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| **Topic: Coffee can help you live longer** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Dean and Stella | Upper-intermediate | Adults | 12 | 25 minutes |
| **Materials:** Pictures, homework worksheet | | | | |
| **Aims:** SWBAT identify the general functions of a hyphen and create their own compound nouns/adjectives easily. | | | | |
| **Language Skills:**   * Reading- Ss will have to read the passage written on the board in order to identify the errors in the passage and in the error correction sentences. Please refer to the notes section for more detail. * Listening- Besides the obvious explanations that the teacher will provide, students will have to listen during the drill in the Practice section in order to repeat. * Speaking- English will be spoken during the drill and when students give their answers in the Discussion activity where they have to make their own compound words. * Writing- In the Discussion, students will have to write their compound words on the worksheet. | | | | |
| **Language Systems:**   * Lexis- Ss will come in to contact with coffee/café related vocabulary as well as bakery terms when creating their own compound words. * Phonology- The correct pronunciation of words will be heard and spoken by the students during the drill. * Grammar- The correct use of the hyphen and more specifically, being able to create compound words. * Function- Requests and orders will be heard in the drill. * Discourse- Conversation in the drill and making discussion in groups | | | | |
| **Assumptions:**   * Ss are at an upper-intermediate level and thus have the basic vocabulary to understand the context of the drill. * Ss know the basic part of speech so that they can tell the difference between a compound noun and a compound adjective. * Ss are used to working in groups. * Ss will actively participate in the discussion when creating their own compound words. | | | | |
| **Anticipated Errors and Solutions:**   * If time is running out faster than expected, then the discussion time may be reduced from 10 minutes to 5 minutes. * If there is too much time, another topic, such as “travel”, may be introduced for the students to discuss or/and more CCQs will be asked to have a clearer picture of students’ understanding of the grammar. * If students are having difficulty creating their own compound words in the discussion, then the preselected examples will be given as hints. * If students are found to have not grasped the concept of the grammar point, then the homework would be done together in class. | | | | |
| **References:**  Coffee can help you live longer. (November 19, 2015). In *Breaking News English*. From  <http://www.breakingnewsenglish.com/1511/151119-coffee.html>  Hyphens. (n.d.) In *GrammarBook.com*. Retrieved December 1, 2015, from  <http://www.grammarbook.com/punctuation/hyphens.asp>  English compound. (n.d.) In *Wikipedia*. Retrieved December 1, 2015, from  <https://en.wikipedia.org/wiki/English_compound#Hyphenated_compound_modifiers>  Words for Sweets & Desserts. (n.d.) *In Words to Use*. Retrieved December 1, 2015, from  http://www.words-to-use.com/words/sweets-desserts/  Scrivener, J. (2011). *Learning Teaching*. London, England, Macmillan Publishers. | | | | |
| **Notes:** The attached page at the back contains the paragraph to be written and used when eliciting/presenting. | | | | |

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| **Presentation: Difference between a dash and a hyphen and the general functions of a hyphen.** | | | | |
| **Aims:** Ss will be able to differentiate a dash from a hyphen and they will be able to identify the general functions of a hyphen. | | | **Materials:** no particular material is required. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3-5  minutes | Whole class | * Ss will answer the eliciting questions asked by the teacher. * The passage that has been written on the board will be read by the students. | | * Eliciting will be done to arouse the students’ interests. * Deductive teaching will occur when the teacher simply explains the difference between a dash and a hyphen. * Inductive teaching will occur when the teacher asks the students to guess the errors in the passage AND identify the function of the hyphen in each case. |
| **Notes:** | | | | |
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| **Practice: A repetition drill.** | | | | |
| **Aims:** Ss will become familiar with the topic of café; correctly pronounce the vocabulary and be exposed to the compound words. | | | **Materials:** The dialogue script to be read out. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5-7 minutes | Class split into two | “Hello.”  “Good Morning!”  (Ss answer)  (Ss answer) | | Ok, good. So we are going to make a conversation while walking around. You are going to split into 2 groups and whenever I’m speaking on this side of the class, *(pointing the group on the same side of the class)* you will repeat after me.Let’s try. “Hello”?  *(Walking to the other side)*  And what are you supposed to do if I say “Good morning!”?  Good. Same with Dean. Ok? Let’s start.  **(Drill)**  So did you hear these hyphenated compound words in the dialogue? Can you tell me the sentences you’ve heard?  Good. So, notice how these two separate words are combined with a hyphen to show a new meaning.  So let’s make some other sentences using these words. *(Point out individual Ss for each word)* Can you make a sentence using the word ‘life-threatening’?  *(Make corrections if there are any errors)*  Very good. |
| **Notes:** | | | | |
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| **Production: Discussion** | | | | |
| **Aims:** Ss will be enabled to create their own compound words with regards to the topic ‘bakery’. | | | **Materials:** Page with a layout for the students to write their compound words in sentences. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 minutes | Whole class  3 groups of 4 | *(Ss answer)*  *(Ss answer)*  *(Ss answer)*  *(Ss answer)* | | So you will discuss in groups for more hyphenated words. We’ve gone through some words related to the café and coffee, and now I want you to create some compound words used in the bakery.  For an example, ‘fresh-baked’ or ‘gluten-free’. As seen in ‘sugar-free’ as well, we can make words using ‘–free’, and can someone tell me what it means?  Yes. It means no sugar, no gluten. I’ve seen a lot of people getting confused with this term. Especially this one, *(write on board)* ‘smoke-free’. What does this mean?  It means no smoking, but I’ve seen a lot of people tend to think it means ‘free to smoke’, which is the complete opposite of the meaning. so be sure to use it right.  Also, be careful of the usage of the article, when using a hyphenated word. Just think of what word class it is. (*Pointing at the board)* This bread is a fresh-baked. Is this correct? No, ‘fresh-baked’ is used as an adjective so it should be ‘This bread is fresh-baked.’  So you will work with a group of 4. And discuss some words at least 4 words for each group. And also make a sentence for each word. Ok?  So how many words are you going to think of?  And what are you going to do using the words?  Good. I’ll give you 7 minutes. Let’s get started.  *(After 5-6 minutes)*  If you’re done, please come up and write your groups’ sentences on the board. |
| **Notes:** | | | | |
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| **Post Production: Concept checking and homework** | | | | |
| **Aims:** Students’ understanding of the concept of compound words will be checked to make sure that they have understood. | | | **Materials:** Worksheet for the students. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 minutes | Whole class | *(Ss answer)*  *(Ss answer)*  *(Ss answer)* | | *(Share the words and sentences Ss created, correct errors if needed.)*  Concept Q’s:  *(Write on board): This café is smoke-free.*  Can you smoke here?  *(Write on board): It does not threaten your life if you drink 3 cups of coffee a day.*  Can you make this a hyphenated adjective and rearrange the whole sentence?  So we have gone through the hyphen’s function for compound words. There are a number of more functions to the hyphen, which is on this worksheet. *(Handing out the worksheet)* The homework is to give examples for each function of the hyphen. Try to list at least 2 examples for each function. You have 9 functions, so that makes at least how many examples in total?  Ok, then. I guess that is all. Have a good day, everyone! |
| **Notes:** Please refer to the back for an example of the homework worksheet. | | | | |

**Dialogue for the repetition drill**

Stella: Where do you want to go?

Dean: Let’s go to the coffeehouse.

Stella: Do you have any coffee-drinking habits?

Dean: I drink 5 cups of cold coffee every day.

Stella: Isn’t too much coffee life-threatening?

Dean: Actually, 3 to 5 cups of coffee a day is good for you!

Stella: Oh really? I should go tell that to my brother-in-law. He loves coffee!

Dean: Look! We’ve arrived at Sunbucks! What kind of coffee would you like to have?

Stella: An iced latte with low-fat milk. What about you?

Dean: I would like a tall Americano.

Inductive Learning Text

One day, Mary (the teacher) decided to go to the coffee house to meet her friends. It was a Saturday and she wasn’t in the mood to remark the papers her students had made a complaint about. She took her little used car and arrived at Sunbucks. As she sat down, she realised that she had left her purse in the car so she quickly went to fetch it and reentered the café. Then she ordered a Green Tea, a Cappuccino and an Iced Latte for herself. Mary had a peculiar coffee drinking habit of mixing two thirds of each drink and then adding sugar. She had an enjoyable time with her friend and safely arrived back home.