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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Travel**  **(Language Target : Simple Past, Past Continuous)** | | | |
| Instructor:  Sora | **Students Competency Level**  **Pre-intermediate** | **Number of Students:**  **12** | **Lesson Length:**  **57m** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  -Fill in the Blank Worksheet  -Travel Plan Worksheet  -PowerPoint Slides  Slide 1  Slide 2  Slide 3  Slide 4  Slide5  -White Board and Markers | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  -Improve students listening skills by listening to teacher’s story, student’s answer.  -Improve students speaking skills by answering, presentation, sharing their opinion.  -Improve student’s grammar skills about simple past and past continuous by teacher using simple past and past continuous, teacher responding and rephrasing student’s thoughts, writing. | | | |
| 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?)**   Worksheet about writing and conversation   * Listening: **(Where did listening occur in the lesson?)**   Teacher talk, Students talk   * Speaking: **(Where did speaking occur in the lesson?)**   Answering about teacher’s question, Sharing students stories   * Writing: **(Where did writing occur in the lesson?)**   Writing answering for worksheet and taking note | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Teacher and Students talk   * Lexis: **(meaning)**   Verb like blow, chase or shout   * Grammar: **(language structure)**   Simple past and past continuous   * Discourse: **(communication)**   T-S, S-T, S-S, sharing their opinion and story | | | |
| 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 students use familiar with the verbs being used in the lesson and can learn the language target  -All students can speak about their story and opinion. | | | |
| 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 students cannot make story what happen before, Teacher give them example or give more time to think.  -If students take a long time to discuss about travel plan, Teacher give more time and encourage them, never push students. | | | |
| References:  none | | | |

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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:** |
| 4m  6m | Whole  Whole | Greet Teacher, Listen to Teacher, Become aware of the target language structure.  Share Students story | Greet Students. Talk about “my Travel story”. Use simple past and past continuous.  Ask students to share their story about travel. Teacher rephrases and responds using simple past and past continue. |

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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)**  Fill in the Blank Worksheet  White Board and Marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5m  1m  5m  4m | Whole  Whole  Whole  Whole | Listen to Teacher and read on board  Receive the worksheet  Complete and write on worksheet.  Read worksheet and tell their answer | Introduce writing for answering activity. Make simple past and past continuous sentences.  Hand out the worksheet about writing  Ask students to write for completing using simple past and past continuous  Ask students read worksheet and tell what they write |

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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)**  Travel Plan Worksheet  White Board and Marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5m  3m  8m  5m | Whole  Whole – Group  Group  Group | Listen what teacher say and see white board.  Get worksheet and meet with group.  Discuss with group and take a note about sentences.  Tell sentences | Introduce ‘Travel Plan’ worksheet. Show example sentence using target language on white board.  Hand out worksheet and divide 4 groups of 3 people.  Ask students to discuss for making sentence about travel plan.  Ask to present about sentences that they make |

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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)**  PowerPoint Slides  -Slide 1  -Slide 2  -Slide 3  -Slide 4  -Slide 5 | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 10m  1m | whole  Whole | Listen teacher’s tell, show pictures, Answer teacher’s question  Thank teacher and say good bye | Introduce ‘what happen before’ show pictures and give example how to do. Then ask students “What was he doing before?” or “What did he do?”  Thank all students for participating in the lesson. Close by giving feedback about their work done. |

**Fill In The Blank**

1. Choose and write the verb in the past simple tense.

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| buy (x2) drink (x2) enjoy finish go have meet  blow come eat fall give read take watch |

**What a Happy Day**

On my birthday, I went shopping with my mom. I a T-shirt, but mom didn’t anything. We lunch at a restaurant. Mom coffee, but I didn’t anything. We Dad when he work. We a movie. We really it.

We hone and we some cake. I out the candles. We some pictures. My dad me a present. It was a book. I the book and asleep. It was a wonderful day.

2. Complete the sentence in the past continuous tense.

A. I met Sam at the restaurant last night.

He Was eating (eat) dinner with his family.

B. I saw some tourists in the park yesterday.

They (take) pictures and (have) a good time.

C. There were many people at the concert last night.

They (shout) and (clap) loudly.

D. We met our friend at the supermarket yesterday.

She (shop) with her mother.

E. There was a cat in my garden yesterday.

It (chase) a butterfly.

**Travel Plan**

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| **Day 1**  **Sunday, March 20**  6 : 00 am Depart from Gang Nam  7 : 00 am Arrive in Inchon Airport  9 : 00 am Depart from Korea  10 : 35 pm Arrive in Marrakech, Morocco  11 : 40 pm Check in to El Andalous Hotel  12 : 30 am Sleep |

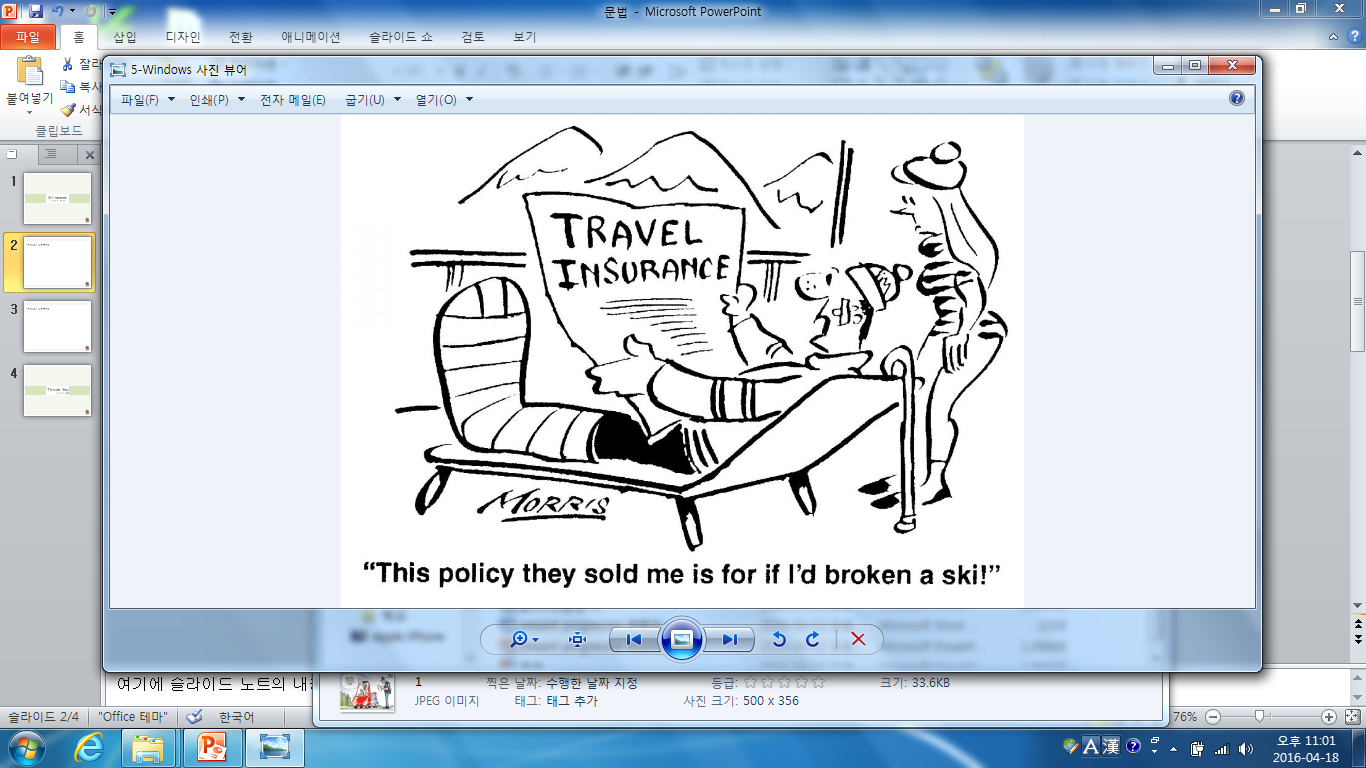
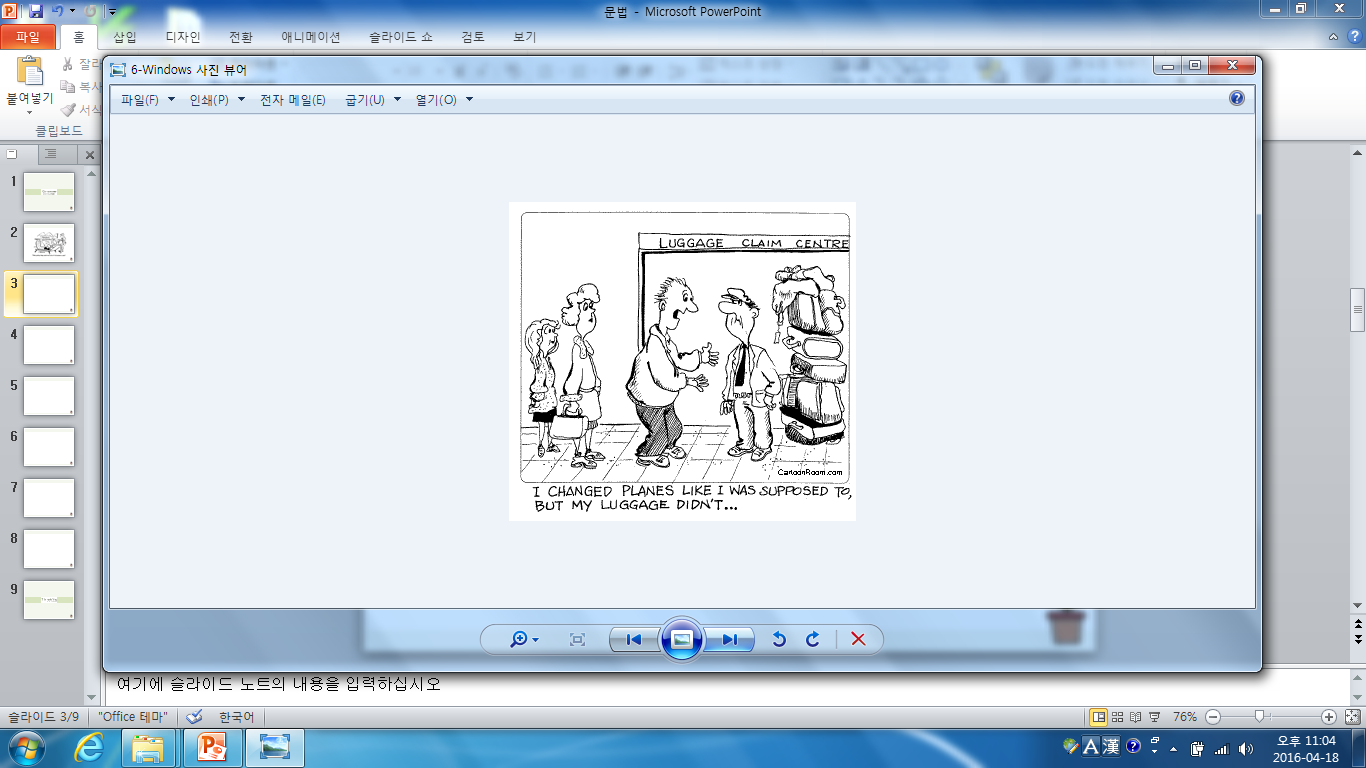
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| **Day 2**  **Monday, March 21**  8 : 00 am Wake up  9 : 00 am Eat breakfast at hotel  10 : 00 am Going shopping in Marrakech  1 : 00 pm Eat lunch at Chez Break  2 : 00 pm Tour Marsee Di Said  6 : 00 pm Eat dinner at El Baraka  8 : 00 pm Return to hotel – swim, work in gym  10 : 00 pm Sleep |

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| **Day 3**  **Tuesday, March 22**  6 : 30 am Wake up  7 : 30 am Eat breakfast at hotel  8 : 30 am Check out of El Andalous Hotel  9 : 40 am Arrive at airport  10 : 50 am Depart from Marrakech, Morocco  11 : 55 pm Arrive in Korea |

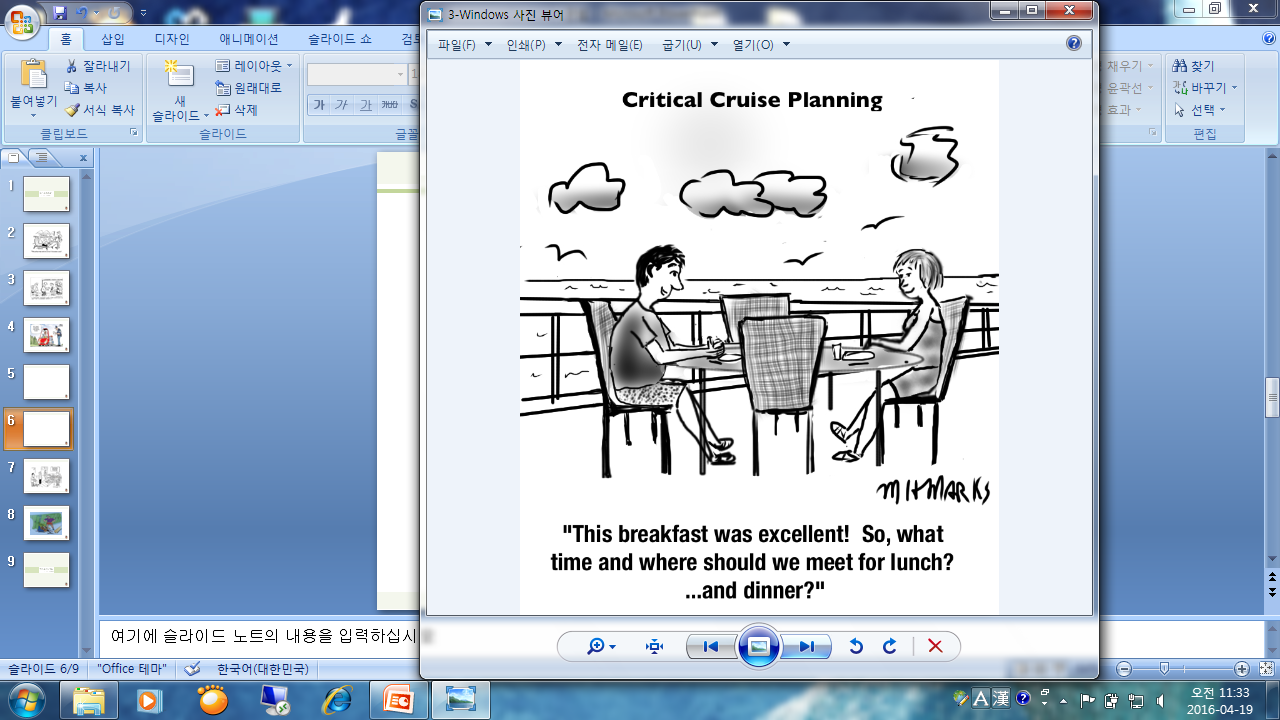
**PowerPoint Slides**

**-“What was he doing before?” or “What did he happen before?”**

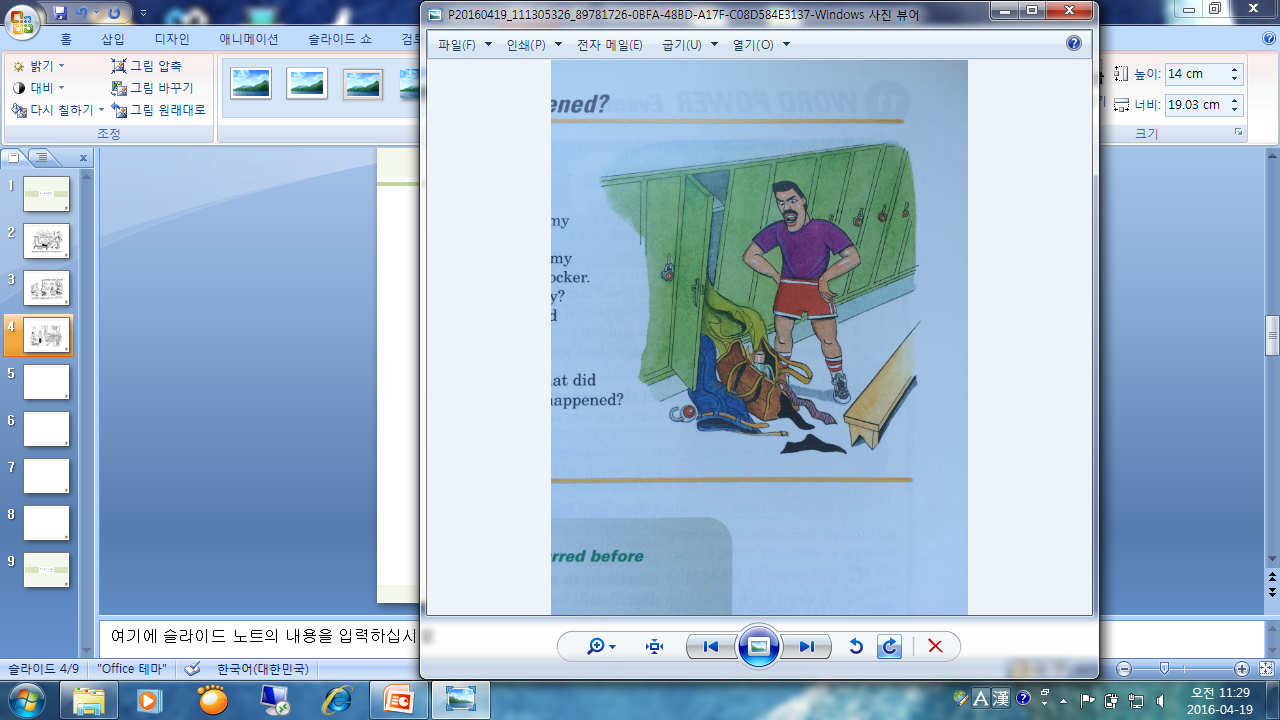
Slide 1 Slide 2

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Slide 5

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