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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Borrowing money from friend** |

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| **Instructor:** Jun | **Level:** High Beginner**Nationality:** Korean | **Students:** 8**Age:** Adult | **Length:** 30 minutes |

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| **Materials:** Worksheet1, Pen, Pencil and Papers( I do not know whether it is needed or not) |

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| **Aims:**Main: student will able to speak to someone when they borrow some money.Secondary:1. Students will be taught about some word that is about borrowing money from friend.
2. Student will speak sentences using their own words.
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| **Language Skills:**Reading: Students will read a dialogue and understand it.Listening: Students will listen to partnerSpeaking: Students will speak answers or questions.Writing: After the dialogue, they will solve match questions |

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| **Language Systems:**Lexis: T-S will talk about dialogue words ex) Pay someone back and I’ll payPhonology: There are some difficult pronunciation in the dialogue Discourse: Pair and groups conversationGrammar: Asking a questionFunctions: Dialogue Situation |

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| **Assumptions:** Students will know how to speak English depending on situations.Students would be familiarized with a pair work  |

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| **Anticipated Problems and Solutions:**Students will have a difficulty to understand teacher’s talking.* Educator should check students using I.C.Q or C.C.Q.

When students have a difficulties with partners* Change their partners to relax my students

Teacher should check his or her students by going around class and ask students some points of role card.* Explain as much as teachers can
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| **References:*** [**http://busyteacher.org/22936-family-role-play.html**](http://busyteacher.org/22936-family-role-play.html)
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| **Pre-Task** |
| **Aim:** to help student get interest and familiarize with other classmates\**Materials**: none of things |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 1min10s20s30s1min2min | T-SSS-S | (Chat)(Pre-Task) | Good morning class! I think everyone had a great holiday because everyone look better than last week.So, (student), How was your holiday??(Answer)Ok, I want to make my class more active so ask your classmates about holiday such as what did you do in holiday? (Chat)**Guide Question**1. Have you ever borrowed money from friends and Why?

(few Student will answer this question) |

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| **Task-Preparation** |
| **Target:** To make students read dialogue and understand them. Educator should check whether students understand or not.**Material**: Worksheet1 |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 30s3min2min30s3min30s30s2min2min | T-SS |  (Read a worksheet) | Good, I will teach you some hard vocabulary to understand dialogue.**Pre-teach(Vocabulary**)First, “pay someone back” what do you think of meaning of this?**Student: Is it like repay?**Ok, good job, you are also right but exact mean is giving it back to themNext word is “I’ll pay” what does that mean? If you know mean of this please tell to class**Student: “I will pay”- same meaning**Ok, last one is name but it is difficult.(Educator will write down “Theodore”)Do you know how to pronounce this name? **(Informing Pronunciation)****(If it is wrong, teacher should answer right meaning of a word)**Good, then I will give worksheets to talk with your partner. Before talking with your partners, please read the dialogue. Do not solve the questions under the dialogue Ok? 3min to read it. Start! **Reading (3min)**Times up, now, I will make you in pairs to read the dialogue First you are BRIAN and you are THEODORE Ok? Read it two times GO!(**Student will read two times with their partners)**Now, we will change opposite role ok? Read it two times Go!**(Student will read two times with their partners)** |

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| **Task- Realization** |
| **Aim:** To do the dialogue with partners**Material:** Worksheet1 and Pen or Pencil |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 10s50s1min1min3min3min | T-SS |  | Ok, we read this dialogue right? **<Understanding Question>**1. **What happen in the dialogue?**

(Someone want to borrow some money)1. **Who want to borrow money?**

(Brian!)**[Instruction]**Ok, then I will make two groups to play some exercise. One group is this table and you are rich so I will give you some money. Another group is this table and you are poor so you should borrow some money to rich group Ok? And Winner is the person who borrow much more money than others Ok?**{I.C.Q}**1. **How many groups? (2)**
2. **How to do to be a Winner?**

**(Borrowing much more money)**1. **What group is rich and what group is poor? (1st table is rich and 2nd table is poor)**

DO it!(2nd table group will go and borrow some money from 1st table group)Now, opposite situation, you are poor and you are rich **(Teacher-point groups)** so 1st table group will go and borrow it ok? Go!(1st table group will go and borrow some money from 2nd table group)Very Good! |

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| **Post Activity( Production)** |
| **Target:** Demonstrating in front of class, ask applied question to students to focus on the class.**Material:** |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 30s3min2min30s | Individual |  | Okay now, other side of worksheet, you can see the matching Question Upside is word and downside is meaning of word [ex)1-G ] ok? I will give three min to solve these problem. Ready! Go!(Student will solve the matching Question)Good, I will inform about the problem keys. Number one is G and………(Answer: 1-G; 2-A; 3-I; 4-B; 5-D; 6-C; 7-E; 8-H; 9-F; 10-JGood we done all things. I am so glad to see you guys and I will see next time. Thank you~ |
| **SOS Activities(Feedback)**  |
| **Aim: to finish the class on time** |
| Materials: none of them |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-S | Write down the feedbacks and discuss your partners | Ok , tell me your feedback to your partners what is your partner pros and cons **Student:(Chat)** |

Name:\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_

<Dialogue>

BRIAN: Can I borrow 50 dollars? I'll pay you back next week.

THEODORE: I'm sorry, Brian, I don't have any money.

BRIAN: But I don't believe you. 5 minutes ago, you bought an icecream.

THEODORE: 5 minutes ago, I had money. Now I don't. I had enough for an icecream.

BRIAN: But I saw you. You had a $100 note. An icecream doesn't cost $100.

THEODORE: But I need that money. I want to buy some books.

BRIAN: Can you buy the books later? I need the money now.

THEODORE: Well what do you need the money for?

BRIAN: Umm ... I need it to buy food for next week.

THEODORE: Then why can't you save money?

BRIAN: Oh, come on! It's hard for me. I have to pay rent, and I only have a part-time job.

THEODORE: I'll give you 5 dollars. But please don't ask me again.

BRIAN: 5 dollars? That's hardly enough for a cup of coffee!

THEODORE: A cup of coffee? First, you tell me you need it for food. Then suddenly you're talking about coffee! Sorry, I can't give you any money today.

BRIAN: Ok, I'll take the 5 dollars.

THEODORE: Ok, here you go. Don't bother about paying me back. Just don't ever ask me again, ok?

Name\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_

Exercise

{Matching the word and meaning 1 to 10 are words and A to J are the meaning of word}

1) borrow \_\_\_\_\_

2) pay someone back \_\_\_\_\_

3) I'll pay \_\_\_\_\_

4) bought \_\_\_\_\_

5) saw \_\_\_\_\_

6) had \_\_\_\_\_

7) note \_\_\_\_\_

8) rent \_\_\_\_\_

9) part-time job \_\_\_\_\_

10) suddenly \_\_\_\_\_

A) give money back to someone

B) past tense of buy

C) past tense of have

D) past tense of see

E) piece of paper money

F) some work that takes about 10-20 hours a week

G) take something from someone, and give it back to them later

H) the money you pay for your apartment each week (or each month)

I) future tense of "I pay"

J) coming as a surprise