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| **Topic: Hong Kong Sea Bridge** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Mindy Kim | Intermediate | 27 - 45 | 3 | 40min |
| **Materials: -** Board, Markers  **-** Lap Top, Big Screen (for video)  **-** Visual Aids  - Article (3 copies)  - Comprehension sheet for the superlatives and the comparatives (3 copies)  - Substitution Table Sheet for ‘will be able to’ and ‘will have to’ (3 copies) | | | | |
| **Aims:** - To watch a video and make a guess about the topic  - To understand the usage of ‘up to’, ‘until’ and ‘attend’  **-** To understand the usage of the superlatives and comparatives  - To practice making sentences of the superlatives and comparatives orally with cue words through the simple variable substitution drill  - To learn how to use ‘will be able to’ and ‘will have to’  - To practice ‘will be able to’ and ‘will have to’ by completing the substitution table  - To acquire the usage of ‘will be able to’ and ‘will have to’ by making sentences in an instantly given situation | | | | |
| **Language Skills:**  **-** Listening : Listening to the article relate video and guess the main content of the topic  - Reading : Reading the article and answering to the comprehension sheet  - Speaking : Drilling and practicing activities  - Writing : Answering the comprehension sheet and completing the substitution table | | | | |
| **Language Systems:**  **-** Phonology : Drilling  - Grammar : The superlatives/comparatives and ‘will be able to/will have to’  - Function : To describe something is superb and comparable  To express the possibility and necessity in the future  - Discourse : Making sentences using the grammar points with cue words and in instantly given situations | | | | |
| **Assumptions:**  **-** Students learnt about the superlatives and the comparatives in the previous lesson.  - Students know how the drilling goes on.  - Students don’t know the usage of ‘will be able to’ and ‘will have to’.  - Some students have been to China, Hong Kong and Macau that are mentioned in the article. | | | | |
| **Anticipated Errors and Solutions:**  **-** Students may have difficulty in understanding the meaning of ‘will be able to’ and ‘will have to’.  🡪 Teacher provides more examples.  - Students may need more time to finish their activity.  🡪 Be flexible with the time unless it takes too long because practicing the grammar points enough can make them understand it thoroughly.  - Students may finish their task earlier than anticipated time.  🡪 Have them make more sentences with the grammar points they learnt. | | | | |
| **References:** Hong Kong Sea Bridge (n.d). In *Breakingnews*. Retrieved Oct, 24, 2018, from https://breakingnewsenglish.com/1810/181024-sea-bridge-2.html | | | | |
| **Notes:** Check whether students thoroughly understand the meaning of the grammar points  Pay more attention to the students who don’t catch up with the lesson | | | | |

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| **Presentation: Warmers** | | | | | | | | |
| **Aims:** - To chat briefly about their overseas trips to  draw their interest to the main topic  - To watch a short video related to the topic | | | | **Materials:** - Lap Top  - Big Screen | | | | |
| **Time** | **Set Up** | | **Student** | | | | **Teacher** | |
| 5 min | Whole Class | | **-** To talk about their experiences in  travelling overseas  **-..**Watch a video | | | | **-** To draw students’ attention by asking their experiences in travelling overseas  **-** Show a video | |
| **Notes:**  [Eliciting]  *Good morning, everyone? How are you?*  (Students answer) *Good.*  *Have you guys ever travelled overseas?* (Students answer)  *What transportations do we take normally when travelling from one country to another country in Asia?*  (Students answer)  *Right, we usually take a flight. But now, you don’t have to take a flight between some Asian countries.*  *We’ll find it out watching a video.*    (After watching the video)  *Did you find why we don’t have to take a flight?*  (Students answer)  *Good, we’ll talk more about this after* *correcting sentences with errors.* | | | | | | | | |
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| **Practice: Main Activity** | | | | | | | | |
| **Aims:**. - To teach the different usage of ‘up to’ and ‘until’  - To teach the verb ‘attend’ is not followed by the preposition ‘to’  - To read the article  -..To understand the superlatives and comparatives  - To understand ‘will be able to’ and ‘will have to’ | | | | | **Materials:** - Board & Markers  - Article (3 copies)  - Visual Aids  -..Comprehension Sheet (3 copies) | | | |
| **Time** | **Set Up** | | **Student** | | | | | **Teacher** |
| 29 min | Whole Class  Groups  Individuals | | - Learn the different usage of ‘up to’ and ‘until’  -..Learn the verb ‘attend’ is not followed by the preposition ‘to’  **-**..Acquire the usage of the superlatives and the comparatives by teacher’s explanations and by making sentences with cue words  **-** Learn how to use ‘will be able to’ and ‘will have to’ by making the substitution table and practice making sentences verbally using the expression | | | | | **-** Teach the different usage of ‘up to’ and ‘until’  **-** Teach the verb ‘attend’ is not followed by the preposition ‘to’  **-**..Teach the superlatives and comparatives and have them make sentences verbally with cue words  **-** Teach how to use ‘will be able to’ and ‘will have to’, have students make the substitution table and have them make sentences verbally using the expression through the situation drill |
| **Notes:**  **1. Error correction (4 min \_ Whole Class)**  *Let’s have a look at grammar points that are frequently mistaken by the second language learners.*  (Start to teach the wrong usage of ‘up to’, ‘until’ and ‘attend’)    [CCQs]  (Check whether they understood it)  *Can I eat until 3 plates of pies? Is this right?*  (Students answer, ‘No’) *Can you answer to this question by correcting the wrong grammar?*  (Students answer by correcting the wrong grammar)  *Do I have to attend to the seminar tomorrow?*  (Students answer by correcting the wrong grammar)  **2. Reading the article and practicing making sentences of the superlatives, orally. (7 min \_ Groups)**  *Read the article which has all information about the bridge you saw from the video for 2 min.*  [ICQs]  *How much time do you have?*  (Students answer)  *What did you find in the video and the article?*  (Students answer)  *Right, the world’s longest* *bridge that links China, Hong Kong and Macau has opened as written in this first target sentence. ‘The longest bridge’ in the world.*  (Emphasize ‘the longest bridge’ to introduce the superlatives)  *The first part of today’s lesson is to practice making sentences of the superlatives we learnt in the previous lesson.*  [Instructions]  (Show visual aids)  *Here, you can see 4 different countries’ maps in which the size of their lands is written in numbers.*  *Russia is ranked at the 1st, Canada at the 2nd, USA at the 3rd and China at the 4th in terms of the size of the land of the world. Can you describe the superlatives using the adjective, ‘large’ or ‘big’ or other appropriate adjectives? Describe it in groups for 2 minutes.*  [ICQs]  *Do you know what you have to do now?*  (Students discuss and monitor them and give help if needed)  *Good job.*  *We describe the superlatives by adding ‘the’ before adjectives and ‘est’ after adjectives.*  *In what other way, can we describe the superlatives?*  Students answer)  *Right, we can also describe it by adding ‘the most’ before adjectives.*  (Show visual aids)  *Here, you can see 3 different outdoor activities. Can you choose one activity that you like and describe*  *the superlatives using ‘interesting’, ‘exciting’ or other appropriate adjectives for 2 minutes.*  [ICQs]  *How much time do you have?*  (Students discuss and monitor them)  **3. Practicing making sentences of the comparatives, orally (6 min \_ Groups)**  *Please, read this second target sentence. What grammar point can you see here?*  (Students answer)  *Right. You learnt the comparatives in the previous lesson, too.*  (Show the 4 maps of Russia, Canada, USA and China, again)  T  [Instructions]  *Here are the maps, again. Describe the comparatives using ‘large’, ‘big’ or other appropriate adjectives for 2 minutes.*  [ICQs]  *Do you know what you have to do now?*  (Students discuss and monitor them)  *Good job. In what other way, can we describe the comparatives?*  (Students answer)  *Right, we can also describe it by adding ‘more’ before adjectives.*  (Show the same pictures of the 3 different outdoor activities)  [Instructions]  *Try to make sentences of the comparatives using ‘ interesting’, ‘exciting’ or other appropriate adjectives for 2 minutes.*  [ICQs]  *How much time do you have?*  (Students discuss and monitor them)  **4. Working on comprehension sheet and simple variable drill for the superlatives and comparatives**  **(4 min \_ Individuals & Whole Class)**  (Hand out comprehension sheets)  [Instructions]  *Please, work on comprehension sheet for 2 minutes.*  [ICQs]  *How much time do you have?*  (Students work on it and monitor them)  *Are you finished?* (Students answer)  [Instructions]  *I will call one of your names and supply cue words randomly from the comprehension sheet saying it’s the superlatives or the comparatives.* *Then, one of you has to make a sentence, verbally. Alright?*  (Students answer)  (Start the drill and correct errors if needed)  **5. Learning ‘will be able to’ & ‘will have to’ and completing a substitution table**  **(8 min \_ Whole Class & Individuals & Group Work)**  *Can you, please, read out this third target sentence?* (Students read)  *Here, you can see ‘will be able to’. Can we use two modal verbs at the same time like ‘we will can…’?*  (Students answer)  *Right, we can’t. So we use ‘will be able to’ and it means something is possible in the future.*  *Likewise, we cannot use ‘will must’ together. Instead, we use ‘will have to’ as you see in this sentence.*  *This means it is necessary to do something in the future.*  *Do you understand?*  (Students answer)  [Instructions]  (Hand out a comprehension sheet)  *There are 3 sentences which have ‘will be able to’ and ‘will have to’ on the comprehension sheet.*  *Please, make a substitution table for each sentence and write down one substitution table on the board if*  *you are finished. You have 6minutes.*    [ICQs]  *Do you know what you have to do and how much time you have?*  (Monitor students and give help if needed) | | | | | | | | |
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| **Production: Post-Activity** | | | | | | | | |
| **Aims: -** To have conversations using sentences of ‘will  be able to’ and ‘will have to in an instantly  given situation | | | | **Materials:** n/a | | | | |
| **Time** | **Set Up** | **Student** | | | | **Teacher** | | |
| 5 min | Groups | **-** Have a conversation with sentences using ‘will be able to’ and ‘will have to’ in an instantly given situation | | | | **-** Supply a specific situation so students can apply it to making sentences using ‘will be able to’ and ‘will have to’ | | |
| **Notes:**  [Instructions]  *Now, I will give you a situation to make sentences with ‘will be able to’ and ‘will have to’.*  *One of you ask a question using ‘will be able to’ and the rest answer to the question using ‘will be able to’ in*  *turns. Do the same for ‘will have to’.*    *The situation for ‘will be able to’ and will have to’ is ‘you are in cafe with your friends’.*  *You have 4 minutes.*    [ICQs]  *Do you understand what you have to do?*  (Students discuss and monitor them) | | | | | | | | |
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| **Post Production : Closing the Class** | | | | | | | | |
| **Aims: -** To wrap up the lesson | | | | **Materials:** n/a | | | | |
| **Time** | **Set Up** | | **Student** | | | **Teacher** | | |
| 1 min | Whole Class | | n/a | | | Finish the lesson with a closing comment | | |
| **Notes:**  [CCQs]  *We learnt the superlatives, the comparatives and will be able to and will have to, today.*  *Have a look at what we learnt at home so you can thoroughly understand them.*  *Today’s lesson is finished and I will see you in our next lesson.*  *See you all. Bye.* | | | | | | | | |