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| [ ]  Listening [ ]  Speaking [ ]  Reading ▩ Grammar [ ]  Writing |
| **Topic: What Did you Do on Last Christmas?** |
| **Instructor:****Terry** | **Students Competency Level****Upper Beginner** | **Number of Students:****12** | **Lesson Length:****60 mins** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**Drilling Chart - Who, What, When, Where, And Why QuestionsQuestion Drill Work SheetQuestion Drill Work Sheet with Answers |
| 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 T’s story, Ss stories, drilling, and doing an activity.-Improve Ss speaking skills by answering T,sharing stories, drilling, and doing a question activity-Improve Ss grammar skills about Who, What, When, Where, And Why Questions by T using Who, What, When, Where, And Why Questions, drilling, writing, and doing a question activity |
| 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?)**

Drilling a wall chart, writing sentences* Listening: **(Where did listening occur in the lesson?)**

Teacher talk, Ss talk, an activity* Speaking: **(Where did speaking occur in the lesson?)**

Sharing Ss stories about what they did on last Christmas, answering T, doing a question activity* Writing: **(Where did writing occur in the lesson?)**

Writing sentences about they did on last Christmas |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

Drilling, T and Ss talk* Lexis: **(meaning)**

Who, What, When, Where, And Why use questioning* Grammar: **(language structure)**

Who, What, When, Where, And Why Questions* Discourse: **(communication)**

T-S-T, sharing stories, drilling, and doing a question activity. |
| 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 can distinguish Be verb from general verbs.All Ss know about what they did on last ChristmasAll Ss know how to make a question sentence with be verbs and general verbs.All Ss know what a declarative sentence is.All Ss know what an interrogative sentence is. |
| 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)**If Ss have a hard time distinguishing be verb from general verb, T gives clear explanation.If Ss do not know when to use Who, What, When, Where, And Why, give more examples  |
| 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)**A Board and Markers |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
|  1 min | Whole | Greet T | Greet Ss. |
| 2 min | Whole | Listen to T | T tells a story about what he did on last Christmas. |
| 2 min | Whole  | Look at the boardListens to T | T writes down on the boardExamples:-What did I do for the kids?-Who was I with?-When did it dress up like Santa Claus?-Where I went on last Christmas?-Why did I hold the event? |
| 5 min | Whole | Listen to T, become aware of target language structure. | T reads all the sentences on the board aloud. |
| 7 min | Whole | Answer T’s questions | T picks some students and asks them to answer the questions on the board based on the story T told them.Now let’s look at how we obtain information. |

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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)**Drilling Chart - Who, What, When, Where, And Why Questions |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 7 min | W - Ss | Ss get a Drilling Chart sheet.Ss read, listen, speak and drill to learn and become familiar with Who, What, When, Where, And Why Questions | S hands out a Drilling Chart sheet to each S.S explains them and drill with them.T explains Who, What, When, Where, And Why and the meaning of them.T reads them first and have Ss to repeat after T |
| 4 min | Whole | Listen to T and observe T writing on the board | T introduces a writing activity by writing down some things he did on last Christmas and makes Who, What, When, Where, or Why Questions based on the sentences on the board |
| 5 min | Whole | Ss receive a blank sheet of paper and start writing what they did on last Christmas.At least 3 declarative sentences needed | T hands out a blank sheet of paper to Ss.Asks Ss to write what they did on last Christmas.T makes sure Ss write not interrogative sentences but declarative sentences. |
| 5 min | Pairs | Ss switch their writings and make Who, What, When, Where, or Why Questions based on the partner’s sentences. | T puts Ss in pairs and ask Ss to switch the paper with the partner and write Who, What, When, Where, or Why Questions based on the partner’s sentences. |

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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)** |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 15 min | whole | Listen to T and enjoy the game. | T collects the Ss works that they did in pre-activity.T puts two chairs in the middle of the classroom.T demonstrates how to do an activity called Making Questions.The steps of Making Questions activity are like this:1. Divide Ss into 2 teams.
2. S give a number to each student
3. Each number one S sits on the chairs.
4. T reads a sentence.
5. A student who turns it into a wh question sentence wins and earns 5 points.
6. S takes turns to do it until the last one.
7. A team which gets high points wins
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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)**Question Drill Work SheetQuestion Drill Work Sheet with Answers |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 7 min | whole | Ss receives a Question Drill sheetSs turn the sentences on the sheet into Who, What, When, Where, or Why Questions | T hands out Question Drill.T asks them to turn the sentences on the sheet into Who, What, When, Where, or Why Questions.T dismiss the class.T assign it as homework if they do not finish it in time. |

Drilling Chart –

Who, What, When, Where, And Why Questions

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| --- | --- | --- |
| Wh question | Meaning | Sample Sentence |
| Who | Person | Who is your favorite singer? |
| What | Things, idea,information, action | What are you holding? (thing)What are you thinking about? (idea)What kind of pet do you have? (information)What are you doing? (action) |
| Where | place | Where is the hospital? |
| Why | Reason | Why did you lie to your mom? |
| When | Time | When is Terry’s birthday? |
| Whose | Possession | Whose cap is this? |
| Which | Choice | Which pair of shoes do you like more? |
| how | manner | How did you convince her to come? |

Question Drill

Please turn the sentences below into Who, What, When, Where, or Why Questions

***1.*** Columbus discovered America in 1492.

***-***

***2.*** I graduated from school two years ago.

***-***

***3.*** The mechanic repaired the car last week.

***-***

***4.*** He is always late because he never sets the alarm clock.

***-***

***5.*** Mandy phoned her uncle last Tuesday.

***-***

***6.*** I am going to wear the yellow dress at the ball.

***-***

***7.*** Ronaldo is the best football player in the world.

***-***

**8*.*** The university is about 2 km from the house.

***-***

***9.*** I take Bus 52 to work.

***-***

***10.*** My flight leaves Rome at 7.39.

***-***

Question Drill with answers

Please turn the sentences below into Who, What, When, Where, or Why Questions

***1.*** Columbus discovered America in 1492.

***What did Columbus discover in 1492?***

***2.*** I graduated from school two years ago.

***When did I graduate from school?***

***3.*** The mechanic repaired the car last week.

***Who repaired the car last week?***

***4.*** He is always late because he never sets the alarm clock.

***Why is he always late?***

***5.*** Mandy phoned her uncle last Tuesday.

***When did Mandy phone her uncle?***

***6.*** I am going to wear the yellow dress at the ball.

***What dress am I going to wear at the ball. Which dress am I going to wear at the ball.***

***7.*** Ronaldo is the best football player in the world.

***Who is the best football player in the world?***

8***.*** The university is about 2 km from the house.

***How far is the university? Where is the university?***

***9.*** I take Bus 52 to work.

***Which bus do you take to work?***

***How do you get to work?***

***10.*** My flight leaves Rome at 7.39.

***When does my flight leave Rome?***