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| Listening  Speaking  Reading ▩ Grammar  Writing | | | |
| **Topic: What Did you Do on Last Christmas?** | | | |
| **Instructor:**  **Terry** | **Students Competency Level**  **Upper Beginner** | **Number of Students:**  **12** | **Lesson Length:**  **60 mins** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Drilling Chart - Who, What, When, Where, And Why Questions  Question Drill Work Sheet  Question Drill Work Sheet with Answers | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  -Improve Ss listening skills by T’s story, Ss stories, drilling, and doing an activity.  -Improve Ss speaking skills by answering T,sharing stories, drilling, and doing a question activity  -Improve Ss grammar skills about Who, What, When, Where, And Why Questions by T using Who, What, When, Where, And Why Questions, drilling, writing, and doing a question activity | | | |
| 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?)**   Drilling a wall chart, writing sentences   * Listening: **(Where did listening occur in the lesson?)**   Teacher talk, Ss talk, an activity   * Speaking: **(Where did speaking occur in the lesson?)**   Sharing Ss stories about what they did on last Christmas, answering T, doing a question activity   * Writing: **(Where did writing occur in the lesson?)**   Writing sentences about they did on last Christmas | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Drilling, T and Ss talk   * Lexis: **(meaning)**   Who, What, When, Where, And Why use questioning   * Grammar: **(language structure)**   Who, What, When, Where, And Why Questions   * Discourse: **(communication)**   T-S-T, sharing stories, drilling, and doing a question activity. | | | |
| 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.)**  All Ss can distinguish Be verb from general verbs.  All Ss know about what they did on last Christmas  All Ss know how to make a question sentence with be verbs and general verbs.  All Ss know what a declarative sentence is.  All Ss know what an interrogative sentence is. | | | |
| 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)**  If Ss have a hard time distinguishing be verb from general verb, T gives clear explanation.  If Ss do not know when to use Who, What, When, Where, And Why, give more examples | | | |
| References: | | | |

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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)**  A Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min | Whole | Greet T | Greet Ss. |
| 2 min | Whole | Listen to T | T tells a story about what he did on last Christmas. |
| 2 min | Whole | Look at the board  Listens to T | T writes down on the board  Examples:  -What did I do for the kids?  -Who was I with?  -When did it dress up like Santa Claus?  -Where I went on last Christmas?  -Why did I hold the event? |
| 5 min | Whole | Listen to T, become aware of target language structure. | T reads all the sentences on the board aloud. |
| 7 min | Whole | Answer T’s questions | T picks some students and asks them to answer the questions on the board based on the story T told them.  Now let’s look at how we obtain information. |

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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)**  Drilling Chart - Who, What, When, Where, And Why Questions | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 7 min | W - Ss | Ss get a Drilling Chart sheet.  Ss read, listen, speak and drill to learn and become familiar with Who, What, When, Where, And Why Questions | S hands out a Drilling Chart sheet to each S.  S explains them and drill with them.  T explains Who, What, When, Where, And Why and the meaning of them.  T reads them first and have Ss to repeat after T |
| 4 min | Whole | Listen to T and observe T writing on the board | T introduces a writing activity by writing down some things he did on last Christmas and makes Who, What, When, Where, or Why Questions based on the sentences on the board |
| 5 min | Whole | Ss receive a blank sheet of paper and start writing what they did on last Christmas.  At least 3 declarative sentences needed | T hands out a blank sheet of paper to Ss.  Asks Ss to write what they did on last Christmas.  T makes sure Ss write not interrogative sentences but declarative sentences. |
| 5 min | Pairs | Ss switch their writings and make Who, What, When, Where, or Why Questions based on the partner’s sentences. | T puts Ss in pairs and ask Ss to switch the paper with the partner and write Who, What, When, Where, or Why Questions based on the partner’s sentences. |

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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)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 15 min | whole | Listen to T and enjoy the game. | T collects the Ss works that they did in pre-activity.  T puts two chairs in the middle of the classroom.  T demonstrates how to do an activity called Making Questions.  The steps of Making Questions activity are like this:   1. Divide Ss into 2 teams. 2. S give a number to each student 3. Each number one S sits on the chairs. 4. T reads a sentence. 5. A student who turns it into a wh question sentence wins and earns 5 points. 6. S takes turns to do it until the last one. 7. A team which gets high points wins |

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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)**  Question Drill Work Sheet  Question Drill Work Sheet with Answers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 7 min | whole | Ss receives a Question Drill sheet  Ss turn the sentences on the sheet into Who, What, When, Where, or Why Questions | T hands out Question Drill.  T asks them to turn the sentences on the sheet into Who, What, When, Where, or Why Questions.  T dismiss the class.  T assign it as homework if they do not finish it in time. |

Drilling Chart –

Who, What, When, Where, And Why Questions

|  |  |  |
| --- | --- | --- |
| Wh question | Meaning | Sample Sentence |
| Who | Person | Who is your favorite singer? |
| What | Things, idea,  information, action | What are you holding? (thing)  What are you thinking about? (idea)  What kind of pet do you have? (information)  What are you doing? (action) |
| Where | place | Where is the hospital? |
| Why | Reason | Why did you lie to your mom? |
| When | Time | When is Terry’s birthday? |
| Whose | Possession | Whose cap is this? |
| Which | Choice | Which pair of shoes do you like more? |
| how | manner | How did you convince her to come? |

Question Drill

Please turn the sentences below into Who, What, When, Where, or Why Questions

***1.*** Columbus discovered America in 1492.

***-***

***2.*** I graduated from school two years ago.

***-***

***3.*** The mechanic repaired the car last week.

***-***

***4.*** He is always late because he never sets the alarm clock.

***-***

***5.*** Mandy phoned her uncle last Tuesday.

***-***

***6.*** I am going to wear the yellow dress at the ball.

***-***

***7.*** Ronaldo is the best football player in the world.

***-***

**8*.*** The university is about 2 km from the house.

***-***

***9.*** I take Bus 52 to work.

***-***

***10.*** My flight leaves Rome at 7.39.

***-***

Question Drill with answers

Please turn the sentences below into Who, What, When, Where, or Why Questions

***1.*** Columbus discovered America in 1492.

***What did Columbus discover in 1492?***

***2.*** I graduated from school two years ago.

***When did I graduate from school?***

***3.*** The mechanic repaired the car last week.

***Who repaired the car last week?***

***4.*** He is always late because he never sets the alarm clock.

***Why is he always late?***

***5.*** Mandy phoned her uncle last Tuesday.

***When did Mandy phone her uncle?***

***6.*** I am going to wear the yellow dress at the ball.

***What dress am I going to wear at the ball. Which dress am I going to wear at the ball.***

***7.*** Ronaldo is the best football player in the world.

***Who is the best football player in the world?***

8***.*** The university is about 2 km from the house.

***How far is the university? Where is the university?***

***9.*** I take Bus 52 to work.

***Which bus do you take to work?***

***How do you get to work?***

***10.*** My flight leaves Rome at 7.39.

***When does my flight leave Rome?***