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| Listening Speaking Reading **Grammar** Writing |
| **Topic: Utilizing Possessive Adjectives** |

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| Instructor: Sun | Level:  Upper-Intermediate | Students: 13 | Length:  **30 Minutes** |

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| Materials:  - White board, board markers  - Grammar wall chart  - 13 Fill-in-the-blank worksheets  - Sample story wall chart  - 17 blank papers  - 8 candies  - A container |

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| Aims:   * Main Aim: To teach Ss to improve their grammar skills by having students to utilize possessive adjectives in class. * Secondary Aim: Ss will learn more about possessive adjectives by completing fill-in-the-blanks worksheets, composing stories and creating sentences related to the subject. * Personal Aim   - I want to improve my modeling by writing neatly on the board.  - I would like the students to understand my instructions better by speaking clearly.  - I want to increase STT by reducing commentaries. |

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| Language Skills:   * Reading: Ss will read written stories. * Listening: Ss will listen to readings of other students’ writings. * Speaking: Ss will speak in reading their stories and creating sentences. * Writing: Ss will write stories using possessive adjectives. |

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| Language Systems:   * Phonology: None to discuss * Lexis: None to discuss * Function: None to discuss * Grammar: Possessive adjectives * Discourse: Dialogue |

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| Assumptions:   * Ss already know:   - How the class is set up and run.  - The teacher’s style of teaching and the pace of the course.   * All the Ss are college graduates (Age 23 and up) * Ss have the basic understanding of possessive adjectives. |

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| Anticipated Problems and Solutions:   * Students may not be able to pronounce some words.   - Use repetition and drills |

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| References:   * *Learning Teaching* by Jim Scrivenener * http://en.islcollective.com/ |

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| **Lead-In** | | | |
| Materials: White board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 Min | Whole Class | Giving a brief answer to a question | Good evening, class! Did you all have delicious meals?  \_\_\_\_\_, did you get any presents this week?  \_\_\_\_\_, is there anything you would like to buy these days? |

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| **Pre-Activity** | | | |
| Materials: White board, board markers, Grammar wall chart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 Min  2 Min  2  Min | Whole Class  Individually | Answering the teacher’s eliciting  Answering the worksheet  Ss present their answers to the class | = Elicit **“My and Your”**  - “\_\_\_\_\_, does this pen belong to you? It belongs to me so it is ‘my’ pen.” “\_\_\_\_\_, did you bring a bag today? You brought ‘your’ bag to class, correct?”  (Put the wall chart on the board)  = Instruct **“Possessive Adjectives”**  - Read the definition of possessive adjectives.  - Go over the examples on the wall chart with the class.  = **CCQ’s**  - “Do possessive adjectives have meanings by themselves? Write “I am their \_\_\_\_\_.” on the board.  - “Do possessive adjectives need to be followed by nouns?”  **Fill-In-The-Blanks**  = **Instructions**  - “Let’s warm up with simple questions to help you with the topic. You are given five possessive adjectives to fill in the blanks. Answer with the correct adjective for each question. You are going to work separately for two minutes on this exercise”  = **ICQ’s**  - What are we going to do?  - Are we working in pairs?  - Are we working individually?  - How many minutes do you have?  = **Explicit ICQ’s**  - Please do not start before I say “begin.”  - Are you going to start when I pass out these papers?  - Will you start when I say “begin?”  (Distribute worksheets)  - “You may begin.”  = **Monitoring**  - Carefully monitor the class circling around. Answer students if needed.  - Alert Ss with 1 minute, 30 seconds and 10 seconds left.  - “Time’s up.”  - Pick and ask students to read their answers to the class. |

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| **Main Activity** | | | |
| Materials: White board, board markers, Sample story wall chart, 4 blank papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 Min  4 Min  4  Min | Whole Class  Four  Groups | Listening and reading the sample story  Composing a story  Presenting the story | **Story Composition**  = **Instructions**  - “Now that you have a better idea about possessive adjectives, let us move onto a more complex activity.  (Put the wall chart on the board)  - Ask the class to read the story.  - “I will divide you into four groups, and your group will have four minutes to write an exciting story using all seven possessive adjectives.”  - Use po/sse/ssi/ve to divide the class into four groups. Ask them to move to their designated seats with their pens.  = **ICQ’s**  - What are we doing?  - Are we working in individually?  - Are we working in groups?  - How many minutes do you have?  = **Explicit ICQ’s**  - Please do not start until I say “go.”  - Are you going to start when I give you these papers?  - Will you start writing when I say “go?”  (Distribute blank papers)  - “You may begin.”  = **Monitoring**  - Carefully monitor the class circling around. Answer students if needed.  - Alert Ss with 2 minute, 1 minute, 30 seconds and 10 seconds left.  - “Time’s up.”  - Ask the member with the longest nails to read the story to the class. |

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| **Post Activity** | | | |
| Materials: White board, board markers, 8 candies, A container | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 Min  4  Min  1  Min | Whole Class  Individually  Whole Class | Listening  Composing a sentence | **Pick a Treat**  = **Instructions**  - “We’re now going to give ourselves a little treat. This box has candies with possessive adjectives written on them. You will have fifteen seconds to make a sentence using that possessive adjective.”  = **Demonstration**  - “Let me first show you how it’s done.”  (Take out a candy from the box.)  - Write a sentence using the adjective on the board. Then, read it to the class.  - “Now, you all see how this is done, right?”  = **ICQ’s**  - What are we doing now?  - Are we working in groups?  - Are we working individually?  - How many seconds do you have to answer?  - “Let’s begin.”  - Go around the class and try to have as many Ss participate as possible.  = **Error Correction**  - Correct mistakes if there were any.  - If none, “I did not hear any mistakes. Can you unscramble this word?”  - Write “ssopevisse” on the board.  “This concludes the grammar lesson, and thank you all for the great work.” |
| **SOS Activities** | | | |
| Materials: White board, board markers, 13 blank papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 Min  1 Min | Whole Class  Individually | Listening  Ss write the favorite actor or actress and why they like that person. | **Favorite Place**  = **Instructions**  - “I have one more activity before I let you go. I want you to write down your favorite actor or actress and why you love the person so much. You will work individually for 1 minute.”  = **ICQ’s**  - What are we doing?  - Are we working in pairs?  - Are we working individually?  - How many minutes do you have?  = **Explicit ICQ’s**  - Please do not start before I say “begin.”  - Are you going to start when I pass out these papers?  - Will you start writing when I say “begin?”  (Distribute blank papers)  - “You may begin.”  - “Time’s up.”  - “\_\_\_\_\_, please share with the class what you just wrote.” |