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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:**  **I Wish + somebody + something**  **I Wish + somebody + would/ could/ verb(past / past perfect)** |

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| Instructor:  Angela, Park | Level:  **Intermediate** | Students:  **17** | Length:  **30 Minutes** |

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| Materials:  ▪ Audio file – ‘I Wish You Love’ (Lisa Ono)  <Worksheets>  ▪ Worksheets #1 – I Wish You Love (Lyrics-Lisa Ono)  ▪ Worksheets #2 – Grammar exercise of <**Wish** vs **Hope>** (17copies)  ▪ Worksheets #3 – My Bucket List (17copies)  ▪ Worksheets #4 – Postcard sheet (2 piece)  <Others>  ▪ Picture #1 - for eliciting, ‘I wish I had an umbrella’  ▪ Picture #2 – The Bucket List (Poster)  ▪ Whiteboard & Markers  ▪ 17 piecies of cut paper & 4 small shoe boxes |

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| Aims:   * Main aim : To enable students to improve their grammar skills by having students practice using ‘wish’ and ‘hope’ forms * Secondary aim : Students will be better able to understand and use the proper verb forms (focused on **Wish**) through worksheets and activities as a making own bucket list. * Personal aim : I want to reduce my TTT.  1. I want to improve on my demonstration techniques. |
| Language Skills:   * Reading : Ss will read example sentences of ‘Wish’ and ‘Hope’ * Listening : Ss will listen a song for understanding the topic * Speaking : Ss will speak by answering questions and presentations * Writing : Ss will complete sentences and write on exercise worksheets   & their own bucket list |

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| Language Systems:   * Phonology : None to discuss * Lexis : None to discuss * Grammar : Verb phrases, I wish-clauses, nouns * Functional : Showing expectations * Discourse : None to discuss |
| Assumptions:   * Ss already know each other and how the class works * Ss are familiar with using ‘hope to’, ‘want to’, ‘like to’ etc… * Most ss are able to express their expectations by speaking * Ss are in intermediate level |

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| Anticipated Errors and Solutions:   * Students may take long time to come up with ideas for completing sentences   **→** Monitoring and help them if needed  **→** Give them time warning   * Students may feel difficult to create sentences while they make ‘my bucket list’   **→** Show them good example sentences   * If time is short   **→** Cut post-activity short by only 1~2 students to share their sentences   * If students finish their tasks earlier than expected   **→** Get students listen to the song, I Wish You Love, once again |

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| References:  <http://www.english-grammar-lessons.com/wish/menu.php>  <http://blog.naver.com/ehangel12?Redirect=Log&logNo=30089513588>  Interchange studentbook 2, unit 3 – Third Edition, Cambridge university press  Grammar in Use Intermediate unit 37~39 – Third Edition, Cambridge university press |

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| **Lead-In** | | | |
| Materials:  ▪ Audio file (Lisa ono-“I wish you love”), Computer  ▪ Worksheet #1 – I Wish You Love (Lyrics-Lisa Ono)  ▪ White board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  5min | Whole class  group | <Greeting>  <Listening & Fill-in the blanks> | **Greeting**  Hello, everyone!  **Guiding Questions**  ▪ Did you ever dream of climbing  tall buildings just like the amazing spiderman?  ▪ Did you ever dream of meeting  a real pirate?  Now, we’re going to listen to a song,  and complete its lyrics. You’re working in pairs.  (Making pairs +  Handing out worksheet)    You will be given 2min and should fill in the blanks on your paper.  **ICQs**  ▪ What are you going to do?  ▪ How long do you have? – 2min  ▪ Are you working alone? – No.  Okay, ready? Let’s start!  (After listening)  Have you filled in all the blanks?  000, from your group, please tell us your answer.  (Checking the answers)  Great!  Okay, What is the name of this song?  (Sts answer)  What does ‘wish’ mean?  Is it the same as ‘hope’?  (Sts answer)  (**Wish**----unrealistic, more formal  **Hope**---realistic, more common)    That’s right. Excellent! |

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| **Pre-Activity** | | | | | | |
| Materials:  ▪ Worksheet #2 – Grammar Rules of <**Wish** vs **Hope>**  ▪ Worksheet #3 – Exercise <**Wish** vs **Hope>** (17copies)  ▪ White board & Markers | | | | | | |
| Time | | Set Up | Student Activity | | Teacher Talk | |
| 2 min  3 min | | Whole  Class | <Guessing> | | **Eliciting**  000, what do see in this picture?  Okay, 000, please guess. What does he think?  (Sts answer - He wishes he had an umbrella)  Excellent!  May be… he thinks like that.  But!  Can I say that,  (boarding)  “He hopes he had an umbrella.” ?  Is this correct?  Why? (or) Why not?  (Sts answer - eliciting)  **Insruction**  Now, we’re going to learn about the basic differences between **‘Wish’** and **‘Hope’**.  (Handing out worksheets)  Okay, Let’s take a look at your worksheet. I’ll ask you some questions. | |
| 3 min  1 min | | groups |  | | **CCQs**  ▪ Basically, what do these words  refer to?  (→ Person’s desire)  ▪ Is that correct?  (→ Yes.)  ▪ 000, what kind of situation is **Wish** commonly used in?  (→ Imagined situation)  ▪ 000, can I say, “I hope you  a Merry Christmas”?  (→ No, Wish is correct)  ▪ 000, can we **Hope** about  something in the future?  (→ Yes.)  ▪ 000, can we **Wish** about  now or the past?  (→ Yes.)    Excellent! Every answer was good!  Now, I’ll make you into 3 groups.  (Making groups-5 each)  And I’ll give you another worksheet and 3min to complete.  **ICQs**  ▪ Are you working alone?  (→ No, in group)  ▪ How long? (→ 3 min)  ▪ What do you have to do before start? - Check the rule first.    Okay, are ready? Go!  (Timing 1 min / 30 sec / 10sec)  Time’s up!  ▪ Group A will answer about the questions in part1. Ok?  ▪ Group B will answer for part2.  ▪ Group C will answer for part3  **Feedback**  ▪ Was everything correct?  ▪ Did you hear anything wrong?  ▪ Do you have any question?  Okay. Everyone had a good job! | |
| **Main Activity** | | | | | | |
| Materials:  ▪ Common wishes – 9 pieces of slips (or writing board)  ▪ Poster of <The Bucket List>  ▪ Worksheets #2 – My Bucket List (17copies)  ▪ Whiteboard & Markers | | | | | | |
| Time | Set Up | | | Student Activity | | Teacher Talk |
| 2min  3min  1min  3min  1 min | Whole  Class  Whole class  Pairs | | | <boarding>  **-Common wishes**  <Showing the poster>  “The Bucket List”  <Demonstration>  ▪ Angela’s Bucket List  (posting)  <Creative Writing>  ▪ Worksheets #2  – **My Bucket List** (17copies)  <Monitoring / Timing> | | **Controlled Practice**  Please, look at the board.  What is it?  (answer - Common wishes)  Yes.  This guy has many personal wishes.  **CCQs**  ▪ Which would be easy to do?  ▪ Which would be difficult or impossible?  ▪ Do you also want to change  something about your life?  **Less-Controlled Practice**  Okay, We’re gonna do one more  exciting activity. But, before that,  let’s take a look here!  **CCQs**  ▪ What is it? (→A movie poster)  ▪ Do you know the man here?  Who is he? (→Jack. N)  ▪ What is the name of this movie?  (→The Bucket List)  ▪ What is a Bucket List?  (→The Bucket List)  Great. Thanks for your answer.  Maybe you already knew what we’re going to do now.  (Sts answer------Yes)  What do we suppose to do?  (Sts – Making a Bucket List)  That’s right.  This is Angela’s Bucket List.  Before I die,   1. Travelling all around the   world without family.   1. Sky diving 2. Having a better husband   (or younger)   1. Being a great writer 2. Being a supermodel   Without diet  And more….  (posting on the board)  **Instruction**  Now, I’ll make you in pairs, and give  you 3 min.  (Making pairs)  (Handing out worksheets)  You should make **Your Partner’s** **Bucket List** by interview..  **ICQs**  ▪ Are you going to make yours?  (→No, partners)  ▪ What do you have to do first?  (→Interview)  ▪ Are you working alone?  You can thinks more exciting, wild,  adventureous wishes…., whatever you want.  Okay, are you guys ready?  Let’s start!  (Timing 1min / 30sec / 10sec)  Time’s up!  ▪ 000, what is the wildest wish of your partner?  (every pair will tell 1 wish each)  **Feedback / Drilling**  ▪ Was there any mistake?  ▪ Was it correct to use ‘wish’ not ‘hope’ in this sentense?  Excellent!  Everyone had a great job! |

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| **Post Activity** | | | | | | |
| Materials:  ▪ Whiteboard & Markers  ▪ 2 Postcard sheets. | | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk | |
| 2min  2min  1 min | group | | <Sharing ideas + Discussing> | | Okay, we just have a few more min.  I’ll make you into 2 big groups.  <Boarding>   * Summer Vacation   Now, just imagine and discuss.  You will be on a dream vacation this summer. What do you wish for?  (giving sts empty postcard)  This is a postcard. You’re on a vacation  and staying far away from home…  You will send it to your mom, dad, or a very best friend from  Discuss first, then write it.  You will given 2 min. .  **ICQs**  ▪ How many minutes? -- 2min  ▪ What will you make?- postcard  ▪ Are you working alone? – No  Are you ready? Okay, go!  (Timing / 1min / 30 sec)  Time’s up.  Group A, could you read your postcard  please?  ------Thank you.  Group B, Can you tell us?  ------ Thanks.  **Error Corrections**  Was there any error?  (If yes…) What was it?  (If no…) No. I didn’t hear any mistake.  **CCQs**  ▪ Can I say, (that) I hope you all  the best? -------------- No.  ▪ Can I say, (that) I wish you will be happy?­­­­­­--------------- No.  Okay. Excellent!  **Closing**  Okay guys. Thanks for your attention  today. You did a great job.  It’s time to feedback about my lesson.  Please wish me luck!!  What?  (everyone wishes)  S : We wish you luck!  Thank you so much, and  I wish you great luck too!!!! | |
| **SOS-Plan** | | | | | | |
| Materials:  ▪ Whiteboard & Markers  ▪ 17 piecies of cut paper & one small shoe box | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk |
| 5min | | Whole  class  group | | <Boarding / Guiding>  (on slips)  I wish for \_\_\_\_\_\_\_\_\_\_\_\_\_ because  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Eliciting**  (Boarding)  251213  Could you guess what are these numbers?  (a student answers correctly)  Genius. It is a date of Christmas.  Do you like Christmas?  Why?  Yes, we can get some presents from  family, friends or your boss.  Okay, what would you like to get?  Do you have any other whishes on the  Special day?  **Instruction**  Now, I’ll make you into 4 groups.  Each group will be one family.  There should be all family members.  Before the game starts, please discuss first..  Who will be a mom, dad or boy and girl.  (distribute paper slips+1 small box to every group)  What is this?  It’s a wish slip.,  So, what do you need to write down on it? --------------- **wish**  Yes. When you finish, put your slips into the box. I can give you 2 minutes.  **ICQs**  How long? -------------------2min  Are you working alone?-------No  Okay. Let’s start!  Time’s up!  Now, every group has your family wish box.  000 group, can you let us know what things your family want?  **Presentation**  In a group, everyone picks up one slip  randomly, and express about ‘whose wish’ and ‘wish what’…  **Error correction**  ▪ Was there any mistake?  (Variation Techniques)  Okay, excellent!!  **CCQs**  ▪ What kind of things do you wish the most?  ▪ How do you think? Is it useful  for your birthday?---- Yes. Could be.  I think this game could make people happy. Please try to do it with your real family. |