss that there are so many kinds of activities they could have through their work/leisure.)  You did a great work today. Have a good day and see you tomorrow. |
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| **Notes:** | | | | |