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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Conjunctions** |

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| Instructor:  Joanne | Level:  **Lower-intermediate** | Students:  **16** | Length:  **20 Minutes** |

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| Materials:  Worksheets(word search puzzle),pictures(mountain ,river, washing machine, pills, living room),picture cards(TV, lamp, couch, picture) marbles, a box, worksheets 1,2(original version and adapted), unscrambling word materials |

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| Aims:   * Main Aim: To enable students to improve their English reading skills by understanding the main idea from the topic sentence * Secondary Aim: Students will be able to get the main idea by skimming the reading passage and find the topic sentence ,do the worksheet, and play the picture matching activity * Personal Aim: I want to improve my eliciting skills and adjust teaching pace with time management |

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| Language Skills:   * Speaking: Students will talk about main idea that they made during the main activity * Writing: students will do the word search puzzle on the worksheet and find the topic sentence from the rearranged reading text given * Listening: students will listen to the teacher’s presentation, instruction, demonstration and classmates’ idea during the pre and main activity * Reading: students will read the worksheet and the reading text |

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| Language Systems:   * Lexis: inventions; phone, washing machine, pills …etc. * Phonology: Antibiotics, inexpensive, plague * Grammatical: Understanding the paragraph by knowing Even as recently as, In fact, All of these with transitional words * Discourse: talk about what students understand main idea * Function: to understand main idea well by practicing |

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| Assumptions:   * All students know the meaning of the topic sentence * All students can read and understand the text by themselves * Some students know almost all of the vocabularies * All students have the experiences of doing the Word Search Puzzle at least once or more |

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| Anticipated Problems and Solutions:  Problem: Some students have very few vocabulary knowledge about the reading text  -Solution: preview the words during the pre-activity  Problem: Some students might need more time to find each topic sentence of the passage  -Solution: Give students extra time to complete their work  Problem: Some students are not able to understand the reading text quickly  -Solution: Explain about the text individually  Problem: While the activity, time might be too short to play a game and can’t finish the game  -Solution: Let a few groups do the game |

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| References: <http://lessonplanz.com/>  <http://wwwyoutube.com/watch>  Tesol Course Book  Great Paragraphs written by Keith S. Folse |

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| **Lead-In** | | | |
| Materials:  White board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole Class  Individually | Students will answer the lead in question and explain their thoughts | Greeting  (Hello everyone,  Welcome to our class!  How are you doing today?)   1. **Would you rather talk about fault of your best friend or say in a roundabout way Explain.** 2. **If you become a singer, what kind of music do you want to sing? Explain.** |

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| **Pre-Activity** | | | |
| Materials: White board, worksheets, pictures of mountain, river, phone, washing machine, pills | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class  Individually | Students will answer the question following  A: The natural thing and not  Students will find the name of inventions  Students remain their seats    Students will answer the ICQs  ‘Students will do the Word Search Puzzle’  Students will present their answers by reading the words | \*Eliciting  **-Show a picture of mountain and washing machine and ask students what this is**  **-put the two pictures on the board**  ‘What is the difference of the two pictures?’  \*Demo  -**Show other else pictures of inventions; phone, pills,**  ‘There are some name of words invented on the worksheet for the word search puzzle’  **Ex. Penicillin, Television…**  \*CCQ  ‘And now, is this invention?’ x3  **-show the word card says “mountain” “river” and “radio”**  ‘Now, just like we did, we are going to find the name of inventions by doing Word Search Puzzle’  ‘You are going to work individually and I will give you 2 minutes to complete’  \*ICQ  ‘What are we going to do?’  ‘How much time do we have?’  ‘Are we working in individually?’  **-Passing out the papers**  ‘Please don’t start before I finish passing out this paper and when I say begin”  **Time checking**    **Ask three students to present randomly**  **Go over the answers together** |
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| **Main Activity** | | | |
| Materials: Reading Text 1,2 (original and adapted) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 9min | Whole class  Groups of 4 | Students will answer the question  Students will read and try to  find the topic sentences  One student from each groups will present their  answers | \*Grouping  **-Name each students when create a group**  ‘From \_\_\_\_\_\_to\_\_\_\_\_\_, you guys are going to be one team’ x4  Name the groups with red/blue/green/yellow(choose a color marble with close their eyes)  **\***Demo  **-Read students the text and let them find topic sentence**  ‘What is the topic sentence?’  **-Put 3 sentences on the board**  ‘Now with your group members, you are going to read 2 different text. One is a original version and the other is twisted one. At first, you read the original and then face down the text. Then read the second one. And find the topic sentence of each paragraph’  -**Passing out the reading text 1  (after reading text 1, give text 2)**  ‘This will going to be group work and I will give you 4minutes to complete the work’  \*ICQ  ‘What are we going to do?’  ‘How much time do we have?’  ‘Are we working in individually?’  **Time checking**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **-Ask students who has the most experience about going other countries in a group and tell them they are going to be a presenter**  **(by this time, at least 6minutes has to be left)**  **-Ask students to present their answers**  ‘Let’s check out the topic sentence correctly’  ‘Except the first paragraph, all the first sentences of each paragraph are topic sentences.’ |

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| **Post Activity** | | | |
| Materials: Pictures (living room), items of picture cards(couch, TV, lamp, picture) unscrambled word material | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class  Groups of 4 | Students will answer the question  Students will answer the ICQs  Students will do Unscramble the word | \*Eliciting  **-show the two pictures of**  **home(old, new style of living**  **room)**  ‘Do you know where it is?’  **\***Demo  -**Throw a marble into the box then**  **put the picture cards in the living**  **room** **to decorate the living room**  **-Put the picture cards on the board**  **Put the picture cards on the board**  **(Couch, TV, Lamp, Picture)**  **-Put a box in the middle**  **Introduction**  ‘This is the new style of living room’  **-Show picture of living room**  ‘In your same group, you will throw the marbles into the box if youput  a marble in the box, your group can decorate the living room.’  **‘**You will have 3minutes’  \*ICQ  ‘What are we going to do?’  ‘How much time do you have?’  **-pick the winner group as many**  **as they can decorate**  \*Error correction  \*Unscramble the word  **-put the materials on the board**  ‘Can you guess what this word is?’  INVENTION  **-put it in right order**  Do you have any questions?  \*Close |
| **SOS Activities** | | | |
| Materials: bingo sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | individually | Students will play Bingo game with invention words  Students will answer the ICQs | \*Demo  There are invention words  -call the name of invention words  and cross out a word with any  directions you get in 3 rows  \*Introdruction  ‘You are going to play in pairs  You’ll have 1 minutes  \*ICQ  ‘What are we going to do?’  ‘How much time do you have?  ‘Are we working in groups?’  Let the students play the activity  Close |