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Grammar Lesson Plan

**5 W and 1 H**

Instructor:

Ken and Jeniffer

Level:

Intermediate

Student:

14

Length:

40 minutes

**Materials:**

- Pictures for eliciting (Lead-in)

- 15 copies of Pre-work

- 15 copies of Handout

- 15 copies of main worksheets #1

- 15 copies of main worksheets #2

- 15 copies of Post- work

- 15 copies of homework papers

- White board, Marker

**Aims:**

- Ss will be familiar with using 5W&1H as question by filling the blanks

- Ss will be able to use 5W&1H as conjunctive by reading the story and filling the blanks

- Ss will be possible to make 5W&1H questions by extracting ideas from pictures

- Ss will develop using 5W&1H in real-life by making sentences about real-situation

**Language Skills:**

- Listening: Teacher’s explanation and students’ talk

- Reading: Topic text in the worksheet

- Speaking: Explanation / presentation, sharing opinions in group

- Writing: Creating own dialogue or information about real-life by using 5W&1H

**Language Systems:**

- Phonology: Practicing new words.

- Discourse: Group working and discussing.

- Lexis: Taking class overall

**Assumptions about students:**

Students already know

- How to do practice activity with worksheets.

- The teacher’s style of teaching

- How to find meaning of new vocabularies themselves

- What ‘Blind date’ is

**Anticipated errors and solutions**

- Ss may not understand the reading

→ Give more time to read the text

- If Ss need more time to finish their activity

→T needs to give more time and manage time on the next step but not to give too long

- Some Ss may have difficulty to understand meaning of some word

→T will ask if Ss have any question about the words

- Ss may not be able to answer the vocabulary from the worksheet.

→If most of the students can’t find the answer, then give the chance to check the dictionary

**References:**

- <http://www.naver.com> (for image of The Simpson family)

- <http://www.google.com> (for image of Main activity #2)

- <http://endic.naver.com> (for making handout)

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| **Lead-In** | | |
| Materials: Pictures for eliciting, Whiteboard, Markers | | |
| **Time** | **Set up** | **Procedure** |
| 3 min | Whole class | **<Greeting>**  Hello, everyone. Today we are going to learn about 5W1H.  Do you know what it is? Let me tell you guys.  **<Eliciting>**  *(showing pictures of Simpson)*  *Who are they?(simpson family)*  *How did you know?(It’s famous)*  *Why is it famous?(It’s funny)*  *When did you see it recently?(whenever)*  *How many people and animals are they?(5&2)*  *Where are they?(In their room, etc)*  *What are they doing? (Watching sth)*  *Good Job. As you know, 5W1H is very useful to analyze information of something. Let’s go to the next.* |

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| **Pre-Activity** | | |
| Materials: Whiteboard, Markers, Pre-work sheets (15 copies), Handout(15 copies) | | |
| **Time** | **Set up** | **Procedure** |
| 5 min | Whole class  Individually  Whole class | **Pre-work I -**  **<Instruction>**  We learned about 5W1H when we can use them.  These worksheets are about 5W1H as question.  Which one of 5W1H is correct? Fill the blanks individually.  I will give you 2 minutes.  **<CCQs>**  What are we going to do?  How much time do you have?  Who do you work with?  ***(Distribute Pre-Worksheets to each Ss)***  ( T moniter individually while Ss check)  30 seconds left.  Time’s up. Let’s check the answers .  ( T let Ss can answers )  **<Feedback Questions>**  Did you understand how to use 5W1H as questions?  Did you have fun?  Was it difficult?  Okay. Nice work.  Let’s go to our next. |

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| **Main Activity Ⅰ, Ⅱ** | | |
| Materials: Worksheets *#1* (15 copies) Worksheets *#2* (15 copies) | | |
| **Time** | **Set up** | **Procedure** |
| 12 min | Whole class  individually  Group  work  Whole class | **- Activity 1 -**  **<Instruction>**  We are going to read a secret story. There are some blanks in the story. You can fill the blanks in which one of 5W1H, and answer questions. Do it in pairs.  I will give you 3 minutes.  **<CCQs>**  - What are we doing now?  - Who do you work with?  - How much time do you have?  ***(Distribute Handout & Worksheets #1 to each group)***  *(Monitor and watch group work discreetly. If any Ss asks about something the Ss doesn’t know, answer the Ss.)*  *(Give a time warning before 1 min left.)*  1 minute left  Time’s up. Let’s check the answers.  (choose each student, let them speak the answer)  Alright, good job guys.  **<Feedback Questions>**  Did you understand how to use 5W1H?  Did you have fun?  Was it difficult?  Ok. Let’s go to next. |
| 10min | Whole class  individually  Whole class | **- Activity 2 -**  **<Instruction>**  It’s time to make interrogative sentences!  This activity is group work., so we are going to have 4 groups. (T divide into 4 groups)  Your team can choose one picture. and then your team will make interrogative sentences.  ( Ts : demonstration )  please remember you must use we learnd six kinds of interrogative.  I hope your team will make six sentences.  I’ll give you 3 minutes.  **<CCQs>**  - What are you going to do?  - Who is going to work with you?   1. How much time do you have?   ***(Distribute Worksheets #2)***  (move around and monitor the classroom discreetly.)  (**Time warning)**  - 30 seconds left. time’s up.  Okay, let’s present your team’s making sentences.  ( T let each team present to other Ss )  **<Feedback Questions>**  - Was it difficult or easy to make sentences?  - Is there any question?  - Did you have fun? |

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| **Post-Activity** | | |
| Materials: Post-work sheets #1 (15 copies), Homework paper (15 copies) | | |
| **Time** | **Set up** | **Procedure** |
| 8 min | Whole class  Individually  Whole class | **- Post-work -**  **<Instruction>**  Today, we learned about 5W1H, We can called it interrogative. Was it difficult? Yes, they are really simple.  Next class, we’ll have talking time with using interrogative.  So, we need to practice time. I’ll divide you into a pair.  Ok. Let me explain. Just imagine, you’re planning to have blind date,you want to know she or he;s information.  For example, (T demonstrate making sentence)  So, you’re going to make 4 questions with 5W1H.  I’ll give you 2 minutes.  **<CCQs>**  - What are you going to do?  - Who do you work with?  - How much time do you have?  (Distribute some work paper)  *(Monitor Ss discreetly)*  *(Give a time warning before 1 min left.)*  1 minute left.  Now, let’s share your opinion. ( T let each team present)  **<Feedback Questions>**  Was it interesting?  Did you learn more clearly?  You did a really good job!  **- Conclude -**  **<Homework>**  Today, there is no homework.  Everyone did a good job!  See you next time!!!^^ |



WHO

WHEN

WHERE

WHAT

WHY

HOW

**Pre-working**

5W and 1H –as questions-

[when, who, where, why, what and how]

Which one of 5W and 1H is correct? Fill the blanks.

1. When you ask for specific information about something that you do know, we use \_\_\_\_\_\_\_\_\_\_\_\_\_, in questions.
2. (something is on the table) Hey, \_\_\_\_\_\_\_\_\_\_\_\_\_ is it on the table?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_ are we talking about?
4. We use \_\_\_\_\_\_\_\_\_\_ in question when we ask about the name of identity of a person or group of people.
5. (seems nobody here) Excuse me, \_\_\_\_\_\_\_\_\_\_ is there?
6. \_\_\_\_\_\_\_\_\_\_ are you?
7. To ask questions about the place something is in, or is coming from or going to, we use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is Anne sitting on? Maybe chair.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are you going?
10. In questions, to ask about the reasons for something, we use \_\_\_\_\_\_\_\_\_\_.
11. \_\_\_\_\_\_\_\_\_\_ did you do that?
12. \_\_\_\_\_\_\_\_\_\_ didn’t he stop me?
13. In order to ask questions about the time at which things happen, we use \_\_\_\_\_\_\_\_\_\_\_\_\_.
14. \_\_\_\_\_\_\_\_\_\_\_\_\_ are we going home? Maybe after 6pm.
15. \_\_\_\_\_\_\_\_\_\_\_\_\_ did you do it?
16. We use \_\_\_\_\_\_\_\_\_\_ to ask about the way in which something happens or is done.
17. \_\_\_\_\_\_\_\_\_\_ are you? I’m fine. Thank you. And you?
18. \_\_\_\_\_\_\_\_\_\_ do you do?

**Main-working**

5W and 1H -as conjunctive-

[when, who, where, why, what and how]

1. When

- To introduce a clause in which you mention something which happens at some point during an activity, event, or situation.

1. Who

- After certain words, especially verbs and adjectives, to introduce a clause where you talk about the identity of a person or a group of people.

1. Where

- to introduce a clause in which you mention the place in which something is situated or happens.

1. Why

- at the beginning of a clause in which you talk about the reasons for something.

1. What

- after certain words, especially verbs and adjectives, when you are referring to a situation that is unknown or has not been specified.

1. How

- to introduce a statement or fact, often something that you remember or expect other people to know about.예문예문 예문예문 예문예문 예문예문 예문예문

**Main-working**

5W and 1H

[when, who, where, why, what and how]

1. Fill the blanks, and answer the questions.

The great plan in TESOL 47th class was started from on February. The great plan is named Cupid Blind Date ( what ) to introduce a friend to someone ( who ) is single and wants to be couple in TESOL 47th class. There are some cases of it. I am going to tell you about ( what ) is going on. Of course, for respect their privacy, I’ll use false names of them being in this story. Let’s go.

1. What is the name of the great plan in TESOL 47th class?
2. When was the great plan started from on?

Annette was lonely, even though she is a woman ( who ) has singular beauty and intelligence. Sunkist, who is a classmate of Annary, was worrying about her classmate Annary ( when ) she heard Annary’s love crisis. She tried to find a guy of her friends for Annary and found a nice guy finally. She decided to arrange a match between them on February 12. Annary was surprised ( when ) she heard from Sunkist, but she was excited and happy to dream of Cupid Blind Date. But she was shy, so it seemed the dream wouldn’t be going well, however, they made a critical way ( what ) to tell one of their classmate King Kenneth about it all and to take his tip.

1. Who is a woman of rare beauty and single?
2. What a critical way did they make?

King Kenneth thought it was so glad to hear that good news ( when ) he was told by Sunkist and Annette. He advised a tip ( how ) to belong them.

-Make a gesture tantalizingly, have a happy look modestly, control tone and tempo of voice, and talk comfortably with good reaction-

As stated above, if she uses that tip well, that tip works effectively to win in blind date. Actually, that tip was from King Kenneth’s experience, that is the reason ( why ) he advised her confidently.

1. How does the tip work?
2. Why was he confident to advise her?

Annette could have courage to meet and get the guy by King Kenneth’s tip. A pub in Seo-myeon was set as a place ( where ) she could engage in contest. Time had slipped along. Eventually, Annette met the guy in the pub. She started steadily to catch him. She tried to make gesture tantalizingly, to have a look modestly, to control tone and tempo of her voice, and to talk comfortably with good reaction! She followed steps ( what ) King Kenneth said, believe or not, the guy was fallen by her through the King’s tip.

Hope their pretty love.

1. Where did she engage in contest?
2. Write your short message of support though the characters of characters may be unknown to us.

# Main work 2 Pictures

# 가족사진.jpg

# 베이비들.jpg

# 빅뱅2_~1.JPG

# 연인.jpg