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| Listening  Speaking  Reading XX Grammar  Writing | | | | | | | | |
| **Topic: We Can Do It**  **Language Target (Auxiliary Verb)** | | | | | | | | |
| Instructor:  Olivia | | **Students Competency Level**  **Pre-intermediate** | | | **Number of Students:**  **8** | | | **Lesson Length:**  **56 minutes** |
| **Materials: (List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  **White Board and Marker**  **Activity Pictures**  **Cooking**  **Swimming**  **Singing**  **Dancing**  **Baseball**  **Basketball** | | | | | | | | |
| **Aims: (What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Improve Ss speaking skills by talking to communication activity. * Improve Ss listening skills by listening to S’s stories. * Ss can consider about English words and practice the grammar during the activities of the lesson. * Ss can learn about interaction with other students and feel comfortable during the group activity discussing time. * Ss can improve their understanding of auxiliary verbs by completing the work sheet. | | | | | | | | |
| **Language Skills: (Lists what activities language skills students will be using by participating in the activities of the lesson.)**   1. **Reading: (Where did reading occur in the lesson?)**   Read about the work sheet   1. **Listening: (Where did listening occur in the lesson?)**   Sharing Ss stories about activity work sheets   1. **Speaking: (Where did speaking occur in the lesson?)**   Ss stories about their stories, Answering, Feedback   1. **Writing: (Where did writing occur in the lesson?)**   Writing sentence about we can do it activity in work sheets | | | | | | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**  - Phonology: **(sound)**  Teacher feedback, instruct direction, T and Ss Talk  - Lexis: **(meaning)**  Words about activity worksheets and discuss Ss.  - Grammar: **(language structure)**  Auxiliary Verb  - Discourse: **(communication)**  Share question and answer, playing 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 know about Auxiliary Verb and use of axillary tense.  - All Ss can through answering and their opinion.  - All Ss already know the auxiliary verb used to discuss. | | | | | | | | |
| **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)**   1. When they don’t know how to explain by English. 2. If Ss don’t understand T will show and tell about T’s stories. 3. If Ss are wrong give positive reaction so that they can solve their problems by themselves. | | | | | | | | |
| References: | | | | | | | | |
| **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)** | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** | | | | |
| 1 min  7 min  10min | Whole  Whole  Whole | | Ss greet the teacher.  Ss listen to T.  Ss talk their opinion and story. | Greeting teacher  Tell teacher's Story about I can do it. Let's discuss about stories with Ss.  Ask Ss to share their story about what they can and cannot do. | | | | |
| **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)**  **Activity Pictures**  **Cooking**  **Swimming**  **Singing**  **Dancing**  **Baseball**  **Basketball** | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | | | **Teacher Procedure & Instructions:** | | |
| 5 min  3 min  6 min | Whole  Whole  Whole | | Ss listen How to do T.  Ss do prepare for discuss their opinion.  Ss share their opinion. | | | Ss understand the language target and explain by teacher demonstrate.  Ask Ss to prepare for worksheet. T will help and facilitates.  T gives the work sheet. | | |
| **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)**  **White Board and Marker**  **Auxiliary Verbs Worksheet** | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | | | **Teacher Procedure & Instructions:** | | |
| 1 min  1 min  2 min  7 min  4min  5 min | Whole  Groups  Wohle  Groups  Whole  Whole | | Ss get ready for activates.  Ss make a group Ss do activity.  Listen T instructions and prepare to activity.  Ss watch listens and enjoys.  Ss listen to other Ss discuss.  Ss listen what T says. | | | T gives Auxiliary Verbs Work Sheet  Make four groups of two people each.  T monitors their activities.  Introduce We can do it activity and how to do activity.  T watches each groups and facilitates class to activities.  T watches discussing Ss and positive feedback.  Give Ss positive feedback and comments. | | |
| **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)** | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | | | | **Teacher Procedure Instructions:** | |
| 3min  1min | Whole  Whole | | Share about activity work sheet Ss opinion.  Thank teacher and say goodbye | | | | Close by giving Ss feedback about their improvement. By ask Ss to describe another classmate using language target.  Close by giving feedback. | |

**Auxiliary Verbs Work Sheet**

1. EX ) I Can \_\_\_drive a car\_\_\_\_\_.

- I Can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1.

2.

3.

4.

5.

2. EX) I can’t swim\_\_\_.

- I can’t \_\_\_\_\_\_\_\_\_\_\_\_\_.

1.

2.

3

3. EX) \_\_Olivia \_\_ can ride a horse\_\_\_\_.

- \_\_\_Partner’s name\_\_ Can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1.

2.

3.

4. EX) I will learn to swim\_\_\_.

- I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1.

2.

3

5. EX) \_\_Olivia will learn to swim \_\_\_\_.

- \_\_ Partner’s name\_\_ will \_\_\_\_\_\_\_\_\_\_.

1.

2.

3.

**Direction: write about what I can do or I can’t do. And then write your partner’s three possible things. Next, write three thinks about what you will do and partner will do.**

**Activity Pictures**

**Cooking**



**Swimming**



**Singing**



**Dancing**

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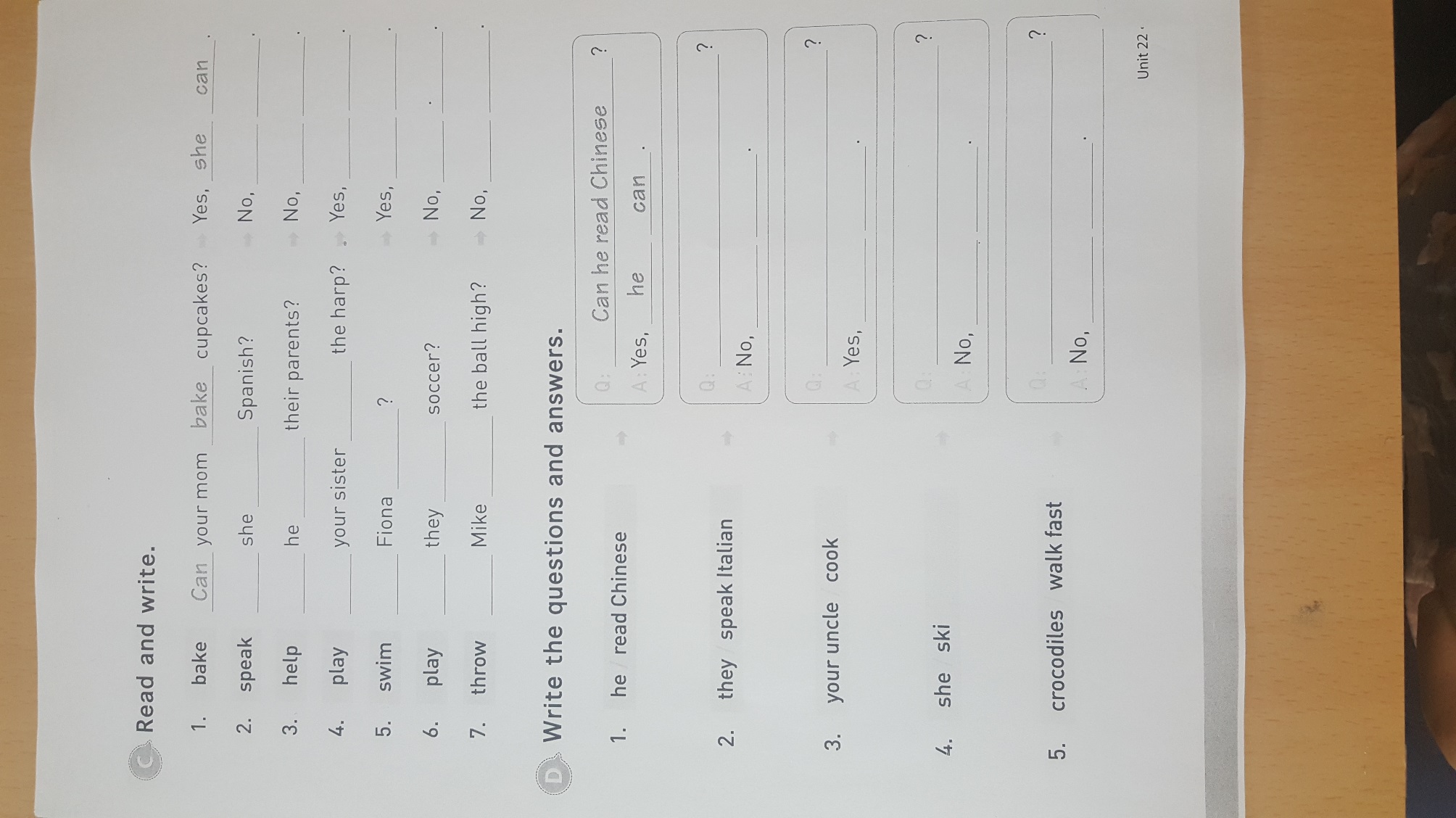
**Baseball**

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**Basketball**



**Auxiliary Verbs Work Sheet**

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