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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic** the subjunctive form of a verb and adjectives | | | |
| Instructor:  Debbie | **Students Competency Level**  **advanced** | **Number of Students:**  **6** | **Lesson Length:**  **20min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  --White board, board markers  --worksheet(reading)  --worksheet(discussion)  --worksheet(plactice) | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  \  -Student will lean the subjunctive form of a verb and adjectives | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)** Ss will read a article * Listening: **(Where did listening occur in the lesson?)** Ss will speak Ss’ story by using “used to” * Speaking: **(Where did speaking occur in the lesson?)** Ss will discuss about the topic with class mates * Writing: **(Where did writing occur in the lesson?)** Ss will write sentences by drilling | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Function: **(situation)** infer a grammatical role * Grammar: **(language structure)** learn how to use “**It's essential that**” * Discourse: **(communication)** Use expression to work on the worksheet. **(It's essential that** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.) | | | |
| 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.)**   * .How the class is set up and run * The teacher’s style of teaching and the pace of the course. * Ss are intermediate level. * Ss already know past, present and present perfect tense. | | | |
| 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)**   * The activity might too long * Reduce explanation. | | | |
| References:  <http://www.ldoceonline.com/dictionary/urgent>  http://endic.naver.com/search.nhn?sLn=kr&isOnlyViewEE=N&query=It%20is%20important%20that | | | |

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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)**  -White board, board markers | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure & Instructions:** |
| 1 minutes | Whole Group | **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 the subjunctive form of a verb and adjectives |

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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)**  White board, board markers  -worksheet(reading) | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure & Instructions:** |
| 3  minutes  5  minute | Ndividual  Pairs | Please read this article and write the answers next the problem below  **Easy ways to cope with stress**  Everyone has stress. While it may not be possible to avoid stress entirely, it is **important** that you **be** aware of rising stress levels. And when you feel yourself getting tense, there are some simple techniques you can use to lower your stress level fast.  According to Dr. Robert Sharpe, the founder of the Lifeskills Stress Management Centre, the first step is to do nothing: "It's essential that one **begin** and **end** each day by taking a minute or two to consciously relax." He suggests that after the alarm clock wakes you up in the morning and again just before bedtime, you **spend** a few moments relaxing all the muscles of your body. And if you feel yourself getting stressed out during the day, slow your breathing down for five minutes by taking long, deep breaths. Dr. Sharpe also suggests that you **think** about people and things you love. Just as thinking about someone you are angry with can cause stress, focusing your attention on a photo of a loved one can reduce it.  **What can focusing on a photo of loved one do?**  **->** **It can reduce stress**  **Discussion.**  1 .please infer a grammatical role which is relevant with the underlined verbs and adjectives  and share your opinion to your partner. |

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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)**  --White board, board markers  --Worksheet(plactice) | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure & Instructions:** |
| 7 minutes | Pairs | **Plactice**  **A Please refer to example and fill the blanks**  ----The subjunctive form of a verb is used in noun clauses following verbs or adjectives of u\_\_\_\_\_\_\_\_\_, o\_\_\_\_\_\_\_\_\_\_, or a\_\_\_\_\_\_\_\_\_\_\_\_. The subjunctive form is always the same as the base form.  **---**-example**-----------------------------------------------------------------------------------------------**  1. **recommend . demand . crucial . necessary**  **2.** **advise (** to tell someone what you think they should do ) **+ *ability*** *(*the state of being able to do something )  3. a moral or legal duty to do something  4. a very important and needing situation or state to be dealt with immediately  **B. Please Find the subjunctive form of a verb and noun clauses in the sentence below and underline the subjunctive form of a verb ( 1 ) and noun clauses ( 2 ).**  ----The doctor suggested she exercise more and not work on weekends.  < Ex) The doctor suggested ( 1 ) she exercise more and not work on weekends (2) >  **Plactice**  **A**. Please refer to example and solve the problems.  ----example----------------------------------------------------------------------------------  It is important that you be aware of the sources of stress in your life  NOT It is important that you are aware of the sources of stress in your lite  Psychologists recommend we be trained to cope with stress  NOT Psychologists recommend we are trained to cope with stress  --------------------------------------------------------------------------------------------------  -It's critical that Shelly (learn / learns) how to deal with pressure at work  -It's essential that your father (avoid / avoids) taking on more than he can handle  -our manager insisted that no one (be / is ) late for the divisional meeting |

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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**  -- White board, board markers  -- Worksheet(remember) | | |
| **Time:** | **Classroom Set Up:** | **Teacher Procedure Instructions:** |
| 5minutes | Whole Group | **Let’s remember it**  **1. If there are verbs or adjectives of urgency, obligation, advisability. in the sentence. You should use the bare infinitive in next sentence of verbs or adjectives of urgency, obligation, advisability**  **2.** **Critical .Crucial. Desirable. Essential. Important Necessary** ( adjective )  **demand. Insist. Propose. Request. Recommend. Suggest** ( verb )  ex) The doctor suggested she exercised more and not work on weekends ( o . x )  **3. fill whatever comes to mind in the blanks**  ( EX - **It** **is** **critical** **that** we clarify the point )  1. It's critical that I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. I demanded that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ immediately  3. I really hope that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. our manager insisted that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. It's true that humor ( help . helps ) people handle major crises in their lives.  6. It's important that I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |