|  |  |  |  |
| --- | --- | --- | --- |
| . Listening/Speaking  Reading x Grammar  Writing | | | |
| **Topic: It is Too Hot (adverb)** | | | |
| Instructor:  **AH-YOUNG WOOH** | Level:  **Pre intermediate** | Students:  **12** | Length:  **55 Minutes** |

|  |
| --- |
| Materials:   * White boarder and markers * Work Sheets * Music (very hungry caterpillar) |

|  |
| --- |
| Aims:  -Improving interaction/communication skill by discussing with partners.  -Improving listening skill by discussion and teacher talk.  -Improving Speaking skill by presenting their ideas, discussing with group and answering teacher’s questions.  -Improve Ss Reading Skills by reading the Drilling Wall Chart. |

|  |
| --- |
| Language Skills:   * Speaking : discussion, responding to T’s. * Listening : T talk, instructions, listening to other Ss’ during discussion. * Reading : Work Sheet * Writing : taking note |

|  |
| --- |
| Language Systems:  -Phonology – Drilling  -Lexis – so, really ,too, very  -Function – Persuasion and Debate  -Discourse - Debate  -Grammar Syntax – Subject + verb + so/really + adjective.  Subject + verb + too/very + adverb. |

|  |
| --- |
| Assumptions:   * All Ss understand basics of vocabulary and grammar. * All Ss will enjoy discussion and sharing their opinions. * All Ss cooperative with each other.   - All Ss can learn grammar structure more effective by worksheets. |

|  |
| --- |
| Anticipated Errors and Solutions:   * If some of the Ss may not understand clear the meaning.   Solution : provide more examples   * If worksheet finishes too soon   Solution: give Ss more time for the discussion |

|  |
| --- |
| References: Grammar Juice. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  White border and markers, music (very hungry caterpillar) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  5min | Whole  Whole | Greet teacher  Ss Listen | Greet students  Music play (very hungry caterpillar) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Drilling Wall Chart, Work sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  2min  10min | Whole  individual  pair | Listen  Each S make write the adverbs  Do work sheet with partners. | Explain adjective  Others  CCQ: Colin is very fluent speaker.  🡪Colin speaks English so fluently.  Monitor Ss and help if Ss have questions. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Board, Markers, Work sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  15min  5min | whole  pair  individual | Listen and answer questions  Do work sheet  Present their answer | Read and Write the sentences.  The animals/loud/very/are  🡪The animals are very loud.  Feed back and advise, positive response.  Observe and check Ss answers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  3min | Whole  Whole | Ss respond  Write assignment on notebooks  Good bye | Give positive and constructive feedback. Explain grammar on more time to check Ss understanding  Hand out the assignment.  CCQ: What is your homework assignment?  Good bye  Dismisses Ss  Thank you for the wonderful class! |