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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic:** World’s expensive cars |

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| Instructor:JAMIE  | Level:Intermediate(Adult) | Students:**11students** | Length:**30 Minutes** |

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| Materials:♦ Vocabulary & Idiom worksheet(11 copies)♦ Pictures of “Cars”♦White board and board markers♦ Gap fill worksheet(11 copies)♦A piece of paper and a pen (for each group) |

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| Aims:♦ Main aim: Ss will improve their listening skills through listening kinds about cars and interacting with other Ss.♦ Secondary aim: Ss will have their own definition of car and will share their opinion with each other.♦Personal aim: I want to reduce commentaries and give more SST and improve eliciting. |

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| Language Skills:♦ Reading: Ss will read a vocabulary & idiom worksheet.♦ Listening: Ss will listen to kinds about car and other Student’s opinion about car.♦ Speaking: Ss will compare answers in groups and speak their own definition of car.♦ Writing: Ss will take notes on details (dictation) and make some sentences about car.  |

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| Language Systems:♦Phonology: /P/, /F/♦Lexis: New vocabulary and idioms used in kinds about car.♦Function: Giving opinion.♦Grammar: Preposition ‘for’, types of sentence structures.♦Discourse: Discussion. |

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| Assumptions:Students already know:-How the class is set up and run.-The teacher’s style of teaching and the pace of the course.- All the students are adult and have knowledge of Car. |

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| Anticipated Errors and Solutions:♦ Students may not be able to follow easily.🡪 Follow the task-feedback circle.♦Students may not be able to fill the blank at the first time.🡪Ss will listen to the kinds about car again and chunk the listening.♦Students may need more time to work on the worksheet.🡪Give students extra time to work |

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| References:♦English vocabulary from: **http://dic.naver.com/**♦English script from: **http://k.daum.net/qna/view.html**♦Listening file: **http://www.youtube.com**/watch?feature=player\_detailpage&v=**YK1S157G9hs**♦Visual aid(pictures): **http://image.search.naver.com/** |

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| **Lead-In** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | WholeClass | Answering teacher’s questions | Hello everyone! How are you today?Have you ever watched expensive cars?What was the most expensive car?What does the expensive car tell us?  |

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| **Pre-Activity** |
| Materials: Board, Board markers, Visual Aid, Worksheet #1  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min5min4min | WholeClassWholeClass | Answers elicited questionsStudents begin writing down.Students check answersAnd learn the vocabulary and idioms | Procedure:1. Brainstorming

 Elicit the word ”Car” (Show the students visual aid-pictures which are related with “Car” )What can you feel when you see these pictures?What do these pictures have in common?What do these pictures tell us?ModelWrite the topic “Car” on the board.CCQCan you see and touch the car?Can you feel it?Are you exciting when you see expensive cars?1. Vocabulary & Idioms

 Instruction I will give you a worksheet of vocabulary and idioms. Work individually. First, you read each questions carefully, and then find the right answers. Second, you read the definition in each rows, then find the appropriate word from the word box below and write in the empty box next to the definitions. You have 5 minutes to do this. (Distribute the worksheet #1)“Please do not start before I say start” DemonstrationLook at #1...Choose appropriate sentence.ICQAre you working in groups?How much time do you have?For first part, what will you do? Will you find correct answers? How about second part? What do you write in the empty box?“Now start”MonitoringMonitor discreetly. Answer students if they ask questionsGive time warning: 30 seconds left.Be flexible with time. Give 1 more minute if they need it.“Time’s up”Check answersLet’s check the answers together.-ask students and let the students tell the correct answers -Go through the questions one by one-Elicit the meanings from students-Explain the meaning if necessary |

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| **Main Activity** |
| Materials: Computer, Projector Worksheet #2 |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min4min4min | Whole Class | follow the instructionsListeningCheck answers.  | Procedure:Instruction First, listen the kinds about car “”,and then fill in the blanks Second, look at it againDemonstration to fill one blank.ICQWhat do you do while listening the kinds about car? - fill in the blanksWhat will you do after filling the blanks?-(Distribute the work sheet)(Listen the kinds about car)Monitor discreetly.Check answers of blanks “Let’s check the answers together”- let the students tell the correct answers -wrap up and error correction Phonology: /P/,/F/Grammar: Preposition ‘for’, types of sentence structures. |

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| **Post Activity** |
| Materials: A piece of paper and a pen |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min2min2min | GroupGroupWholeClass | Students begin discussingdefinition of car.Students think about their definition of carStudent’s speechAnswers elicited questions of today’s lessonError correction | 1. Production( speaking & writing)

Instruction“In the kinds about car , there were some definitions of car.” “Now, we are going to have discussion in two groups (A, B). 4 people will be one group.  “In each of group, choose a person to take notes and another person to report to the class”. “Let’s make our own definition of car by using preposition ‘’ ”. “One person should make one definition of car in each group”. “So there will be different definitions of car”. “You have about 3 minutes to discuss”.DemonstrationFor example, Car is somebody’s feet because it is important what we live in life. ICQDo you choose one person to take notes?Do you choose one person to report?What will you discuss?“Now begin”MonitoringMonitor discreetly. Help students when they need helps.Discussion“Let’s talk about the definition of car”. “The reporter in A group tells us the definition of car first”. Speak loudly and clearly. Other students pay attention the reports.” ( reporters in group B will speech next )1. Conclude lesson

Elicit today’s vocabulary and Idioms for students and Wrap up the grammar and Phonology: /P/,/F/Grammar: Preposition ‘for’, types of sentence structures“You guys all did great job!! please try to understand the new vocabularies and idioms that we learn today”“See you tomorrow” |

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| **SOS Activity** |
| Materials: A piece of paper and a pen |
|   | Set Up | Student Activity | Teacher Talk |
| 3min 2min2min | GroupGroupWholeClass | Students begin discussing two questions.Students think about two questionsStudent’s speech | 1. Production( speaking & writing)

Instruction “Now, we are going to have discussion in two groups (A, B). 4 people will be one group.  “In each of group, choose a person to take notes and another person to report to the class”.“There are two questions.1. What is expensive car around world?
2. What is famous car in the world?

Please, Answer each question. One question has 3 different answers. “You have about 3 minutes to discuss”.DemonstrationFor example, for first question, I will never lieICQDo you choose one person to take notes?Do you choose one person to report?What will you discuss?How many answers will be made in each question?“Now begin”1 MonitoringMonitor discreetly. Help students when they need helps.Discussion“Let’s talk about the definition of car”. “The reporter in A group tells us the definition of car first”. Speak loudly and clearly. Other students pay attention the reports.” ( reporters in group B will speech next ) |
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◈ Visual aid (Pictures)





◈Worksheet #1 Q

**Matching the Definition**

**★Read the questions and choose correct answer.**

1. Choose the appropriate sentence which has the same meaning with **“collaborate”.**

**a. go by**

**b. work together**

**c. take up**

1. Choose the appropriate sentence which has the same meaning with **“products”.**
2. **produced and sold in large quantities,**

**b. arrive**

**c. foreign language**

1. Choose the appropriate sentence which has the same meaning with **“advertising”.**

**a. sell something**

**b. climb mountain**

**c. the activity of creating advertisements**

1. Choose the appropriate word which has the same meaning with **“budget”**

**a. Korean army**

**b. the amount of money that you have available to spend**

**c. basic English**

1. Choose the correct explanation about **“presentation”**

**a. the appearance of something, which someone has worked to create.**

**b. imitate something**

**c. Happy birthday**

**★ Read the definitions and write the appropriate word and idiom from the box**

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|  | **Definition** | **Word/Idiom** |
| **1** | to take action on |  |
| **2** | to let go by; ignore |  |
| **3** | to enter, used in the imperative when admitting a person  |  |
| **4** | to gain knowledge of (something); learn  |  |

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| Word / Idiom box  | find out, deal with, pass up, come in |

◈Worksheet #2 (Question and Answer)

Question

A: Edgar, do you have time to collaboratewith Rita on the speakers for the new home theater set? She's been working on it for a week and said she'd like some assistance.

B: I can do that. I've helped her design speakers before and we've developedseveral other products together.

A: Right, that's why Rita actually requested working with you. She said you're knowledgeable about electronic engineering and that you could give her some good ideas.

B: All right. I'll give her a call and see if we can start working on it today.

**1. Where do the speakers most likely work?**

(a) at an electronics store

(b) at an advertising firm

(c) at an electronics manufacturer

(d) at a movie theater

**2. What does the woman say Rita requested?**

(a) help designing a product

(b) a set of new computers

(c) an opinion of her presentation

(d) a larger project budget

**3. What will the man do next?**

(a) talk to a co-worker

(b) ship some designs

(c) train a new employee

(d) go to a seminar