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| **Topic: Sleeping Problem** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Heesoo** | **Beginner** | **Adult** | **7** | **50** |
| **Materials:**   * **Worksheet** * **listening audio** * **pictures of sleeping problems** | | | | |
| **Aims:**   * **SWBAT figure out the speakers’ feelings** * **SWBAT use proper pronunciation of auxiliary verbs.** | | | | |
| **Language Skills:**   * **Reading : Article** * **Listening : Audio** * **Writing : Student’s ideas** * **Speaking : Their opinions** | | | | |
| **Language Systems:**   * **Phonology : speak and practice sentences** * **Function : behaviors to express their feelings** | | | | |
| **Assumptions:**   * **Students are able to express their ideas in English.** | | | | |
| **Anticipated Errors and Solutions:**   * **If time is short -> Reduce the number of students sharing their opinions.** * **If the article is too difficult for students -> Chunk and repeat the listening.** | | | | |
| **References:**   * **Sleeping Problem. In Randall's ESL Cyber Listening Lab. Retrieved, December,11, 2018, from**   **<** [**https://www.esl-lab.com/sleepingproblem/sleepingproblemsc1.htm**](https://www.esl-lab.com/sleepingproblem/sleepingproblemsc1.htm) **>** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**   * **SWBAT guess what the pictures are about** * **SWBAT warm up by answering questions** | | | **Materials:**   * **Pictures** * **Audio** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **7min** | **Whole class** |  | | **<Greeting>**  **<Eliciting>**  **Showing students pictures for their guessing what the problem is.**  **“Write down what comes to mind.”**  **“Have you ever suffered from sleeping problems?”**  **<Listening audio>** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**   * **SWBAT explain speaker’s attitudes** * **SWBAT pronounce shortened auxiliary**   **Verbs.** | | | **Materials:**   * **Worksheet** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2min**  **10min**  **2min**  **10min** | **Whole class**  **Pairs**  **Whole class**  **Pairs** | **<Activity>**  **“I can get up early.”**  **“I can’t eat anymore.”**  **“You should have breakfast.”**  **“You shouldn’t exercise too much.”**  **<Activity>** | | **<Instruction>**  **It is important to get speaker’s intentions. Think about feelings and functions of several sentences on the script.**  **For example, “You need to get some sleep”**  **This speaker is expressing worry and the function is an advice.**  **Let’s think about feelings and functions of several sentences on the script and then share your ideas with partners.**  **<Instruction>**  **Auxiliary verbs are generally pronounced without stress but are stressed in negative sentences.**  **<practice>**  **“Listen and repeat.”**  **“I can run fast.”**  **“I can’t eat anymore.”**  **“You should study English hard.”**  **“You shouldn’t exercise too much.”**  **There are some auxiliary verbs on the script. Read them and practice using the verbs with partners** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**   * **SWBAT have conversations using auxiliary verbs for given functions** | | | **Materials:**   * **board** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1min**  **15min** | **Whole class** | **<Activity>** | | **<Instruction>**  **This is a role-play.**  **One of each pair is A, the other is B.**  **A is still in bed in the afternoon and B is trying to wake A up. Improvise conversations for given functions. Also try to give appropriate stresses to auxiliary verbs.**  **<Given functions on the board>**  **Function : complaining, asking, giving advice** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**   * **SWBAT explain pictures about sleeping problems.** | | | **Materials:**   * **pictures** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3min** | **Whole class** |  | | **<Questions>**  **“What are the pictures about?”**  **“What are the good way to get better?”**  **<Closing>** |
| **Notes:** | | | | |





