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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Preposition** |

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| Instructor:  Juny & Jiyoon | Level:  **Intermediate** | Students:  **15** | Length:  **30 Minutes** |

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| Materials   * Worksheet (16 sheets + 2 extra sheets) * Prepositions cards (16 cards + 2 extra cards) * Team name cards * Papers (3 papers + 2 extra papers) * Sketchbook * Modeling (example sentence: A pencil is in the pencil case + prepositions) * Pictures |

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| Aims   * Main: To help the students to develop their grammar skills by learning prepositions. * Secondary: The students will learn how to use prepositions by doing worksheet, using their body to explain the prepositions and making their own sentence. * Personal: we want to adjust our timing skills. |

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| Language Skills   * Speaking: Students will have opportunities to talk in groups. * Listening: Students will be able to listen to each other’s conversation. * Writing: Students will write on the worksheet. * Reading: Students will read their own sentences. |

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| Language Systems   * Lexis: on, in, behind, between, next to * Discourse: discussing in groups * Phonology: pronunciation of prepositions [|prepə|zɪʃn] * Grammar: prepositions * Functions: asking questions |

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| Assumptions   * Students will learn how to use prepositions. * Students will be able to make their own sentences. * Students will know how to explain by using their body. * Students will be able to share the answers of worksheet. |

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| Anticipated Problems and Solutions   * Some students might have problems with doing the worksheet. * Other group members can help them out. * Some students might feel shy about explaining by using body language. * The other group member can explain together. * We might spend more time in the main activity. * Even though we are planning to ask 3students in the post activity since we spend more time in the main activity, we will ask just one student. * We might finish earlier than we expected. * We can use our SOS activity to manage the time. |

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| References   * Worksheet * Grammar town 1, Grammar town 2 made by ETOPIA * <http://wall.alphacoders.com/big.php?i=67632> * <http://www.k5learning.com/blog/playing-prepositions-place> * Pictures * Three people: <http://www.sydneybands.com.au/trios/3-person-band/flyte/photos/> * Dog: <http://ko.depositphotos.com/44427911/stock-photo-little-dog-inside-a-cardboard.html>, <https://chalkhillblue.wordpress.com/page/2/> * Cat: <http://www.dreamstime.com/royalty-free-stock-image-sad-gray-cat-lying-couch-grey-image32914416> * Boy: <http://www.shutterstock.com/pic-138531092/stock-photo-smiling-little-boy-hiding-and-peeking-from-behind-a-tree.html> |

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| **Lead-In** | | | |
| Materials: Nothing | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-S |  | Good morning class. It’s happy Thursday. I hope everyone can have a great day today.  Alice, what would you do differently if there were 30 hours in a day? (If she answered)  Oh, I see. Can you tell us the reasons?  (If she answered) Thank you for sharing.  Jenny, if an alien came to Earth, where would you show it around? (If she answered)  Can you share the reasons? (If she answered)  Thank you for sharing. |

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| **Pre-Activity** | | | |
| Materials:  Picture, Prepositions modeling, worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | T-WC  Ss-Ss  T-WC | Elicit discuss  Pronounce ‘preposition’  Make sure who their team is and make teams.  Ss do worksheet and discuss.  Shout the answer | (Eliciting)  T: Ladies do you know a word grouping is used with noun or pronoun to show location, time, and direction.  Ss: Adjectives, verbs, preposition…  T: Yes it is ‘Preposition’  (CCQ)  (Show article ‘the’) Is this preposition? – No  (Show preposition ‘on’) Is this preposition? –Yes  (Show the pictures)   * Is the dog on the box? –No * Is the dog in the box? - Yes * Is the dog next to the chair? -Yes * Is Julia between Tom and Jack? -Yes * Is the cat behind the sofa? No * Is the cat on the sofa? –Yes * Is the boy behind the tree? -Yes   T: Well done guys, and please pronounce ‘preposition’ [|prepə**|**zɪʃn] (makes two teams and asks Ss to pronounce ‘preposition’)  Great! And we pronounce /|pre/, / pə**|**/, / zɪʃn /(make Ss say /|pre/, / pə**|**/, and / zɪʃn /)  Okay. Who said ‘pre’? Please raise your hands and check who your team is. And who said ‘po’? Raise your hands and please check who your team is. And what about ‘sition’? Please make sure who your team is, and pres please move this side (front of left side) and pos please move there (back of left side) and sitions please move this side (front of right side).  (Instruction)  You are going to do this worksheet with your team and I’ll give you 2 minutes.  (ICQ’s)  What are you going to do? – Do worksheets  How much time do you have? – 2 minutes  Are you working individually? –No.  (Explicit)  T: I don’t want you to start when I pass out this paper and before I say begin.  (Explicit ICQ)  Do you start when I give this paper? – No.  When I say begin? –Yes  (after mention, Ts pass out worksheets to Ss)  T: Let’s begin.  (Run)  Ss do worksheet with their team Ts prepare answers and monitor and timing.  (1 minute, 30 seconds, 10 seconds, times up)  (Close)  Well done! Pres please answer number 1 and 2.  Pres shout answers and T asks other teams to answer the questions. |

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| **Main Activity** | | | |
| Materials: Sketchbook, Modeling(A pencil is in the pencil case), Team name cards, papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  7min  2min  1min  4min | T-SS  T-SS  SS-SS  T-SS  SS-SS  T-SS  SS-SS  T-SS  SS-SS  T-SS  SS-SS  T-SS  SS-SS  T-SS  SS-SS  T-SS |  | (Demonstration)  Alright, this time, while I’m explaining about the sentence without talking, I want you guys to guess what the sentence is. Ready?  (putting the pencil in the pencil case)  (students will say “a pencil is in the pencil case)  Yes. You’re right. The answer is “a pencil is in the pencil case” (put the wall chart on the board)  (Instruction)  Now, you’re going to do speed quiz with your group members. Each group will have 2minutes to solve the answers. The group members whom I call please come up to the front. Everyone will have a chance to explain the sentences without talking. So, after you explain without talking, please let the next person explain the next sentence.  (ICQs)  So, what are we doing? (Speed quiz)  How much time does each group have? (2minutes)  Are we working in pairs? (No)  Are you allowed to talk? (No)  Great.  (Explicit instruction)  Oh and you’re allowed to use anything in our classroom while you’re explaining.  (Explicit ICQs)  So, can you use anything in our classroom while you’re explaining? (yes)  Alright, let’s begin, group Pre, please come up to the front. Are you ready? Let’s begin.  (Students will do speed quiz)  (Teachers will time them for 2minutes)  1minute… 30seconds… time’s up.  Alright, good job group Pre!  This time, group Po, please come up to the front. Are you ready? Let’s begin.  (Students will do speed quiz)  (Teachers will time them for 2minutes)  1minute… 30seconds… time’s up.  Alright, nice work group Po!  This time, group Sition, please come up to the front. Are you ready? Let’s begin.  (Students will do speed quiz)  (Teachers will time them for 2minutes)  1minute… 30seconds… time’s up.  Alright, great work group Sition!  Now, we’re going to do the bonus quiz. The tallest person in each group, please come up to the front and choose one card.  (Students will come up to the front and pick one card) If you pick your team name, please switch the card. You may go back to your team.  (Instruction)  Alright, now each group will make one sentence for the group that you just picked. You guys will write down the sentence on the piece of paper that I will give you later and please also write down the name of the team that you just picked. When you guys try to make a sentence, there must be one preposition in the sentence. I will give you 1minute to discuss with your group members.  (ICQs)  So, what are we doing? (making a sentence for the group we just picked)  How much time do we have? (1minute)  Are we working in groups? (yes)  Great.  (Explicit instruction)  Oh and please don’t start until I finish passing out the papers and say begin.  (Explicit ICQs)  Are you going to start right after you get the paper? (No)  Alright. (pass out the paper)  Let’s begin.  (Teachers will time students)  30 seconds, 10seconds, time’s up.  Okay, please give the papers to me. Now, the youngest person in group Pre, please stand up.  I will give you 1minute to explain. Are you ready?  Let’s begin.  30seconds, 10seconds, time’s up.  This time, the person who has the smallest foot size in Po group, please stand up. I will give you 1minute. Are you ready? Let’s begin.  30seconds, 10seconds, time’s up.  This time, the person who has the biggest eyes in Sition group, please stand up. I will give you 1minute same as other groups. Are you ready? Let’s begin.  30seconds, 10seconds, time’s up.  Alright, everyone did really well. |

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| **Post Activity** | | | |
| Materials:  Preposition cards. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-WC | Tell their sentence and do rock, scissors, paper.  Read a sentence | (Demonstration)  T: Ladies, in this box, there are many preposition cards and I’ll pick one. Oh! I get ‘On’ and I’ll make this sentence.   * My pencil case is on the desk.   T: And let me check. Where is my pencil case? Here it is! It’s on the desk.  (instruction)  T: And now, please pick one card from this box, and don’t open your card until I say begin. When I say begin you will make a sentence by using the preposition in the card like me. It has to be seen in the classroom. When you make the sentence please stand up and say the sentence out loud. If other people stand up together with you, you guys need to do the rock paper scissors. This activity is similar to Korean game of “눈치게임”  (ICQ’s)  What are you going to do? – make a sentence using preposition card.  Are you working in pairs? – No.  Are you working individually? - Yes.  Are you going to open the card right after you get it? –No.  (Ts give basket. Ss pick a card.)  T: Okay, Let’s open the card and begin.  (Run)  Ss open the cards and think. Some Ss will stand up and say the sentence. Sometimes they will do rock, scissors, paper. If the activity takes a long time, teacher will manage the time.  (Close)  T: Good job guys.  (Error correction/Word scramble)  T: (If Ss didn’t make any mistakes) Well done guys and I didn’t hear any errors so I’ll make word scramble.  (If Ss made mistakes, Ts would correct the errors and make word scramble)  Siippreonto -> preposition |
| **SOS Activities** | | | |
| Materials:  Box picture, magnetic stuck cat picture. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-WC  Ss-Ss  T-WC | Say answer.  S picks someone and answer the question. | (Demonstration)  T: Hey guys, there is a box. And there is a cat. Where is a cat? Jenny, please tell me where cat is.  T: (after S answer it) Well done. And please come in front of the board.  (Instruction)  T: Now Jenny moves cats place. Jenny will pick someone and ask like “where is the cat?” If the student says right answer please come here and move cat’s place.  (ICQ)  What are you going to do? - Answer where cat is.    (Run)  Jenny moves cats place and pick the other S and ask S. If S says correct answer, come to the board and move cats place.  (Close)  T: Great job guys. |