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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Expression of Obligation** | | | |
| Instructor:  Eunju Choi (Anna) | **Students Competency Level intermediate** | **Number of Students: 14** | **Lesson Length:**  **57mins** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Board and Markers  Lesson Text Worksheets 1  Lesson Text Worksheets 2 | | | |
| 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 and speaking skills by listening and speaking to teacher and listening and speaking to other students  Ss become more fluent in speaking and listening by practicing dialogues and discussion with a group and answering to each other and teacher. | | | |
| 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?)**   Lesson Text (worksheets1 and Worksheets2)   * Listening:**(Where did listening occur in the lesson?)**   T instruction and explanation, interaction with group members   * Speaking: **(Where did speaking occur in the lesson?)**   Dialogue practice by 2 person pair ,repeat after T   * Writing: **(Where did writing occur in the lesson?)**   Writing notes and making a real situation using sentences that we learned at this class as a homework | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Dialogue reading, Ss talk, T talk   * Function:**(situation)**   Expressing oneself to others   * Lexis: **(meaning)**   vocabulary   * Grammar:**(language structure)**   In the sentences   * Discourse: **(communication)**   Group practice by pairing of student(A.B),discussion | | | |
| 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.) . (Ss gain or get by doing…)**  Students can gain communicative expressions of obligation and apply them to a real situation.  Students can be familiar with these dialogues and memorize them.  Students have experienced with different kinds of dialogue situation | | | |
| 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 time is running out ,shorten the dialogue time .  If there are more time than expected , give students more time for the memorizing conversation  If students don`t have full knowledge of their dialogue , allow them to memorize the dialogue | | | |
| References:  English pattern 500+ commonly used by native speaker(page 173~180) | | | |

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| **Lead-Inor 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)**  Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 5min  2mins  2mins | Whole class  S-W  Whole | Ss greet T  Students listen and look at teacher  Ss talk about their obligation  Ss share their obligations | Greet Ss  Start with my story about obligation  Ask ‘how about you?” Ask Ss to share what kind of obligations they have. |

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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)**  Lesson Text Worksheets 1 | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1mins  2mins  3mins  1mins  5mins | Whole  W  Pair  W  pair | Ss get worksheets1.  Ss read and complete the worksheets1  determine the right answer and share  .  Listen to the answers  Ss practice dialogue with partner | Introduce worksheet 1 and hand out.  Show how to complete worksheet1  Let students to do the worksheet 1  And determine answers in pairs  T reviews answers with students  Let students practice dialogue with their partner |

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| **Main Activity or Task Realization Part(Practice to Production Part. Teacher leads 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 Partof the lesson. Materials must be shown at the end of this document)**  Lesson Text Worksheet 2 | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1mins  10mins  5mins  5mins  1mins  10mins | whole  Whole  group  Pair  whole  S-W | Students get worksheets 2  Listen and repeat  Move to group and discuss  Ss practice dialogue with partner  Ss see T  Present in front of the class and demonstration | Teacher gives worksheet2  T speak out dialogue and have students repeat  All of the dialogues in worksheets2 will be repeated 7 times  T le  Teacher sets up pairs and let Ss practice  as a real situation  Demonstration a situation by using a dialogue as a real situation  T have some pairs come out to the front each |

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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)**  Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 3mins  2mins  2mins  3mins  2mins | whole  group  group  pair  whole | Students look at the board  Make and discuss their drill  Discussion  Demonstration  Positively respond | Teacher reviews lesson  T let Ss make their situation and obligation drills with fun  Ask similar expressions related to obligation  Give one expression one pair and let Ss demonstration it  Close by giving Ss feedback about their accomplishment and improvement |

Lesson Text Worksheets 2

Situation 1

I`ve got to/gotta...

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| A: I gotta take my car to the auto repair shop  B: What`s wrong with your car?  A: There`s a problem with the brakes.  B: Why don`t you go to my uncle`s place?  If you give him my name, he`ll give you a discount.  (for example)  I`ve got to see this.  I`ve got to face the reality.  I gotta go. See ya!  I gotta try that.  I gotta leave now if I wanna get there on time. |

Situation 2

Do I have to...?

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| A: Go clean up your room.  B: Do I have to do it now? I can just do it later.  A: You always say that and never do it.  B: Oh, all right, mom.  (for example)  Do I have to do this?  Do I have to leave now?  Do I have to take care of everything?  Do I have to make my bed every morning?  Do we have to work in groups of 4? |

You don`t have to....

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| A: Ah, I`m so full. I can`t eat anymore !!!  B: You don`t have to finish it.  A: But it tastes so good. I can`t stop myself.  B: You`ll get a stomach if you keep eating.  (for example)  You don`t have to write back.  You don`t have to apologize to me.  You don`t have to bring anything.  You don`t have to buy it if you don`t want it.  You don`t have to feel sorry for me. |

You`ll have to....

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| A: I`m so broke this week. I have almost nothing left.  B: When`s your next payday?  A: Next week. I don`t know how I`m going to survive till then.  B: I`ll help you out this time. But you`ll have to budget better.  (for example)  You`ll have to study harder next year.  You`ll have to prove your worth.  You`ll have to get an A on the exam.  You`ll have to babysit your brother tonight.  You`ll have to do better than that. |

You might have to...

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| A: You wanted to see me, Professor?  B: Your grades are not looking good.  What`s going on?  A: I had trouble understanding some chapters.  B: At this rate, you might have to repeat the course.  (for example)  You might have to have surgery.  You might have to work this Sunday.  You might have to wait a while.  You might have to pay them.  You might have to stay behind. |

I`m supposed to....

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| A: Remember, the party`s at my house at 8 this Saturday.  B: I`m supposed to work this Saturday. But I`ll try to get off work early.  A: What? You`re working on Saturday?  B: Yeah, something came up, and I have to take care do it..  (for example)  I`m supposed to submit this report today.  I`m supposed to report to him directly.  I`m supposed to keep this a secret.  I`m supposed to meet him here tomorrow.  I`m supposed to work this Saturday. |

There`s no need to...

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| A: Did you hear? Sam went to jail.  B: I know. There`s no need to feel sorry for him, though.  A: Isn`t that a little harsh?  B: He had it coming. He`s been dealing drugs for a while.  (for example)  There`s no need to hurry.  There`s no need to worry about it.  There`s no need to feel bad about it.  There`s no need to be afraid.  There`s no need to be so modest about yourself. |

Lesson Text Worksheets 1

Choose the best answer within following sentences. Fill in the blank with that.

\* Answer example

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| I`ve got to/gotta... | Do I have to...? | You don`t have to.... |
| You`ll have to.... | You might have to... | I`m supposed to.... |
| There`s no need to... |  |  |

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| A:[ ] take my car to the auto repair shop  B: What`s wrong with your car?  A: There`s a problem with the brakes.  B: Why don`t you go to my uncle`s place?  If you give him my name, he`ll give you a discount. |

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| --- |
| A: Go clean up your room.  B:[ ] do it now? I can just do it later.  A: You always say that and never do it.  B: Oh, all right, mom. |

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| --- |
| A: Ah, I`m so full. I can`t eat anymore !!!  B:[ ] finish it.  A: But it tastes so good. I can`t stop myself.  B: You`ll get a stomach if you keep eating. |

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| A: I`m so broke this week. I have almost nothing left.  B: When`s your next payday?  A: Next week. I don`t know how I`m going to survive till then.  B: I`ll help you out this time. But [ ] budget better. |

|  |
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| A: You wanted to see me, Professor?  B: Your grades are not looking good.  What`s going on?  A: I had trouble understanding some chapters.  B: At this rate, [ ] repeat the course. |

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| A: Remember, the party`s at my house at 8 this Saturday.  B:[ ] work this Saturday. But I`ll try to get off work early.  A: What? You`re working on Saturday?  B: Yeah, something came up, and I have to take care do it. |

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| A: Did you hear? Sam went to jail.  B: I know. [ ] feel sorry for him, though.  A: Isn`t that a little harsh?  B: He had it coming. He`s been dealing drugs for a while. |