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| **Topic : Prepositions** |

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| Instructor:**Peter** | Level:**Intermediate**  | Students:**12** | Length:**50 Minutes** |

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| **Materials:*** White board, board markers
* Paper & pen
* Video & a Computer
* 6 pictures & 12 worksheets(reference)
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| **Aims:** By the end of this lesson, students ~* Have developed their grammar in English through watching a video and group activities.
* Have understood prepositions and be able to apply them in their conversation.
* Have understood some differences between Korean and English in terms of prepositions
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| Language Skills:Speaking : (after watching video) group activity, discussion, and conversation, responding to the teacher’s questions and explaining the storyListening : Watching a video, listening to other group member’s story during the activities.Reading : Reference, reading the vocabulary which is written on the board.Writing : filling in the blank on the board, writing prepositions on worksheets and board during the group activity. |

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| Language Systems:Phonology : Practicing new vocabulary and pronunciationLexis : New prepositionsGrammar : Let the students use their own sentences based on prepositions.Discourse : making story, Group discussions about prepositions Functions : Getting the students to discuss and question each other in groups, questioning the students about the words and their meanings. |

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| **Assumptions:*** Ss have basic communication skills;

Therefore, they would be able to interact with each other for group andindividual work.* Ss have an ability to perform the productive activities through talking with group members
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| **Anticipated Problems and Solutions:*** Ss may not understand prepositions clearly.

→ Check their understanding by asking specific concept questions * Ss may not understand the teacher’s explanations clearly

→ Give instructions as simple as possible.(Socratic method) * Ss may run into problems creating group work because of their proficiency in English.

→ During the activity, monitor them and give them a helpful feedback (word, sentence, structure and enough time). |

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| **References: www.grammarpolis.com****Grammar in use published by Cambridge (a book written by Raymond Murphy)****Why English…(an essay written by Lee Sang – Goo at Kwang - myoung librar** |
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| **PRE TASK OR WARMER** |
| **Becoming a treasure hunter**  |
| **Aim** : **giving Ss motivation to learn** |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins3min | WholeclassIndividual | Greeting.(Activity 1.)Becoming a treasure hunter  | 1. Greeting
2. explaining how to play the activity : treasure hunters

( let Ss stand and look for pieces of hidden papers around them)Managing the time (if the Ss do not know where the pieces of paper, give more hints and time) |

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| **TASK PREPARATIONE** |
| **Introducing prepositions through eliciting** |
| **Aim** : **Ss become interested in prepositions** |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | individual | (After the activity 1.)Ss try to guess the blank and Treasure Finders need to complete the given Sentence on the board.Answering aboutthe blank | (After the activity 1.)Asking 3~4 finders to fill in blank.Q) where did you find this?Ex) I found this note on the floorI found it ( )the chair (exchanging the notes with prize.)1) Eliciting Ss’ideas about ( ) by asking the guiding question below Q) What do these words have in common in terms of grammar?2) let them know what they are doing in this lesson (if they do not know, play hangman) |

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| **TASK REALIZATION** |
| **Aim : leading Ss to the lesson of Today** |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins15mins | Wholeclassgroupindividualgroup | Watching the video(after watching it.)talking and writingwith group membersabout prepositionsWriting down prepositions on the board(Activity 2.)Making and organizing the pictureeach person explains the story | Explaining the video simply(after watching it)1. Dividing Ss into 3groups and giving them enough minutes to talk to each other about prepositions in the video
2. Let them write down prepositions On the worksheet

Asking one person of each group to write down on the board about what they talked.(Answering if students do not know or they Have a question)(Explaining activity 2)1. Let them pick one or two pictures.
2. Get them imagine and create the story that consists of 5 sentences by using prepositions on the board.

(demonstration) Justin timberlake“He is sing a song on the stageHe is on suit and tie ,like his song “suit & tie”. May be a lot of bodyguards are looking at him to protect him against his ex -girl friends or stalkers even terrorist”.(they can write down new oneif necessary) |

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| **POST TASK** |
| **Aim : explaining them about prepositions in detail** |
| Time | Set up | students | Teacher |
| 15mins | Wholeclass | Listening the explanation about preposition and asking about what they do not understandPracticing prepositions | Introducing the definition of prepositions: a function word that combines with a noun or pronoun or noun phrase to form a prepositional phrase that can have an adverbial or adjectival relation to some other word1. Explaining some differences between English and Korean.
2. why Korean have difficulty in using prepositions and some cases that make Korean confused
* Differences <En vs ko>
1. a large number,
2. same word with different meanings and function (ex)about
3. different words have similar meaning (ex) about vs on

4) It makes different word orderpracticing prepositions with SsAt the end of lesson,Distributing some papers for reference |

Preposition is…

a function word that combines with a noun or pronoun or noun phrase to form a prepositional phrase that can have an adverbial or adjectival relation to some other word

☞The differences between <English vs Korean>

<English>

1. English has many prepositions more than 50
2. same word with different meanings and functions

(ex) about

1. Different words have similar meaning

(ex) about vs on

1. It makes different word order

<Korean>

1. Preposition itself do not exist in Korean grammar
2. There are some words that functions like a preposition

but, they are called “JO – SA”, not a preposition

(Reference for students)

(In vs at vs on)

In : a room , a store, a car, in korea

In : prison, jail, the hospital, the sky, the world, in a newspaper, in a book

At : the but stop, the door, the traffic light

On : the floor, on a wall, on the ceiling.

(Before vs During vs After)– to express time

Before the movie During the movie After the movie

Before we played While we were playing After we played

(To vs In vs At)

We are going to NY next week

In New York

The bus is at the airport.

I met her at a party

(Under vs Above vs Below)

 The girl is standing under the tree

I am wearing a jaket under my coat

(To and From)

We walked from the hotel to the restaurant

(Over and Through)

I climbed over the wall into the yard

A bird flew into the room through a window

(Along)

I was walking along the street with my dog

(with and without)

A man with a beard

A woman without glasses