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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Just in time** |

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| Instructor:  Kang Ok Choon  (Lea) | Level:  **Upper Intermediate** (Adult) | Students:  **12** | Length:  **30 Minutes** |

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| Materials:  Vocabulary Worksheet. (12 copies)  before listening worksheet  Fill in the blanks worksheet (12copies)  Computer for audio file |

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| Aims: (3)  Ss will improve their listening skill.  Ss will recognize the difference between in,at and on.  Ss will practice writing skill by filling the blanks on a worksheet. |

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| Language Skills: (4- Integrated)  Speaking : Repeating, Answering  Listening : Listening scripts  Reading : Reading scripts  Writing : Filling in the worksheet |

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| Language Systems: (3-5)  Lexis :Vocabulary about prepositions.  Grammar : Preposition of place.  Discourse : Role play on dialog completing worksheet. |

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| Assumptions:  Ss already knew the class set up and run.  Ss like to do role play.  Ss already knew about other preposition. |

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| Anticipated Errors and Solutions:  Ss may not understand the meaning of proposition.   * Give more examples   Ss may not finish filling in the blanks on the worksheet.   * Listen audio file again |

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| References:  BBC Learning English.  http://www.bbc.co.uk/learningenglish/english/course/intermediate/unit-2/session-1 |

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| **Lead-In** | | | |
| Materials:  White Board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole  class | Answering to teacher’s question | Hello Everyone!  How are you today?  T hands worksheet#1 out to Ss |

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| **Pre-Activity** | | | |
| Materials:  White Board and Markers  Worksheet #1 vocabulary worksheet#2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  1min | Whole  Class  Whole  class | Focus T and listening to the conversation from the audio.  Ready to do main activity | Eliciting  Ask Ss question about preposition on the worksheet#1  Ss will read the sentence on the script  ICQ  What are you working in pairs?  How much time do you have?  Transition to main activity. |

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| **Main Activity** | | | |
| Materials: white boar and Markers.  Worksheet#1 worksheet#2 Computer for listening | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  7min  2min | Whole  Class  Individually  Whole  class | Ss listen T’s instruction  Ss listen and fill in the blanks  Share answer with classroom | Make 3 groups.  Instruction  I will give you worksheet before listening.  With your patners, guess whether the sentence. I will give you the fill in the blank worksheet.  ICQ  Are you sharing your ideas with your partner?  How much time do you have?  Listen carefully and after listening we will fill in the blanks.  Checking the answer. |

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| **Post Activity** | | | |
| Materials: Computer for listening. Worksheet#2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Pairs | Ss talk the session vocabulary of the sentence. | I will give you 3 minutes to discuss about the topic and do role play  ICQ  Are you working in groups?  What do you need to discuss?  Monitoring |

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| **SOS Activity** | | | |
| Materials: Worksheet#2, Paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Pairs | Remembering vocabulary in the article. | Do you remember vocabularies in the article? |

Vocabulary Reference

### ****Session 1****

**Time expressions with at**

* at one o'clock / 2:30pm
* at breakfast / dinner / lunchtime
* at noon / midday / night
* at the weekend

**Time expressions with on**

* on 3rd May
* on Christmas Day
* on Saturday morning

**Time expressions with in**

* in the morning / afternoon / evening
* in spring / summer / autumn / winter
* in 1996

### Session 3

**sensation**  
(here) something or someone that causes great excitement or interest

**auditions**  
short performances, usually by actors, musicians or dancers, to show that they are right for a particular play, film or show

**contestants**  
someone who takes part in a competition

**nippy (informal)**  
cold

**warming up**  
preparing for a performance

**feedback**  
opinions or thoughts about something to say if it is good or liked, usually intended to improve it

**knock the judges socks off (idiom)**  
really impress the judges

### Session 4

**past it**  
(informal) too old or out-of-date to be interesting or useful

**format**  
the way something (for example, a TV show) is arranged

**shake-up**  
a complete reorganisation

**hopefuls**  
people who are hoping to succeed

**panel**  
a small group of people who make a decision

**wannabe**  
short for 'want to be' (like someone or something else)

**temperamental**  
having a mood that can change quickly and unreasonably

**ear for (something)**  
able to recognise, appreciate and produce sounds, especially music

**consistent**  
behaving in the same way over a period of time

**versatile**  
able to change easily

**programming language**the language that gives instructions to computers

**genres**  
types

**timbre**  
the quality of a musical sound

**pet hates**  
minor or small things or habits that a person finds particularly annoying, usually more than for other people

**guilty pleasures**things that a person likes, even though that they are not considered to be very good or fashionable

**on a par with (something)**  
at the same level as (something)

**catchphrases**  
well-known sentences or phrases, usually associated with a particular famous person

**#Part1**

**Mike**How about lunch **\_\_\_\_\_ Monday, Rob?**

**Rob**Well... I've got a meeting **\_\_\_\_\_ 11.30.**

**Mike**  
Ok, are you free **\_\_\_\_\_\_\_\_\_\_\_\_**?

**Rob**  
Hmm... the engineer's coming **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. The washing machine's flooded again! It happened **\_\_\_\_\_\_\_\_\_\_\_**, too.

**Mike**  
Well, what are you doing **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**

**Rob**  
Sorry - I'm playing football.

**Mike**  
Ok - perhaps we could meet in the pub **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**

**Rob**  
We've got guests **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

How about this afternoon **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**?

#Part2

**Mike**  
How about lunch **\_\_\_\_\_\_\_\_\_\_, Rob?**

**Rob**  
Well , I've got a meeting \_\_\_\_\_\_\_ **11.30.**

**Mike**  
Ok \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Rob**  
Hmm… The engineer's coming **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. The washing machine's flooded again! It happened **at Easter**, too.

#Part3

**Mike**  
What are you doing **in the afternoon?**

**Rob**  
Sorry - I'm playing football.

**Mike**  
Ok - perhaps we could meet in the pub **on Saturday evening?**

**Rob**  
We've got guests **at the weekend.** How about this afternoon **at two thirty?**