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| Listening SpeakingReading **Grammar** Writing |
| **Topic: locative preposition** |

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| Instructor:  Bodeul(Anne) Kim  Sohyun(Sarah) Lee | Level:  Intermediate | Students:  **15** | Length:  **30 Minutes** |

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| **Materials:**   1. Visuals about prepositions 2. Worksheets (16 pieces) 3. Wall Chart: answer of the worksheet, unscramble word 4. The half size of blank whole paper (3 pieces) for main activity 5. Blank A4 paper (3 pieces) for post activity 6. Story books 7. White board, board markers |

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| **Aims:**   1. Main Aim: To enable students to improve their grammar skills by letting students describe a map of their house location in context to exposing students to imagine their place in dreamed neighborhood through a group discussion. 2. Secondary Aim: The students will talk about prepositions by understanding worksheet, organizing a neighborhood and give a presentation. In addition, the students will describe pictures from the story books by applying prepositions. 3. Personal Aim: I want to chunk out the instructions.   I want to improve my ICQ.  I want to deliver clear explicit ICQ’s.  I want to improve on my demonstration. |

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| **Language Skills:**   1. - Speaking: Students will think about proper usage of prepositions to fill in blanks on 2. worksheet, discuss their dreamed house location, deliver a presentation and 3. describe sentences from the books. 4. - Writing: Students will be engaged in writing for explain their imagined 5. neighborhood. 6. - Listening: Students will listen about other students’ presentation for their map of 7. neighborhood. 8. - Reading: Students will read answers of worksheet for preposition on the wall chart 9. that I will put on the board. |
| **Language Systems:**   1. Lexis: neighborhood, location, map 2. Phonology: None to Discuss 3. Grammatical: locative prepositions such as behind, across, between and in front of etc. 4. Function: usage of prepositions, describing a location with prepositions 5. Discourse: explaining a map to introduce a location, describing pictures |

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| **Assumptions:**   1. All students have experience to explain a location on a map or know someone who has. 2. Students have discussed about their neighborhood. 3. Most students know how to describe a location or position of something. 4. All students have done for worksheets of filling out blanks and drawing a map. |

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| **Anticipated Problems and Solutions:**   |  |  | | --- | --- | | Problems | Solutions | | I might face the lack of the time to cover all answer for question and answer matching card. | I will attach the answer wall chart for the students and hand out the answer to all students. | | Students might not be able to organize information of location for neighborhood with a map. | When I give a demonstration, I will also provide a modeling with a map and expression of describing it with proper prepositions. In this case students will not struggle to deliver information in a good format. | | Some students might not understand clearly of instructions. | I will chunk out instructions and explicit instructions with ICQ’s and explicit ICQ’s. When I run sessions, I will be available all the time for any questions from students as monitoring. | | I might nee more time to complete 30 minute micro-teaching since some class members could be absent or running late. | I will do SOS activity. It is individual work so I would be much more flexible to do time management. | |

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| References:  - Grammar Module, “California State University Long Beach” TESOL Program Book  - Ben’s materials that have been provided during the class |

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| **Lead-In** | | | |
| Materials: No materials are required. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | T-WC | Guiding questions and following questions | Good afternoon, are you ready to dive into our class?  Who is your favorite singer?  What are the reasons?  Would you recommend me one song?  What do you do in your spare time?  What are the reasons?  Would you have any new thing in your mind that you plan to do? |

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| **Pre-Activity** | | | |
| Materials: visuals, worksheets, wall chart for answer | | | |
| Time | Set  Up | Student Activity | Teacher Talk |
| 7mins | T-Ss | Eliciting | When a word is used before nouns or pronouns, how do we call the word?  The preposition refers a relationship between nouns and pronouns. |
| CCQ | (show words “Why”, “What”)  Are these prepositions?  (show words “In”, “On”)  Are these prepositions? |
| Explain | (show the visuals)  Where is the dog in this picture?  What about this?  (Sarah puts the visuals on the board)  These are all prepositions. |
| Instructions | You are filling in the blanks with prepositions like number one on the worksheet.  I’m going to give you 3 minutes to do this.  You will do this individually. |
| ICQ’s | What are you going to do?  How much time do you have?  Are you working in pairs? or individually? |
| Explicit Instructions | Please, don’t touch the paper until I say begin. |
| Explicit ICQ’s | Are you going to start when I give you the paper? When I say begin? |
| Run | Now, begin  (Monitor walking around the students.  Answer if they ask questions.)  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring. |
|  |  | Close | Time’s up!  Here’s the answer. Let’s read together.  (I attach the answer wall chart on the board and check the answer by reading the sentences together.) |

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| **Main Activity** | | | |
| Materials: wall chart for modeling, the half size of blank whole paper (3 pieces) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15  mins | Ss-Ss | Grouping | (Each student needs to say “pre”, “posi” or “tion”)  Who said “pre”? Please raise your hand.  Who said “posi”? Please raise your hand.  Who said “tion”? Please raise your hand.  “pre”, please have a seat in the middle of the class.  “posi”, please move to the right side.  “tion”, please move to the left side.  Okay, (call each of student name in the group) you are all in team A.  (call each of student name in the group) you are all in team B.  (call each of student name in the group) you are all in team C.  (Attach modeling wall chart on the board) |
| Demonstration | Let me introduce my dreamed neighborhood with a location of my house in this map.  “My house is located at the upper right corner and in front of my house, there is my garden. The library is next to my house. There is the park and the café across from my house. On the left side, there is school at the corner. There is CGV between Sinsegae department store and e-mart.”  Now it is your turn.  Please, imagine your dreamed neighborhood with a location of your house with a map as I just did. |
| Instructions | It is a group activity.  Please draw a map with any form that your group want and discuss how you can introduce it with 4 prepositions. |
| ICQ’s | What are you going to do?  Are you working individually? |
| Explicit Instructions | We only have 4 minutes.  Please begin when I complete to pass out the paper and say “begin”. |
| Explicit ICQ’s | How much time do you have?  Do you only start when I say “begin”? |
| Run | (I say “begin” then students work in 4 minutes in the group.  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring).  Time’s up!  Now, one team member of each team will introduce a map.  And the order of presentations will be in the alphabetical order of team name, A,B and C.  Okay, so who is the first? Yes it is A.  (Once the A team’s presentation is over,)  Thank you for sharing!  Who is the next? Alright, it is time for B team.  (Once the B team’s presentation is over,)  Thank you for sharing!  Okay, our last team is the C team.  (Once the C team’s presentation is over,)  Thank you for sharing! |
| Close | Good job everyone.  What was the most interesting information?  Thank you all for your participation. |

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| **Post Activity** | | | |
| Materials: story books, blank A4 paper (3 pieces) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 mins | Ss-Ss | Grouping | Please, stay in this same group. |
| Demonstration | Anne : Sarah, I will show a picture from this storybook. I’m going to give you only 5 seconds. Please, check the picture carefully.  Sarah : I see.  Anne : What did you see in the picture?  Sarah : Well, Jasmine is standing next to the tiger. And they are in the left corner. There is Aladdin on the right. Genie and monkey are in the middle of the fountain. |
| Instructions | Now, it’s your turn.  I will show you a picture from this book for 5 seconds.  You should memorize the picture in this 5 seconds.  One I close the book, please write as many sentences as you can to describe the picture with prepositions.  You will do this in group within 2 minutes. |
| ICQ’s | What are you going to do?  How much time do you have to write sentences?  Are you working individually? or group? |
| Explicit  Instruction | When the time’s up, you should pass the paper right next group to you. They will check your answers. |
| Explicit  ICQ’s | Are you going to count your answer by yourselves?  Or next group? |
| Run | Now,  (Show the picture) begin!  One, two, three, four, five  (Close the picture)  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring. |
| Close | Time’s up!  Please pass the paper to the right.  How many sentences are in each group?  So, here’s the winner! |
| Post-Activity | (If there is any error, we correct it. If not, we do unscramble the word.)  I couldn’t find any errors, so we are going to unscramble this word.  (I attach the wall chart.)  Here is one word. Can you unscramble this word? “preposition”  This is the end of the activity.  Thank you everyone. |
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| **SOS Activities** | | | |
| Materials: cell phone for the use of bomb | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins | T-WC | Demonstration | We are going to play a bomb activity now.  Anne will hold this bomb which is set up for 2 minutes alarm.  Alright, so Anne, here you go!  (Anne said) “There is the computer on the desk in left corner.”  (She gives the bomb to me.)  (I said) “I am standing in front of you all.”  (Then I give it back to Anne.)  (Anne said) “I am standing next to Sarah.” |
| Instruction | Now it is your turn.  It is an individual activity.  You need to describe our classroom with any preposition in one sentence.  Once you complete the sentence, please pass the bomb down to the right person then that person will do the same thing.  The person who has it until the alarm is ringing will be the looser. |
| ICQ’s | Are we working in a pair?  What are we going to do? |
| Explicit Instruction | You cannot copy the sentence that has been used by others.  The bomb will be set up for 2 minutes. |
| Explicit ICQ’s | Can you copy the sentences from the others?  How much time do we have? |
| Run | Let’s begin! |