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| Listening  Speaking  Reading X Grammar  Writing | | | |
| **Topic: Describing a Person or a Situation.**  **(Language Target: Introductory Clause)** | | | |
| Instructor:  Andrew | **Students Competency Level:**  **Intermediate** | **Number of Students:**  **12** | **Lesson Length:**  **55 minutes.** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Board and Markers.  “Introductory Clauses (Dependent and Independent Clauses)” Worksheet.  “Make Up a Situation!” Worksheet  “Introductory Clauses” Worksheet | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  - Improve Ss listening skills by listening to T’s story, instructions, Ss descriptions and presentations.  - Improve Ss writing skills by writing out introductory clauses.  - Improve Ss speaking skills by answer T, Ss presentations.  - Improve Ss grammar by learning about (Introductory clause + comma + independent clause) sentence form and practice making them and discerning when to or when not to use commas. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Reading materials, writing sentences   * Listening: **(Where did listening occur in the lesson?)**   T talk, Ss talk, activities, sharing descriptions.   * Speaking: **(Where did speaking occur in the lesson?)**   T talk, Ss talk, activities, sharing descriptions.   * Writing: **(Where did writing occur in the lesson?)**   Writing introductory clauses, punctuating commas correctly. | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   T and Ss talk.   * Function: **(situation)**   Learning how to give description, using imagination about the situation.   * Lexis: **(meaning)**   Introductory clauses, dependent and independent clauses with comma.   * Grammar: **(language structure)**   Sentences with introductory clauses.   * Discourse: **(communication)**   T-S, S-T, S-S interaction. Sharing answers and ideas. | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  - All Ss have heard or have at least a vague understanding of sentences with introductory clauses.  - All Ss have the ability to describe a certain situation or imagine it. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  - Ss may have difficulty coming up with an imaginary situation.  Solution: Provide an example of a situation.  - Ss may have difficulty discerning dependent and independent clauses.  Solution: Explain thoroughly, give example clauses. | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  None | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min  4min  4min  1min | Whole  Whole  S-W  Whole | Introduce self. Greet T.  Ss listens to T, get more comfortable and knows target target language structure.  Ss shares story to the class.  Class makes transition to the language target. | Greet Ss.  Talk about first time in America. How my conversational and written were so limited.  Ask Ss to share their story when they first encountered an English speaking culture and what difficulties did they have in that environment.  Introduce dependent and independent clause. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  Board and Markers.  “Introductory Clauses (Dependent and Independent Clauses)” Worksheet. | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3min  1min  4min  3min | Whole  Whole  Pair  S-Whole | Ss will get know the main idea trying to be conveyed.  Ss receives the material to be worked on.  Let the students practice in pairs.  Ss shares their answer with the class. | Write the phrase “If the dependent clause comes first, you should use a comma.” And explain its meaning. Give some examples on board.  Hand out the “Introductory Clauses (Dependent and Independent Clauses)” Worksheet.  Give an example sentence on the board and convert it. Pair the students and let them work on the worksheet.  Ask Ss to share their answers. |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  “Make Up A Situation!” Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2min  7min  5min  3min | Groups  Groups  Ss-Whole  Whole | Ss gets grouped.  Ss work on the worksheet.  Ss shares their opinion to the class.  Let students know how it is useful. | Put Ss into 3 groups of 4 Ss and hand out “Make up a Situation!” Worksheet.  Give instructions. Describe the images using introductory clauses. Use imagination. Let them discuss and come up with a single sentence for each image.  Ask Ss to share their description with introductory clauses.  Explain how proper descriptions make stories, or ideas much more interesting. English is not a linear language. Just as words can have the same meaning but have so many different nuance and connotations, sentences be used in variety as well. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  “Introductory Clauses” Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 7min  5min  4min  2min | Group  S-Whole  S-Whole  Whole | Ss receives worksheet and gets deeper understanding how commas work.  Ss share the answers.  Check if Ss understands how to get rid of comma.  End the class. | In the same group, hand out the students “Introductory Clauses” Worksheet and let them do the work through it.  Ask Ss to read aloud the sentence and denote where they put the comma.  Ask Ss how they would change one of the sentences to not have a comma.  Thank the class for participation and remind them they should know how to use commas in certain clauses and how to differentiate dependent and independent clauses. |

Introductory Clauses (Dependent and Independent Clauses)

1st Form: Dependent Clause + Comma + Independent Clause.

OR

2nd Form: Independent Clause + Dependent Clause.

Directions: Change 1st form sentences below to 2nd form sentences.

1. After he scored a goal, Jack gave a bright smile.

2. As the day of the exam was approaching, students studied a lot.

3. Because it was raining so much, Patrick skipped the TESOL class.

4. While he was watching a movie, she was sleeping.

Directions: Change 2nd form sentences below to 1st form sentences.

5. I was calling Annie as I was driving to her house.

6. The man fell asleep on the bus since he didn’t sleep much yesterday.

7. I prepared for the lesson plan all day today because the due date was tomorrow.

8. The dog barked while the burglar was in the house.

Make Up A Situation

1. 2.



3.



4. 5.



Introductory Clauses

Directions: Edit the following sentences by adding a comma after the introductory clause.

1. After being lost in the cave for 6 days the hiker ate the last food supply.

2. Despite the fact that he was warned not to run in the heat Jamal went out to the track at noon and almost passed out.

3. Although she is 40 years old Mary still likes to watch cartoons.

4. When the storm hit the Atlantic coast residents were told to evacuate their homes.

5. Because they raised the prices we can no longer afford our health insurance.

6. Walking on the beach Tom and Robert had an excellent view of the sunset.

7. After watching the documentary on the many species that are facing extinction Sara joined Greenpeace.

8. While waiting for the movie to begin the audience members were told to turn their cell phones off.

9. After working on the roof for 5 hours in the sun the construction workers took a long break.

10. Although she studied hard for the exam Monique was still not able to pass the course.

11. When the commotion dies down we will be able to see things more clearly.

12. Despite the fact that the dog had seen him for years he still barked at the mail carrier every day.

13. While on my cruise I visited exciting countries like Greece, Turkey, and Italy.

14. In my office the air conditioning blows constantly.