|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Basic prepositions of time: at, on, in |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Hyeyeon Tiffany Jung | Level:  Elementary | Students:  6 | Length:  30 minutes |

|  |
| --- |
| Materials:   * video clip - basic prepositions of time * Computer with sound system * whiteboard and marker * 6 copies of practice worksheet |

|  |
| --- |
| Aims:   * Ss will predict the use of prepositions of time in sentence by watching the video clip “basic prepositions of time”. * Ss will know the form of prepositions of time by teacher’s explanation and substitution table. * Ss will practice the prepositions of time by answering concept check questions and completing the worksheets. * Ss will practice speaking and listening ability by sharing the answers they interviewed in pairs. |

|  |
| --- |
| Language Skills:   * Reading: reading worksheets to answer questions * Listening: watching the video, teacher’s instructions and explanations, classmates’ interview * Speaking: asking and answering interview questions. * Writing: worksheet answers and note taking while watching the video |

|  |
| --- |
| Language Systems:   * phonology: drilling * Lexis: day and dates, months, clock time * Grammar: use of prepositions of time (in, on, at) * Function: express time and dates |

|  |
| --- |
| Assumptions:   * Ss already have learned simple future tense, ‘be going to’ in previous class. * Ss know how to express schedules and plans. |

|  |
| --- |
| Anticipated Errors and Solutions:   * Ss may have hard time understanding the video.   → Let Ss watch it one more time.   * Ss may have difficulty in understanding appropriate use of prepositions.   → T provides more example.   * If Ss need more time to finish their activity. (cut-off plan)   → Be flexible with the time as giving Ss more time to finish their activity and cut off the time of post activity.   * If Ss finish their tasks earlier than anticipated. (sos plan)   →Give Ss more time on final activity. |

|  |
| --- |
| References:  Basic prepositions of time  <https://www.youtube.com/watch?v=KaTBY5mfwA0>  Time prepositions practice <https://www.teach-this.com/images/resources/time-prepositions-practice.pdf>  Annual calendar template  <https://www.2018calendarwithholidays.com/wp-content/uploads/2017/08/yearly-calendar-template-annual-calendar-2-LWyIsJ.jpg> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:video clip - basic prepositions of time, Computer with sound system, whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  1min  1 min  3min | whole class  whole class  whole class  whole class | Ss will review how to use ‘be going to’ in a sentence from the last lesson.  Ss will share their Christmas plans.  Ss will watch a video of conversation about birthday plans. | T: Hello everyone, how are you today?  **Review**  T: Do you guys remember what we have learned previous class? We learned how to make a sentence with ‘be going to’. For example, Tim is going to spend his vacation in Seattle. Sung is going to make a beautiful dinner.  T: when do you think it happens; in the past, present, or future? Is it a plan?  T: Yes, it is a plan. In the last lesson, I mentioned that we often use ‘be going to’ to talk about our future intentions and plans. We have usually made our plans before the moment of speaking.  **Contextualization**  T: Does anyone have a special plan on Christmas? What will you do in the morning on Christmas?  *(Try to If no one answers, share about myself)*  T: I am going to church in the morning. There is a special concert at 7:00pm. I think I will be with my family on Christmas day.  T: Now, I am going to show you a video clip.  There are two people talk about birthday plans in this video.  **Guided Warmer Activity**  T: When you watch the video try to remember the schedules and plans they talk about. You may take a note while watching.  ICQ  -what should we remember?  *(play the video and let Ss watch.)*  Feedback  -Do you want to watch it one more time?  *(If yes - let Ss watch it one more time.*  *If no - recall what they have watched.)* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  3min  5min | In groups  whole class  whole class | Ss will discuss the schedules and plans the people talked about in the video.  Ss will share what they discuss in the group.  Ss will learn the prepositions of time; in, on, and at. | **Recall**  T: Did you enjoy the video? Isn’t that funny? She’s trying to convince him to do what she likes on his birthday. Now I want you to make two group with people nearby and discuss the schedules and plans they talked about in the video. You have 3 minutes.  ICQ  -How much time do you have?  -What do you discuss?  *(Let Ss discuss and monitor discretely.)*  **Reflect**  T: Ok, can you tell me the schedules and plans you heard in the video?  *(Try to eliciting more questions from Ss to pull out the rules of preposition of time and dates. Some possible questions: when is the man’s birthday? where does she want to go? what time is the french movie at the Avalon? what time is Mozart concert? what time is the play at the art center? when is the baseball game? is it in the morning, in the afternoon, in the evening?*  *(The rule to elicit are the following:*  *for clock time, we use “at”*  *for days, we use “on”*  *for the morning, afternoon, evening, and months, we use “in”)*  T: Can anyone complete this sentence by using in, on, or at? ‘They are going to go to a baseball game....  *(write the sentence on the board and let Ss answer and finish the it with in, at, on => at 7:00pm, in the evening, on his birthday)*  **Conclude**  T: Great job guys! we have just learned the basic prepositions of time.  A preposition is a word that is used with a noun to express time and dates.  We use ‘in’ with times of the day, months, seasons, years.  We use ‘on’ with days of the week, dates and special days.  We use ‘at’ with clock time, festival, and night (exceptional)  For example, you could say...  I brush my teeth in the morning.  I am going to America in January.  I go swimming in every summer.  They moved here in 2012  The final exam is on December 20th / on the 20th day of December.  Christmas in 2017 is on monday.  The class starts at 9:00am  I will call you at 6:30pm.  CCQ  -Why is at 9:00am?  -Can you say the class starts in the morning?  -Why is on December 20th?  -Can you say in December 20th?  Form  T: A preposition is connected to the noun. right before the noun is usually where it is found.  *(write the form on the board:*  ***preposition + noun****)*  Drilling: simple substitution drill  I am going to the dentist on Monday.  (Wednesday, December 7th, the weekend)  I will meet you at 5:00pm.  (Christmas,, night, 2:00, lunchtime)  I visited Canada in 2012  (January, summer, 1982) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Practice worksheets, whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  4min | Individually  In pairs | Ss will work on the worksheet questions.  Ss will go around the class and interview each other by changing the statements on worksheet. | **Controlled practice**  T: Do the worksheet questions by filling in the blacks. Choose the correct answer individually. You have 2 minutes.  ICQ  -How much time do you have?  -what do you do?  -Do you work alone?  *(Pass out the worksheet and run task)*  Feedback  -Do you need more time to finish it?  *(If yes - give 30 seconds extra time*  *If no - check the answers together)*  **Less-controlled practice**  T: we will do an activity ‘find someone who…’. You need to change these statements into yes/no question and go around the class, asking each others the questions. For example, do you like to get up late on Sunday? When someone answers ‘yes’ to a question, write down their name and ask follow-up question to get more information. Note down to the answer in the last column. you have 4 minutes.  ICQ  -What do you do?  -When someone answers ‘yes’ to a question, what should we do?  -How much time do you have? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  1min | In pairs  whole class | Ss will tell their partner two or three people they interviews.  Ss will wrap-up the lesson. | **Free practice**  T: Let’s talk about who you found for different situations. Pair with person next to you. Then tell your partner about two or three people you interviewed. Make sure you use the prepositions in your statements. you have 3 minutes.  Demonstration  T: For example, Jin is usually awake at  midnight. she likes watching tv at night.  ICQ  -What will you do?  -Who do you work with?  -How much time do you have?  (Monitor discreetly)  Feedback  -Have you all finished?  *(If no - give 30 seconds extra time)*  T: Let’s share what you interviewed with the class.  *(If not enough time, have a couple of Ss to share their answers with class.)*  **Wrap-up**  Did you have fun today?  I hope you enjoyed today’s lesson.  We will talk about the prepositions of place next time. I will see you at the same time tomorrow. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: worksheets of personal calendar | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | individually | Ss will make a personal calendar and share about their own events with a partner. They will practice to use the prepositions of time and dates. | T: Let’s make a personal calendar. You may  write down birthdays of your family and  friends,  any kinds of anniversary, plans, and the  holiday.  (Pass out the worksheet and run task)  T: Share with your partner about when you  have special days or events by using on, in,  and at. |