|  |
| --- |
| **[ ]  Listening [ ]  Speaking [ ]  Reading X Grammar [ ]  Writing** |
| **Topic: Describe your morning!(conjunction)** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:****Sunny Choi** | **Level:****Intermediate** | **Students:****20** | **Length:****50 Minutes** |

|  |
| --- |
| Materials: White board and marker.12 copies of the practice Worksheets.Grammar practice Flashcards.3blank papers.Candy bars. |

|  |
| --- |
| Aims:- Improve Ss speaking, listening skills by debating, discussing in discussing groups and responding to teacher CCQs & questions.-Improve Ss writing skills by completing the worksheets.-Improve Ss Reading Skills by reading the worksheets. |

|  |
| --- |
| Language Skills:Listening Skills - T instruction and explanation, classmate’s idea.Writing Skills – worksheet answers Reading Skills – reading worksheets to answer questions.Speaking Skills – practice activities, and sharing ideas, responding to teacher CCQs & questions |

|  |
| --- |
| Language Systems:Phonology – group discussion, teacher talk.Function – creating stories.Discourse – presentation, responding to the teacher.Grammar –use of conjunction (and, but, or, so, because-placed in between sentences) |

|  |
| --- |
| Assumptions:All Ss know basic knowledge of how to make sentences.All Ss enjoy creating stories and sharing their opinions. |

|  |
| --- |
| Anticipated Errors and Solutions:Ss may not be enough time to finish the activity..- be flexible with the time as giving student more time to finish their activity(cut-off the time of post activity.Ss may have difficulty in understanding the activity. - Provide more examples.If some of the SS are too shy to participate during the group discussion-T gives her opinion first.If activity takes too long-give time warning. |

|  |
| --- |
| References:Grammar Tree-Yes booksGrammar wonder-Em books.Grammar Cue-Language world. |

|  |
| --- |
| **Lead-In** |
| Materials:White board and Marker. |
| Time | Set Up | Student Activity | Teacher Talk |
| 1mins5mins3min. | WholeWhole2students. | Students listen.Ss listen and respond.Ss listen and respond. | <Greeting> hello everyone, how are you today?T tells the story about this morning.* I got up late because I went to bed late last night.
* I washed my face and brushed my teeth.
* I drank milk but I didn’t eat breakfast.
* I took the cab, so I wasn’t late.

Ask Students.- Was it easy to understanding of my speech?- What if I say theses sentences without conjunction?- tells the story again without conjunction. Can you guess our topic today?Eliciting.-pick 2 students.-Ask “describe your today morning”.  |

|  |
| --- |
| **Pre-Activity** |
| Materials: White board and Marker.Grammar practice worksheets. Grammar practice Flashcards. |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins5mins | wholewhole | Ss see and just listen and respond.Ss respond to the worksheet- answer T | Describing the function of conjunctions by showing flashcards. Read sentences and after ask them repeat. -example sentences of “and, but, or, so, because”Distribute worksheet.Give instructions.-Let’s practice on worksheets together!-ask individual students the answer.CCQ: What will you do? Do we work in pair?Function: to link the parts of the sentences.Phonology: stressed on conjunction.“Great job guys! So, now everybody’s clear on what we have learned today? Let’s make some weird and fun Stories together!” |

|  |
| --- |
| **Main Activity** |
| Materials:White board and marker.Blank paper per group. |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins2mins.10mins10mins | WholeWholeGroupsGroups | Ss listen and name 1 word per each.Students listen and respond.Divide into group.Create story.Each group presenting the story. | Each of you name 1 word that comes to your mind! Ugly and weird word would be welcomed. Let me do first! “pervert”-when everybody finishes, say thank you.Give instructions-So, now I have 13 interesting words here to create the weirdest stories ever!-you need to use at least 10 words here, and also must use each of these conjunctions (and, but, or, so, because) at least once.-I will divide you into 3 groups.-I will give you ten minutes.CCQ: What do you need to do?How much time do you have? Do you work alone?Observe and help if students needed.Ok. Let’s listens to each other’s interesting story!T decides which group is winning! |

|  |
| --- |
| **Post Activity** |
| Materials: Board and MarkersCandy bars. |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins2min1min | wholeWholeWhole | -Ss respondCongratulateListen and take note. Write assignment on notebooks | Give positive and constructive feedback. Explain grammar one moreCheck Ss understanding Congratulation to winner ^^ Give Ss follow-up assignment and write on the board “Why do you learn English? Write about the reasons using the conjunction.”CCQ: What is your homework assignment?Did you have fun today?I hope you enjoyed today’s lesson.I was happy and pleasant. |

**Flash cards**

|  |
| --- |
| **I have a teddy bear and a robot** |
| **Elly likes puppy kitty.**  |

|  |
| --- |
| **She was sad, but she didn’t cry.** |
| **Suzy eats a lot, she is slender.** |

|  |
| --- |
| **He wants some juice or some water.** |
| **Does A-young want a handsome rich guy?** |

|  |
| --- |
| **It rained a lot, so we couldn’t go out.** |
| **Yong –woo studied hard, he couldn’t go on a date.** |

|  |
| --- |
| **They didn’t buy a car because it was expensive.** |
| **Bo- ra lent me lots of money she is rich.** |