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| Listening  Speaking  Reading  Grammar  Writing |
| Topic: Commonly Confused Words in English Grammar |

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| Instructor:  Yearang Lydia Lee | Level:  Intermediate (Adult) | Students:  16 | Length:  45 minutes |

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| Materials:   * 4 folded papers written words for using in group activity (- Oldest vs. Eldest, Farther vs. Further,   Good vs. Well, and Say vs. Tell)   * 18 copies of worksheets for the individual work after main activity   (16 for Ss and 2 for spares)   * Whiteboard and markers |

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| Aims:  At the end of this lesson, student should   * Have identified the clear differences between two confused words by comparing given situations and sentences. * Have learned the precise use of grammar by checking and practicing within the groups. * Have known how to use learned confused words properly in the right time and the right place by practicing specifically. |

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| Language Skills:   * Reading: Reading worksheet in the course of doing requested tasks. * Listening: Listening Ss’ thoughts when working in groups and watching presentations of others. * Speaking: Discussing in groups and presenting own opinion in front of Ss. * Writing: Writing explanations both on board and worksheet when doing the requested tasks. |

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| Language Systems:   * Grammar: Ss learn accurate usage of grammar through checking grammar errors. (Focusing on Adverb, Adjective, Absolutes and infinities) * Phonology: Ss learn pronunciation through by general observation. * Lexis: Ss learn the words prefer to be used in general through the lecture. * Function: Knowing and practicing commonly confused words in English grammar. * Discourse: General use of Knowing and practicing commonly confused words in English grammar by using misused words with examples. |
| Assumptions:   * Ss know the basic meaning of words given for the main activity. * Ss are aware of how Jigsaw activity runs. |

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| Anticipated Errors and Solutions:   * Things might go wrong during the class (or if Ss finish their tasks earlier than anticipated)   T needs SOS activity (supplementary, about 10 minutes)  🡪 Another confusing word; Lie or Lay  Ss will discuss the difference between those two words and then T will give a clear comment.  Lay(Lay-Laid-Laid, Regular): to put sth down. Always need Objectives in order to be used.  Lie (Lie-Lay-Lain, Irregular): to rest or recline. Can’t be with Objectives in order to be used.  Give some practical examples so that Ss can get the gist of them. |

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| References:   * Google & Youtube   https://www.youtube.com/watch?v=PKN2uqgAnM4&list=UUlvwNCja3aXxqiFrsKC1DPQ |

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| **Lead-In** | | |
| Materials: Whiteboard and markers | | |
| Time | Set Up |  |
| 5 min | Whole Class | **Procedure**  Greeting  Make Ss sit in groups. (4-5 people in one group)  Begin with a short storytelling. The story will be related to T’s experience and should include errors deliberately in order to link to the pre-activity.  Tell Ss what T did on last weekend by telling…  “I went to Ever Land. There were many types of rides and so I was shocked. That was so funny. Also, I met a popular girl group, Tiara there! and I had a great time. Around 10 pm, I went to home.” 🡪 Errors were included in the story on purpose.  T asks Ss what errors in the story and make Ss elicit them.  And show them the topic we are going to discuss. |

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| **Pre-Activity** | | |
| Materials: Whiteboard and markers | | |
| Time | Set Up |  |
| 10 min | Whole Class | **Procedure**  Write below on the whiteboard. These words often seem to have the same meaning but they actually don’t. Ask Ss to think of the situations where below should be used.  - Fun vs. Funny  - Surprise vs. Shock  - Famous vs. Popular  - Go home vs. Go to home  After Ss guess, let them know the exact meaning of each word and show the right answers to use. |

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| **Main Activity** | | |
| Materials: 4 folded papers written words for using in group activity | | |
| Time | Set Up |  |
| 20 min | Whole Class | **Procedure**  Each team will draw a lot for the main activity. There will be the words  written in the folded papers and each team will figure out on them such  as how these two are different each other, which one is right expression,  How can we use properly and so on. Ss are not allowed to use Internet.  Four confused words are followings;  - Oldest vs. Eldest  - Farther vs. Further & Start vs. Begin  - Good vs. Well  - Say vs. Tell  After discussion, one of the members will come up front and write down  their thoughts on the boards. (The board will be divided into four  sections and each team will fill their designated section up – Jigsaw  activity)  Once the board filled up, each team will explain why they think  so and then T gives the correct answers to the Ss.  Ss can check what they have learned by practicing with worksheet.  (Distribute worksheet to Ss.)  Give Ss 5 minutes to fill up the blanks.  Let Ss to answer on each question and give more clear explanations if needed. |

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| **Post Activity** | | |
| Materials: 17 worksheets for post activity, Whiteboard and markers | | |
| Time | Set Up |  |
| 10 min | Whole Class | **Procedure**  Group work in order to find out other confusing English grammar or words which have not been dealt with in the class.  Every member can think of her/his own experience and freely share with members. After listening others’ experiences, each group will pick one or two good stories.  Then presentations will follow by Ss after preparing proper reasons for backing up their presentations. By doing this, Ss can learn more misunderstood/confused English expressions.  **Wrap-up**  - CCQ what we did today.  - Ss will make 5 examples by using what they have learned on the day as homework. |