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| Listening Speaking Reading **Grammar**  Writing |
| **Topic: prepositions** |

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| Instructor:  Eunmi Kim | Level:  **Upper intermediate** | Students:  **13** | Length:  **30 Minutes** |

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| Materials:White board, board markers, tape, worksheets, wall chart, visual aids |

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| Aims:  Main aim: To enable students to improve their grammar by having Ss talk about prepositions.  Secondary aim: Student will talk about prepositions by fill in the blank, making a story ,listen to a song, and making sentences.  Personal aim: I want to improve my modeling and reduce my commentary to a minimum.  I want to improve myCCQ  I want improve my teaching pace. |

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| Language Skills:  Reading: Ss will read matching card.  Listening: Ss will listen to teacher’s explanation, a song, instructions, and classmate’s idea  Speaking: Ss will speak drilling and practice activities  Writing : Ss will answer worksheet for understanding prepositions |

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| Language Systems:  Grammar : prepositions  Phonology: drilling, /th/  Lexis: prepositions  Function : none to discuss  Discourse: song |

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| Assumptions:  Students already know   1. How the class is set up and run 2. The teacher’s style or teaching and the pace of the course   All the students are college graduates (age 23 and up)  Students understand basic grammar |

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| Anticipated Problems and Solutions:   1. Students may not be able to pronounce some words 2. Students may not understand complex vocabulary |

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| References:  Learning teaching by Jim Scrivener  Teaching &principles in language teaching by Diane Larsen-freeman and Marti Anderson  [www.bazillions.com](http://www.bazillions.com) |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | Hello everyone! How’s it going?  ,did you have a dream last night?  , where do you want to eat dinner on your birthday? |

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| **Pre-Activity** | | | |
| Materials: board, wall chart, worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  4 min | Whole class  In groups | Answers elicited questions | Elicit the word, “prepositions”  Show an eraser put it some places and ask students “ Where is it?”  It is on the table.  It is under the table.  Write two sentences on the board.  What’s the name of these words that before table?  Put a wall chart on the board.  Explain about prepositions.  Ccq   * Are prepositions about completing about things ? * Do prepositions explain where things are?   Instructions  Now I’m going to give you some cards,  You will find prepositions and matching sentences. I’ll divide the class into 4 groups, pre/ po/ si/ tions . Each team has 1 envelope with cards.Make complete sentences.  I’ll give you 4 minutes for this activity.  ICQ  What are you going to do?  Are we working individually?  Are we working in groups?  How much time do you have?  Please don’t start before I say go  Are you going to start when I give you envelope?  Are you going to start when I say go?  (distribute envelope)  “now begin”  Monitoring  Monitor discreetly. Answer students if they ask questions.  Give time warning: 3 minutes; 1 minute; 30 seconds; 10 seconds.  Be flexible with time.  “Times up”  Ask students individually to read their sentences. |

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| **Main Activity** | | | |
| Materials: computer, worksheets, visual aids. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3min  3min  5min  3min | Individually  In pairs |  | Fill in the blank  Instructions  Good job everyone. Now you listen to the song and fill in the blank individually.I’ll give you 3 minutes for this.  What are you going to do?  Are you working in groups?  Are you working individually?  How much time do you have?  Are you going to start when I give you the paper?  Are you going to start when Iplay music?  Distribute papers  Play music say “begin”  <http://www.youtube.com/watch?v=byszemY8Pl8>  If students want to listen again play the music twice.  Read the sentences one by one.  Can you read a sentence,?  Make a story  Instructions  Show 6 pictures to students ask them where the places are.  “Lake””sky”“castle”“falls”“frog”“tree house”  Put the pictures on the board.  Make a story with 6 pictures using prepositions in pairs. I’ll give you 5 minutes. Use your paper before you used.  ICQ  What are you going to do?  Are you working in groups?  Are you working individually?  How much time do you have?  Please don’t start before I say go  Are you going to start before I say go?  Are you going to start when I say go?  “Go”  Monitoring  Monitor discreetly. Answer students if they ask questions.  Give time warning: 3 minutes; 1 minute; 30 seconds; 10 seconds.  Be flexible with time.  “Times up”  Ask students individually to read their sentences. |

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| **Post Activity** | | | |
| Materials: Dice | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 9 | Whole  class |  | We will play “pass the hot banana” game.  Look at the screen and read the sentences together..  Instructions  When you listen to music, you pass the banana and the music stops the person who has banana should make sentences with the given prepositions. You’ll have 10 seconds. Please don’t start before I say go.  .  ICQ  What are you going to do?  Are you going to work in pairs?  How much time doyouhave?  Are you going to start before I say go?  Let’s see.  Error correction or unscramble  Prepositionsㅡooiippssretn |
| **SOS Activities** | | | |
| Materials: worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  |  |  | Instructions  Now I’ll give you a worksheet. You will read the sentences and answer the questions.  Please don’t start before I say go.  ICQ  What are you going to do?  Are you working in groups?  Are you working individually?  How much time do you have?  Please don’t start before I say go  Are you going to start before I say go?  Are you going to start when I say go?  (distribute worksheet)  “now begin”  Monitoring  Monitor discreetly. Answer students if they ask questions.  Give time warning: 3 minutes; 1 minute; 30 seconds; 10 seconds.  Be flexible with time.  “Times up” |