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| **Topic: It’s a Month Until Christmas** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Jihye Kang,**  **Jinyong Kim** | **Low Intermediate** | **adults** | **12** | **25 minutes** |
| **Materials:**   * **Picture** * **Sticky preposition plates** * **12 copies of the practice worksheet** * **12 copies of the discussion worksheet** * **White board and board markers** | | | | |
| **Aims:**   * **SWBAT predict the usage of prepositions of location by answering questions during the present phase** * **SWBAT learn and also use prepositions of location while practicing during the practice phase** * **SWBAT describe the decorations in the room using prepositions of location by sharing their ideas with group members** * **SWBAT learn and define some new decorations used on Christmas day by arranging them beautifully with group members** * **SWBAT suggest their own ideas to decorate the party room nicely during discussion** * **SWBAT compare their results with others by watching other teams’ presentations** * **SWBAT share ideas in a group and present each other’s opinions.** | | | | |
| **Language Skills:**   * **Reading: reading worksheets to answer questions** * **Listening: listening to teacher’s explanation and instructions, and classmates’ ideas** * **Speaking: drilling, practice activities, and sharing ideas** * **Writing: answering worksheets and doing homework** | | | | |
| **Language Systems:**   * **Lexis: new vocabulary words in the discussion worksheets** * **Grammar: use of prepositions of location** * **Discourse: sharing and discussing ideas for decorating Christmas party room** * **Function: describing the room and giving ideas** | | | | |
| **Assumptions:**   * **Students might already have learned the usage of prepositions before** * **Students might already have been familiar with some location prepositions** * **Some students might have party experiences** * **Some students might be good at decorating a party room** * **Students might know the teacher style of teaching and the pace of the course** * **Students might know how the class is set up and run ( there will be 4 students groups at each table)** | | | | |
| **Anticipated Errors and Solutions:**   * **Students might have difficulty in understanding the meaning** * **Teacher provides more examples** * **Students might have a hard time drilling** * **Teacher gives the students more chances to practice** * **If students need more time to finish their activity** * **Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity** * **If students finish their tasks earlier than anticipated** * **Give students more time on final activity** | | | | |
| **References:**   * **CGBen. (2015, November 25). It's a month until Christmas - how ready are you for the big day? Retrieved November 27, 2015, from** [**http://www.cornishguardian.co.uk/s-month-Christmas-ready-big-day/story-28241456-detail/story.html#ixzz3st5OeWe7**](http://www.cornishguardian.co.uk/s-month-Christmas-ready-big-day/story-28241456-detail/story.html#ixzz3st5OeWe7) * **Position Prepositions. (n.d.). In Englishpage.com. Retrieved November 25, 2015, from http://www.englishpage.com/prepositions/position\_prepositions\_1.htm** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **- SWBAT predict the usage of prepositions of location by answering questions during the present phase** | | | **Materials:**  **- Picture**  **- Sticky preposition plates**  **- White board and board markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **4 min**  **4 min** | **Whole Class**  **Whole Class** | **Students answer the question**  **Students answer the question**  **Students answer the question**  **Students answer the question**  **Students listen to teacher’s explanations**  **Students answer the question**  **Students answer the question**  **Students answer the question**  **Students answer the question**  **Students answer the question**  **Students answer the question**  **Students answer the question**  **S1 and S2 attach the right preposition on the board**  **Students repeat after what teacher says**  **Students answer the questions** | | **Lead-In**  **Hello, everyone.**  **How are you today?**  **It’s very cold outside. Right?**  **Time flies. And It’s a month until Christmas.**  **Exciting! As you know, We will have a big event on 19th this month. What is it?**  **Yes, Christmas party!**  **We are going to decorate the party room today. In order that we will learn about some location prepositions to decorate the party room.**  **(Pointing the board).**  **Do you know what is preposition?**  **Right,**  **Ok, We are going to learn about 9 location prepositions.**  **Are you familiar with what these are?**  **Explanation**  **In – into a place**  **Above – in a higher position than something(=over)**  **“In” means into a place and “Above” means a higher position than something**  **For example,**  **“the ring is in the box”**  **And you can also say,**  **“The ring above the box”**  **Where is the ring?**  **Good job.**  **On – “touching” a surface**  **“On” means touching a surface.**  **Like this [picture]**  **Where is the ring?**  **Right!**  **Below – in a lower position than something**  **“Below means in a lower position than something. So, where is the apple?**  **Ok,**  **Behind – at the back of a thing**  **Behind means at the back of a thing.**  **Where am I standing?**  **[standing behind John]**  **Good job,**  **Against – touching or in contact with**  **Beside – next to or close to**  **Against means “touching or in contact” with and beside means next to or close.**  **So, look at this picture,**  **Where is the ring?**  **Right!**  **Among – with a particular group(more than two)**  **Around – surrounding something**  **Among means with a particular group more than two and around means surrounding something.**  **Look at this picture,**  **The ring among the box. Is it correct?**  **You’re right! Because there is only one box.**  **Look at this picture,**  **->the ring is among the boxes.**  **And you can also say,**  **The boxes are around the ring.**  **Alright!**  **Error Correction**  **You can confuse the prepositions.**  **Beside and besides.**  **Do you know besides meaning?**  **Yes, right. Besides means apart from or excepting. So It means totally different to beside!**  **Drills**  **Look at the Picture,**  **And Please attach the right preposition on the board.**  **S1 and S2, Would you?**  **There is wreath above the fireplace.**  **There is a fireplace below the wreath.**  **There is a Christmas tree behind the table.**  **There is a dog beside the club sofa.**  **----------------------------------------**  **There are 2 vases among candles on the table.**  **There are many X-mas decorations in the house.**  **There are curtains against the wall.**  **There are candles on the fireplace.**  **The candles on the table are around the vases.**  **Good job!**  **CCQs**  **(Pointing the picture)**  **- Where is the wreath?**  **- Where are the long candles?**  **- What is the around the vases?** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  **- SWBAT learn and also use prepositions of locations while practicing during the practice phase** | | | **Materials:**  **- 12 copies of the practice worksheet**  **- White board and board markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 min**  **3 min** | **Whole Class**  **Pairs**  **Whole Class** | **Students listen to what teacher says**  **Students answer the questions in pairs**  **Students listen to what teacher says**  **From Grace, students make their own sentences using the prepositions on the board** | | **1. Controlled Practice**  **instructions**  **Let’s exercise in pairs. I will give you two versions of worksheets for each pair. (studentA and studentB version). So, make a pair with a partner next to you, and take turns answering the questions. Student A has the answers for student B and vice versa, okay? Student A should go first.**  **I will give you 3 minutes.**    **(Pass out the worksheet and run task)**    **(Monitor discreetly. Answer students if they ask questions)**  **(Give time warning: 30 seconds left)**    **Do you need more time to do this?**  **(If yes – give 30 seconds extra time**  **If no – move on to the next activity)**  **2. Less-Controlled Practice**  **Instructions**  **Now, we will do a chain-drill activity. I will start by making a sentence with one of the prepositions on the board and I will pick one of you guys. And the next person who is picked will make a sentence using another preposition on the board and point out someone else. We will go around until every preposition has gone from the board.**    **Demonstration**  **I will go first using the preposition “in”. We are in the classroom. I made a sentence.**  **And I am going to get rid of this preposition form the board. And I will pick Grace as the next person. Grace, please make a sentence using one of the prepositions on the board.** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  **- SWBAT describe the decorations in the room using prepositions of location by sharing their ideas with group members**  **- SWBAT learn and define some new decorations used on Christmas day by arranging them beautifully with group members**  **- SWBAT suggest their own ideas to decorate the party room nicely during discussion**  **- SWBAT practice speaking and listening ability by sharing ideas in a group and presenting each other’s opinion.** | | | **Materials:**  **- 12 copies of the discussion worksheet #1,2**  **- White board and board markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **5 min**  **3 min** | **Whole class**  **Groups**  **Whole Class** | **Students listen to what teacher says**  **Students answer the questions**  **Students share their ideas**  **One group presents their ideas** | | **Instructions**  **Like teacher Katie mentioned before, there will be a TESOL Christmas party on 19th of December. So, from now on, we are going to decorate our own party room in groups. I will give you two pieces of paper for each group. There are some decorations, furniture and equipment that you can use in decorating a party room on worksheet #2. What you need to do is share your ideas with your group members to make the best party room we have ever had using the worksheet #1. You don’t need to draw all the details, just decide the locations for each item. Make sure to use the location prepositions that we have learned when you talk.**    **Demonstration**  **For example, I can say ”why don’t we put a Christmas tree next to the front door and put some present boxes in front of the tree.”**  **And you can also use any number of items as you wish. For example, you can have just one desk or 10 desks if you want. You have 5minutes.**    **CCQs**  **What will you do?**  **Who do you work with?**  **Let’s get started.**    **(Monitor discreetly. Answer students if they ask questions)**  **(Give time warning: 30 seconds left)**  **Presentation**  **Now let’s share your final results with the whole class.**  **Which team wants to share the ideas? Okay then, I will pick one. Group #1, please come up here and describe your group’s party room.**    **(Let them describe their own party room. Go through all groups)** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **- SWBAT compare their results with others by watching other teams’ presentations** | | | **Materials:**  **- White board and board markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min** | **Whole Class** | **Students answer the question**  **Students listen to what teacher says** | | **Closing**  **What did you learn today?**  **(If there is time, check the error correction using the board again – beside/besides)**  **I hope we can have a wonderful Christmas party together.**    **Homework**  **Describe your own room using the all the prepositions of location that we learned today.**    **We will talk about prepositions of time next lesson. Bye, bye.** |
| **Notes:** | | | | |

**Practice Worksheet**

<Student A>

1. Santa is sitting (among/between/on) a chair.
2. The girl is standing next to Santa.
3. (Behind/Between/Besides) the girl, there is a Christmas tree.
4. There are more presents under the tree.
5. Santa’s big bag is lying (below/on/above) the floor.
6. The girl is standing between the two boys.
7. The woman is holding a cup (below/in/above) her hands.
8. On the table are a laptop, a paper, a calculator, an appointment, two pens and a muffin.
9. Our teacher stands (under/above/in front of) the class.
10. We have posters on the walls.
11. The wall is (behind/in front of/above) her desk.
12. Joe and Alan sit beside each other.
13. There’s a wastepaper basket (on/next/under) her desk.
14. Above the teacher’s desk is a clock.
15. Tom sits (between/in front of/near to) Lucy and James.

**Practice Worksheet**

<Student B>

1. Santa is sitting on a chair.
2. The girl is standing (besides/next/next to) Santa.
3. Behind the girl, there is a Christmas tree.
4. There are more presents (on/under/above) the tree.
5. Santa’s big bag is lying on the floor.
6. The girl is standing (between/besides/on) the two boys.
7. The woman is holding a cup in her hands.
8. (On/next/over) the table are a laptop, a paper, a calculator, an appointment, two pens and a muffin.
9. Our teacher stands in front of the class.
10. We have posters (above/on/on top of) the walls.
11. The wall is behind her desk.
12. Joe and Alan sit (between/beside/next) each other.
13. There’s a wastepaper basket under her desk.
14. (On top/Opposite/Above) the teacher’s desk is a clock.
15. Tom sits between Lucy and James.

**Discussion Worksheet #1:**

**Decorating a Christmas Party Room**

White board

Front door

Windows

Back door

**Discussion Worksheet #2**



**Wreath**