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| **Topic: Learning prepositional phrases through hip hop history** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| **Sean Kim** | **Upper Intermediate** | **Adult** | **5** | **30 min** |
| **Materials: Work sheet, music video** |
| **Aims:** SWBAT identify a preposition and its object in a prepositional phrase through discussion and worksheet activity. SWBAT write sentences freely with the usage of prepositional phrases through pair/group work. SWBAT speak and discuss about the prepositional phrase with the topic of hip hop. |
| **Language Skills:**Reading: Reading given article and worksheet to answer questionsListening: Listening to the T’s explanation, instructions, classmate’s opinions and prepared video material.Speaking: Speaking with T and classmates. Writing: Worksheet answers.  |
| **Language Systems:** Phonology: drillingGrammar: usage of prepositional phrasesLexis: meaning of unfamiliar vocabularyDiscourse: Discussing usage of prepositional phrases with the topic of hip hop |
| **Assumptions:** Students are familiar with what a preposition is.Students are able to discuss and talk in English freely. Students are enthusiastic and familiar with working in groups or pairs. Students are adults.  |
| **Anticipated Errors and Solutions:**Students may have difficulty in understanding the teacher explanation if he or she speaks too fast. * Slow down the speaking rate through observing Ss facial expression when needed.
* Explain and make many examples.

Students may struggle with worksheet activity. * Make Ss help each other as much as possible.
* Explain individually to S once more during pair activity or discussion time.

Students may finish worksheet or discussion quicker than anticipated. * If needed give Ss harder questions to think about.
* Prepare a second advanced worksheet to do in class or assign as homework.
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| **References:** From Wikipedia. September 6th 2018. <https://en.wikipedia.org/wiki/Hip_hop_music#Origins>From Youtube. September 6th 2018.https://www.youtube.com/watch?v=aSPwIjK8Aa8<https://www.youtube.com/watch?v=PobrSpMwKk4><https://www.youtube.com/watch?v=_CL6n0FJZpk> |
| **Notes:** Not all youtube videos may be shown to Ss.Videos may not be appropriate for Ss who are not adults.  |

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| **Presentation:** |
| **Aims:**Greet Ss and let them naturally sink in to the topicAsk Ss questions about topic and increase STT in English. | **Materials:** White board & computer / audio. |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **2 min****8min** | **Whole class****Whole Class** | **Greets the T****Listens to T’s class opening and topic.** **Watches video material shown by T and shares ideas and thought.****Ss answer back to the Ts questions.**  | **Greets S and starts the class**How is your day so far? Is there anything new you would like to share with us before the class starts? **Introduces Topic.** The main grammar point we will be looking into is prepositional phrases and we to add a bit of flavor to the class we’ll also learn and talk a little about the origins of hip hop. (Show prepared video) So what will be learning about? (Ss answer back, “prepositional phrase and hip hop”) **Eliciting** What do you think hip hop is about?Does anyone know when hip hop started and where? **Short Explanation of grammar function**Prepositional phrases are groups of words containing prepositions. Prepositions are words that indicate the relationships between various elements within a sentence. **CCQ**So what does a preposition do in a sentence? What does a preposition phrase always consist of? (preposition and object) |
| **Notes:** |
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| **Practice:** |
| **Aims:** **S will practice and acquire the usage of prepositional phrases****SWBAT Read the given article and write their own prepositional phrases relating to the topic through pair work** **Ss will receive feedbacks from T and classmates.**  | **Materials:** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **12 min**  | **Whole Class / Pair work**  | **Ss answer to Ts CCQs and ICQs.****Ss listen to T explanation and acquires the notion of prepositional phrases through pair work.****Ss watch video clips of what T prepared.** | **Recall of preposition and further explanation of the prepositional phrase**To be able to know about what prepositional phrases are, we of course need to know about what a preposition does in a sentence and what it is. I’m sure most of you if not all of you know what a preposition is. Any volunteers who can explain what a preposition is? * T explains the term of what a preposition is to the Ss.
* S explains what a preposition is and T adds explanation with examples.
* Under / above / across (use in examples)

Ex) The dog is sitting under the table.The preposition is “under”, and since there needs to be an object, the object in this sentence would be table.The underlined part of the sentence is a prepositional phrase. Ex)I bought a white bird **with yellow feet.** * Which bird?

The kiosk **at the corner** sells magazines. * Which corner?

The boy **in the blue shirt** is my little brother.* Which boy?

It annoys me when Sarah snores **at night.*** When are you annoyed when Sarah snores?

George looked **under the rock** to see if she could find worms.* Where did George look?

The shoes **under the chair** were chewed up by the dog.* Which shoes?

**During the movie**, the baby slept. * When did the baby sleep?

**CCQ**So what does a preposition do in a sentence? **Instructions of Pair work through reading the article** Since we jogged our memories and went through what a preposition is and know what prepositional phrases are, let’s work through the given worksheet. (T hands out prepared work sheet) We’ll work in pairs, read the article, exchange thoughts about it with your classmates and write our own prepositional phrases. If you have any questions during your work sheet, pls feely do so. I’ll be working with the left over student. You’ll have 10 minutes to go through the worksheet Later on we’ll have pairs listing a few sentences on the board and teaching each other.**CCQs & ICQs**How much time will we have? What topic will you have to write your sentences with? Will you be working in groups?  |
| **Notes:** T advises helps Ss to understand the article if needed. |
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| **Production:** |
| **Aims:**SWBAT write their own prepositional phrases in a sentence and discuss about the written phrases.  | **Materials:** Board and pen. |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **7 min** | **Whole Class** | **Ss write on the board the sentences they made in pairs and points out the prepositional phrases on the board.**  | **Goes over the sentences the Ss wrote down and if needed makes error corrections.** I’ve been going around the class and it seems that there were a lot of good sentences made up. Pls go to the board and write down 2 of your sentences for each pair. We’ll be going through them together. **CCQ**What will you be doing? How many sentences will you write down on the board?  |
| **Notes:** |
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| **Post Production:** |
| **Aims:**Ss will acknowledge what to do for HW.  | **Materials:** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **3 min** | **Whole class** | **Ss acknowledge what to do for next class. Ss will give feedbacks to T about the class** | **Give out Homework and wrap up the class.**I hope you all were able to learn something about hip hop and prepositional phrases today. For HW you will have to underline the prepositional phrases of the lyrics on a song you choose. Print it out and hand it in next week. Class dismissed.  |
| **Notes:** |

Hip hop as music and culture formed during the 1970s in New York City from the multicultural exchange between African-American youth from the United States and young immigrants and children of immigrants from countries in the Caribbean. Hip hop music in its infancy has been described as an outlet and a voice for the disenfranchised youth of marginalized backgrounds and low-income areas, as the hip hop culture reflected the social, economic and political realities of their lives. Many of the people who helped establish hip hop culture, including [DJ Kool Herc](https://en.wikipedia.org/wiki/DJ_Kool_Herc), [DJ Disco Wiz](https://en.wikipedia.org/wiki/DJ_Disco_Wiz), [Grandmaster Flash](https://en.wikipedia.org/wiki/Grandmaster_Flash), and [Afrika Bambaataa](https://en.wikipedia.org/wiki/Afrika_Bambaataa) were of [Latin American](https://en.wikipedia.org/wiki/Latin_America) or [Caribbean](https://en.wikipedia.org/wiki/Caribbean) origin. It is hard to pinpoint the exact musical influences that most affected the sound and culture of early hip hop because of the multicultural nature of New York City. Hip hop's early pioneers were influenced by a mix of music from their cultures and the cultures they were exposed to as a result of the diversity of U.S. cities. New York City experienced a heavy Jamaican hip hop influence during the 1990s. This influence was brought on by cultural shifts particularly because of the heightened immigration of Jamaicans to New York City and the American-born Jamaican youth who were coming of age during the 1990s.

In the 1970s, [block parties](https://en.wikipedia.org/wiki/Block_parties) were increasingly popular in New York City, particularly among African-American, Caribbean and Latino youth residing in the [Bronx](https://en.wikipedia.org/wiki/Bronx). Block parties incorporated DJs, who played popular [genres](https://en.wikipedia.org/wiki/Genre) of music, especially [funk](https://en.wikipedia.org/wiki/Funk) and [soul music](https://en.wikipedia.org/wiki/Soul_music). Due to the positive reception, DJs began isolating the [percussive](https://en.wikipedia.org/wiki/Percussion) breaks of popular songs. This technique was common in Jamaican [dub music](https://en.wikipedia.org/wiki/Dub_music) and was largely introduced into New York by immigrants from the Caribbean, including [DJ Kool Herc](https://en.wikipedia.org/wiki/DJ_Kool_Herc), one of the pioneers of hip hop.

Make up and write 5 sentences with prepositional phrases related to the text above. Spice up your sentences as much as possible.

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4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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