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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic:**  **My School** | | | |
| Instructor:  Debbie | **Students Competency Level:** Intermediate | **Number of Students:** 6 | **Lesson Length:**  50min |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  -A white board, board markers  -Computer with internet access  - Worksheet -1 -List of the problems ( 6 copies)  -Worksheet -2 -intensive dictation (6 copies)  -Worksheet -2-teacher's story ( to ask Ss to discuss about today's topic  - two Pictures (for eliciting the topic) | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  - Students will be able to learn useful sentences to use at their school  - Students will be able to prefare a examination on the teps  - Students will be able to create a possible situation during school's life | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: Reading the worksheets. * Listening: teacher’s talk . Listening to each other’s examples. listening problems * Speaking: Sharing their idea, Role play. discussion * Writing: Writing a story like The teacher`s story Sheet | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound):** No mention * Function: **(situation):** using of sentences in a certain situation. * Lexis: **(meaning) :** learning new sentences in the worksheet. * Grammar: **(language structure):** using proper grammar structure to write sentence. * Discourse: **(communication) :** sharing ideas with groups and come up with the best answers for worksheets, role play. | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  - students already know what the teps (an exam) is  -how the class is set up and run.  - Students are able to express their ideas and opinions in English.  - Students are at an intermediate level so they can listen, read and make useful script for role play  -Students are prefaring an exam on the teps | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  1. students don't comprehend the sentences clearly  ->I will let the other students, who understand the sentences, teach them.  2. Students can’t come up new idea about Write An Alternate Ending For The Story Sheet  -> I will encourages them to think about their experiences like the story | | | |
| References:  [http://www.teps.or.kr](http://www.teps.or.kr/)/  <http://image.search.naver.com/search.naver?where=image&sm=tab_jum&ie=utf8&query=%EA%B3%A0%EB%93%B1%ED%95%99%EA%B5%90%EC%9E%85%ED%95%99%EC%8B%9D>  <http://blog.naver.com/lawnrule/120162833951> | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  ,A white board and markers | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure & Instructions:** |
| 2 min | Whole | **Greeting Ss**   Hi everyone.  ( Greets to students)  How was your day?  Is there anyone who wants to share something new or special to you?    **Introduce topic**  today we are going to learn of ' my school'  it includes some useful sentences and helps you to learn of English expressions about your´ s school life. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  Pictures , A white board and markers. worksheet-word**( 6 copies )**.  worksheet-discussion**( 6 copies )** | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure & Instructions:** |
| 15 min | whole | T writes today’s topic (my school) and gives two paper to discuss about the topic and show pictures to the students  -Picture of a high school's entrance ceremony,school sports day.;  **Eliciting and Prediction:**  (Showing Ss pictures to elicit the topic)  First, please take a look at the pictures .  What comes to your mind?  (get Ss’ ideas and guesses. )  Where can you see these people?  (Assume students answer “elementary school” , “ middle school or high school”)  Ok please take look at the paper  The paper have teacher's story and some question.  Lead the story and discuss about the question.  ( T asks Ss to worked **in** **pairs**  per a team and explans the paper < discussion > )  ------------------------------------------------------------  **1.**  ( Simple explanation )  (you have to include three sentences, it is in the paper  You are a student. Describe your school's campus. What do the building and classrooms look like?  **2**.  (Last experience) please tell your friend about your first visit to your school and what your school looks like.  **3**.  (role play)Ask a friend several question about friend's school.  **< voca >**  **indication**  is very well-known for its beautiful views  is an ancient foundation  is rather hard to enter  is known for its strong business administration program  **Building**  a library  an administration building an auditorium  a dormitory  a cafeteria  sports center  Location  on the south side  at the center  in the west end  next to the main auditorium  20 minutes away from where l usually study  **Simple explanation**  a square classroom  large and fully-wired lecture rooms  the lecture room with ventilation system  The amp system in that lecture hall is good.  The acoustics in the lecture hall are poor.  Most of the classes are in classrooms that hold about 100 students.  The desks are arranged in rows.  Recently, the school has been remodeled  The desks in the classes are all square in shape  The classroom has seats for about 120 students.  The classroom is  configured for about 120 seats for students  Good job |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  **Paper of teacher`s story ( 6 copies ) , a sheet of white paper ( 6 copies )**  ,**a dialog between two students at a university ( 6 copies )** | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure & Instructions:** |
| 20Min | Whole  Pairs | **1. writing**  we are going to write an own story  you should describe your campus.  please remind of a scenery at your campus and write a story like my story .  **teacher`s story**  My university has a fairly large campus, and it is very well-known for its beautiful views with the trees and buildings. There's a main road that leads to most of the buildings on campus and at the center of the campus , there are the student center building and a library. The library is the oldest building on campus. There are many big trees grassy areas, so it is easy to find students sitting and reading on the grass. The administration building is located on the north side of the campus. It has recently been remodeled, administration side are quite old l You can been remodeled, while the other buildings on the opposite side are quite old. You can feel the history of these buildings  ( after completing it . T asks each Ss to tell their story )    Good job.    **2. The Auduo-Lingual method**  ( Explans the dialogue )  This is a dialog between two students at a university .  ( Explans the situation,)  They enrolled in an archaeology class and had to buy 4 textbooks but they could not afford all the books.  Please just take look at what I do and carefully listen to what I say.  (T plays two roles)  **M:** Did you see the syllabus for Professor Brown's archaeology class?  **W:** Yeah, I can't believe it requires 4 textbooks.  **M**: I don't think I can afford all the books.  **W**: Perhaps we might try the used bookstore.  Thank you.  I will help you memorize this dialog. Let's learn of it together.  (T says line by line)  Please repeat after me.  ( T asks each Ss to repeat what T said )  Thank you gays  I am going to be one person. You are going to be another person.  (Play one role.)  Thank you  We are going to practice two roles. Please come here and then play two roles.  (If S feels difficult with remind of dialog. T helps it ) |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  Paper. Computer (to use speaker) | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure Instructions:** |
| 10min | Whole | we are going to listen to five dialogues  **please choose the most appropriate response to the statement.-----------**   ( play the part -  book p118 / number [11.12.13.14](http://11.12.13.14/).15 / 5section / 2part)  11.(a)(b)(c)(d)    12.(a)(b)(c)(d)    13.(a)(b)(c)(d)    14.(a)(b)(c)(d)    15.(a)(b)(c)(d)    **please check the number -----------------------------------------**  It is solutions of the the problems  B d d d.  we are going to do dictation of dialogues we listened to  **please carefully listen to the sound and write letters in the blank-----------**    **< dictation >**  **1.**  M:My mom will \_\_\_\_\_\_\_\_\_\_\_\_\_\_when she sees my report card.  W:But she shouldn't be.  M:Which means?  W:----------------------------------------    (a) You should try harder next time.  (b) You did  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all semester.  (c) She will understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (d) She knows you may have to take a make-up test.    **2.**  M: I need some advice on my speech.  W: It was much better than I expected, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  M: What did I miss?  W:----------------------------------------    (a) Well, you seem to \_\_\_\_\_\_\_\_about that.  (b) I went over the details again.  (c) Well, you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (d) You didn't mention the main topic in your speech in the first place.    **3.**  M: Did you see the syllabus for Professor Brown's archaeology class?  W: Yeah, I can't believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  M: I don't think I can afford all the books.  W:----  (a) It is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (b) I can help you with the final, then.  (c) But I understand how nice the Professor Brown is.  (d) Perhaps we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **4.**  M: How could you forget to bring my book?  W: Sorry. I didn't know you needed it.  M: Didn't you get my message?  W:----------------------------------------    (a) Yes, forgot to leave a note.  (b) Yes, I did. That's why I'm here to give you one.  (c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (d)I was so busy that didn't \_\_\_\_\_\_ any of my messages.    **5.**  M: Come on in. How can I help you today?  W: I'm debating \_\_\_\_\_\_\_\_ I should study business or not.  M: Perhaps you could \_\_\_\_\_ me in on your background first.  W:----------------------------------------    (a) I want to \_\_\_\_\_ a small business.  (b) But I forgot to bring my forms with me.  (c) I think it surely leaves a lot to be \_\_\_\_\_\_\_\_\_ on my study.  (d) I studied business \_\_\_\_\_\_\_\_\_\_\_\_\_ for two semesters.  ------------------------------------------------------------------------------------------ |

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**< solution >**

1.

M: My mom will have a fit when she sees my report card.

W: But she shouldn't be.

M: Which means?

W: ----------------------------------------

(a) You should try harder next time.

**(b)** You did your best all semester.

(c) She will understand you didn't get a part-time job.

(d) She knows you may have to take a make-up test.

2.

M: I need some advice on my speech.

W: It was much better than I expected, except one small thing.

M: What did I miss?

W: ----------------------------------------

(a) Well, you seem to boast about that.

(b) I went over the details again.

(c) Well, you shouldn't have missed it.

**(d)** You didn't mention the main topic in your speech in the first place.

3.

M: Did you see the syllabus for Professor Brown's archaeology class?

W: Yeah, I can't believe it requires 4 textbooks.

M: I don't think I can afford all the books.

W: ----------------------------------------

(a) It is a demanding subject.

(b) I can help you with the final, then.

(c) But I understand how nice the Professor Brown is.

**(d)** Perhaps we might try the used bookstore.

4.

M: How could you forget to bring my book?

W: Sorry. I didn't know you needed it.

M: Didn't you get my message?

W:----------------------------------------

(a) Yes, forgot to leave a note.

(b) Yes, I did. That's why I'm here to give you one.

(c) Don't get so worked up about it.

**(d)** I was so busy that didn't check any of my messages.

5.

M: Come on in. How can I help you today?

W: I'm debating whether I should study business or not.

M: Perhaps you could fill me in on your background first.

W: ---------------------------------------

(a) I want to run a small business.

(b) But I forgot to bring my forms with me.

(c) I think it surely leaves a lot to be desired on my study.

**(d)** I studied business administration for two semesters.

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( play the part -  book p118 / number [11.12.13.14](http://11.12.13.14/).15 / 5section / part 2)

**please choose the most appropriate response to the statement.**

11.(a) (b) (c) (d)

12. (a) (b) (c) (d)

13. (a) (b) (c) (d)

14. (a) (b) (c) (d)

15. (a) (b) (c) (d)

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**< a dialog between two students at a university >**

M: Did you see the syllabus for Professor Brown's archaeology class?

W: Yeah, I can't believe it requires 4 textbooks.

M: I don't think I can afford all the books.

W: Perhaps we might try the used bookstore.

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**< dictation >**

1.

M: My mom will \_\_\_\_\_\_\_\_\_\_\_\_\_\_when she sees my report card.

W: But she shouldn't be.

M: Which means?

W: ----------------------------------------

(a) You should try harder next time.

(b) You did \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all semester.

(c) She will understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(d) She knows you may have to take a make-up test.

2.

M: I need some advice on my speech.

W: It was much better than I expected , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

M: What did I miss?

W: ----------------------------------------

(a) Well, you seem to \_\_\_\_\_\_\_\_about that.

(b) I went over the details again.

(c) Well, you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(d) You didn't mention the main topic in your speech in the first place.

3.

M: Did you see the syllabus for Professor Brown's archaeology class?

W: Yeah, I can't believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

M: I don't think I can afford all the books.

W: ----

(a) It is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(b) I can help you with the final, then.

(c) But I understand how nice the Professor Brown is.

(d) Perhaps we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4.

M: How could you forget to bring my book?

W: Sorry. I didn't know you needed it.

M: Didn't you get my message?

W: ----------------------------------------

(a) Yes, forgot to leave a note.

(b) Yes, I did. That's why I'm here to give you one.

(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(d)I was so busy that didn't \_\_\_\_\_\_ any of my messages.

5.

M: Come on in. How can I help you today?

W: I'm debating \_\_\_\_\_\_\_\_ I should study business or not.

M: Perhaps you could \_\_\_\_\_ me in on your background first.

W ----------------------------------------

(a) I want to \_\_\_\_\_ a small business.

(b) But I forgot to bring my forms with me.

(c) I think it surely leaves a lot to be \_\_\_\_\_\_\_\_\_ on my study.

(d) I studied business \_\_\_\_\_\_\_\_\_\_\_\_\_ for two semesters.

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**<** **VOCA** (a need when Ss write a story ) **>**

is very well-known for its beautiful views

is an ancient foundation

is rather hard to enter

is known for its strong business administration program

**Building**

a library

an administration building an auditorium

a dormitory

a cafeteria

sports center

**Location**

on the south side

at the center

in the west end

next to the main auditorium

20 minutes away from where l usually study

**Simple explainaton**

a square classroom

large and fully-wired lecture rooms

the lecture room with ventilation system

The amp system in that lecture hall is good.

The acoustics in the lecture hall are poor.

Most of the classes are in classrooms that hold about 100 students.

The desks are arranged in rows.

Recently, the school has been remodeled

The desks in the classes are all square in shape

The classroom has seats for about 120 students.

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**teacher`s story**

My university has a fairly large campus, and it is very well-known for its beautiful views with the trees and buildings. There's a main road that leads to most of the buildings on campus and at the center of the campus , there are the student center building and a library. The library is the oldest building on campus. There are many big trees grassy areas, so it is easy to find students sitting and reading on the grass. The administration building is located on the north side of the campus. It has recently been remodeled, administration side are quite old l You can been remodeled, while the other buildings on the opposite side are quite old. You can feel the history of these buildings

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