

Listening Speaking Grammar Reading			
<b>Title: Let's know the confusing adjective correctly</b>			
Instructor: Jessica	Level: 12yrs+ intermediate	Students: 6	Length: 30 minutes
Materials: PPT slides Pencils and erasers for students(to write down on the worksheet) Worksheet Board and markers			
Aims: Ss will learn about how to use the confusing adjective correctly Ss will learn about intermediate grammar Ss will cooperate to each other to solve the grammar sheets			
Language Skills: Writing: Fill in the blank on the worksheet Speaking: Reading out the title loudly beginning at the class Reading: Understand and read the PPT slides by themselves Listening: To teacher's explanations			
Language Systems: Lexis: Adjective, Noun, Count, Countless, Sentence, Statement Grammar: Choose the answer: I don't need _____ money (some/any) Can I have _____ rice for breakfast? Discourse: Taking turn the question and the answer between the teacher and Ss			
Assumptions: The class is going to be held on December 22 Ss have already understood the basic structure of grammar Ss can cooperate to each other to solve the answer			
Anticipated Errors and Solutions: Ss might be wondering more concepts of the confusing adjectives Ss might not be understanding the exact concept of the confusing adjectives --> Give them the plenty example sentences and check the CCQ			
Backup Plan: Ice breaker ( to know who's belongings)			
References: <a href="http://blog.naver.com/taliaent87/220375684075">http://blog.naver.com/taliaent87/220375684075</a> <a href="http://blog.naver.com/funtasticeng?Redirect=Log&amp;logNo=220456783360">http://blog.naver.com/funtasticeng?Redirect=Log&amp;logNo=220456783360</a> <a href="http://blog.naver.com/funtasticeng?Redirect=Log&amp;logNo=220460455130">http://blog.naver.com/funtasticeng?Redirect=Log&amp;logNo=220460455130</a>			

KEY: Individual (I); Pairs (P); Groups (G); Whole Class (W); Teacher (T); Student (S); Students (Ss)		
<b>LEAD-IN</b>		
<b>Materials: PPT slide (Let's know the confusing adjective correctly)</b>		
Time 3~4min	Interaction T-S	Procedure  -Greet first (Hello ladies, how do you feel today?) -Give Ss CCQ (What is the adjective? Are there any confusing adjective when you solve the grammar?) -Explain (The concept of the title and today's subject)
<b>PRESENTATION</b>		
<b>Materials: Board and marker</b>		
Time 8~10min	Interaction T-S	Procedure  -Explain the meaning among the two or three confusing adjectives -After one explanation finishes, ask Ss CCQ (Can you use it correctly when you see this question in the future? What is the difference between them?) -Draw the table on the board to help Ss understand the concept
<b>PRACTICE</b>		
<b>Materials: Worksheet related to the grammar Ss have learned before</b>		
Time 5~10min	Interaction S-S T-S(If Ss need help)	Procedure  -Explain how to fill in the blank -After solving the questions, divide the groups into two to share their answers and the reason -Monitor Ss and give them clock alarm
<b>PRODUCTION</b>		
<b>Materials: Board and marker</b>		

Time 5~8min	Interaction T-S S-S	Procedure  -Make Ss fill in the blank on the board and ask them the reason -Teacher can help Ss, if they need help
<b>WRAP-UP</b>		
<b>Materials: PPT slide</b>		
Time 2~5min	Interaction T-S	Procedure  -Closing (Give Ss CCQ: Are there any things you ladies remember among the confusing adjectives?) -Homework (Search the relative pronoun for next class)

## Work sheet

There are (a few/ a little) trees in the park

I have (few/ little) money these days

There are (a few/ a little) chairs in my room

Jessica doesn't have (many/ much) friends

Clair doesn't have (many/much) money

(Many/ Much) rooms in our hotel are empty now

I don't need (some/ any) money

Can I have (some/ any) rice for breakfast?

You ask too (many/ much) questions