|  |
| --- |
| **Why do people yawn?** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| **Inhyuk Lee** | **Advance** | **25-35** | **15** | **20 min** |
| **Materials:** **-Computer with monitor and speaker.****-Board and markers.****-4 piece papers of adjective word cards.** **-Main Activity 8 copies of paper.** **-Picture of yawning.** |
| **Aims:** **-Recognize the adjectives related to yawn.****-Use expressions focusing on fluency.****-Students will be able to practice past tense during their speaking.****-Identify the factors that make yawning contagious.****-Realize the pronunciation of the adjectives.** |
| **Language Skills:** **-Speaking: Teacher’s elicitation; background of yawn.** **Share students’ experiences in discussion.****Practice the pronunciation of ‘yawn’ and adjectives related to yawn.****-Reading: Memorize the vocabulary related to yawn.****-Listening: Recognize the pronunciation of adjectives.****-Grammar: Be familiar with using past tense.** |
| **Language Systems:** **-Phonology: Understanding the pronunciation of ‘yawn’.** **-Lexis: Distinguished the adjectives in terms of the emotions.** **-Grammar: Past tense by telling their experiences.****-Function: Asking the others’ experiences of yawn.****-Discourse: Sharing Students’ experiences of when they had yawned in the past.** |
| **Assumptions:** **-Almost of them may already know the word of ‘Yawn’ and vocabulary related in yawn.****-Roleplaying takes shorter than I expected.** |
| **Anticipated Errors and Solutions****-Students may lose their track on topic when they have conversation with partner****-> Reminding students the topic but just in case of emergency, not much.****- The task is not as difficult as I might to think.** **-> Give them more difficult topics.****- There is a possibility to change time to spend each stage.****-> Manage the time to follow on the time table.** |
| **References:** **‘Why do people yawn?’(Sean Banvile) [Copyright]** **Published on 3. Sep. 2017. On** [**www.breakingnewsenglish.com**](http://www.breakingnewsenglish.com/)**.** **Retrieved 5. Feb. 2019,** **From,** [**http://www.breakingnewsenglish.com/1709/170903-yawning.html**](http://www.breakingnewsenglish.com/1709/170903-yawning.html)**The Yawn Song (Mister Doak) [Official Video] Published on 11. Oct. 2015. On Youtube.com. Retrieved 5. Feb. 2019,** **From,** [**https://www.youtube.com/watch?v=3ikZ1AfAMBk**](https://www.youtube.com/watch?v=3ikZ1AfAMBk) |
| **Notes:** |

|  |
| --- |
|  |
| **Aims:** **-Get students’ interests.** | **Materials:** **-Board and markers****-Picture****-Computer with monitor and speaker.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **10 sec****30 sec****20 sec** | **Whole****Whole** | **Answer the teacher’s questions.****Watching the video.****Answer the teacher’s questions.** | **<Greeting >****“How’s going everyone?”****“How do you feel after lunch\*\*\* (student)?”****“You guys are maybe getting tired after lunch, aren’t you?” So do I.****<Lead-in>****Firstly, I’m going to show you a video I found last night. Let’s watch the video.****\*\*Showing the action of yawn.****<Eliciting>****When you are tired or bored, what do you usually do?****“Yes, and I already did yawn at the start of the class.”** **\*\*Showing the picture.****<Introduction of the lesson topic>****Today, We are going to talk about Yawn.”** |
| **Notes: Do not talk too much time in Greeting and Lead-in.** **Provide students more time to speak than teacher.** |
|  |
| **Task Preparation: CCQ & Role Playing (5 minutes)**  |
| **Aims:** **-Know words related to yawning.****-Understand the topic today.** | **Materials:****-Word cards.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **30 sec****1 min****1 min****30 sec****2 min** | **Whole****Groups****Whole****Whole** | **Answer the teacher’s question.****Match the word cards in groups.****Discuss with the whole class.****Repeat.****Answer the teacher’s questions.** | **<CCQ>****“What makes people yawn?”****<Role playing>****“What are words related in?”****Check the role playing.****Practice pronunciation of adjectives.****<CCQ>****“How do you feel when you yawn?****“What do you think when you see other people yawning?”** |
| **Notes: Do not spend much time in CCQ.** |
|  |
| **Task Realization: Having conversation (12 minutes 30 seconds).** |
| **Aims:****-Share the personal experiences with partners particularly.****-Practice the expressions by using past tense.****-Think about when they yawn.****(Language focus).** | **Materials:****-Note and pen.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **30 sec****4 min****1 min****5 min****2 min** | **Whole****Pairs****Pairs****Pairs****Whole** | **Pay attention to teacher.****A student turns.****Sharing experiences by having conversation based on activity questions with partners.****\*\*\* Should be able to use past tense and adjectives we had learned as much as you can.** **(ACTIVITY RULE)****And after 4 min, B student guess the questions what my partner have.** **Change turns and Do again****Speak their partner’s experience.** | **<Giving the main activity>****-Giving instruction****Do you know what my questions are?****\*\*\*Using past tense and related adjectives.****<Teacher checking time>****-Observe their conversations and check the errors focused on past tense.****<Presentation>****Let’s share your partner’s experience.** |
| **Notes: Focus on fluency when student speaks and take notes when they did mistakes in terms of the past tense.** **Take care of the students who are not around.** **Encourage all the students are engaged in the activity.** |
| **Post Task: Feedback & Closing (1minutes 30 seconds)** |
| **Aims:****Remind what they learned.****Give them correction they did mistakes.** | **Materials:****-Board and markers.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **1 min****30 sec** | **Whole****Whole** | **Pay attention to teacher.****Pay attention to teacher.** | **Feedback****Closing.** |
| **Notes: Give students motivations by giving possible suggestion for improvement.** |