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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.**
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| **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.**
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| **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.**
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| **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**
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| **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:** |





