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| **Topic: Low social status is bad for health** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Jeyoung Lee (Jay)** | **Intermediate** | **Adults** | **7** | **25 mins** |
| **Materials:**   * **Low social status pictures (Eliciting + CCQ)** * **7 Copies of ‘5 Basic English Patterns’ hand out** * **7 Copies of ‘Low social status is bad for health’ article for preposition practice** * **7 Copies of worksheet for pairs** | | | | |
| **Aims:**   * **Students will be able to use the prepositions properly** * **Students will be able to exercise the 5 basic English patterns during the conversation** * **Students will be able to present each other’s idea** | | | | |
| **Language Skills:**   * **Listening: Group or pair discussion** * **Reading: Article that each student provided.** * **Speaking: Brainstorm of ideas with visualized materials.** * **Writing: Individual worksheet** | | | | |
| **Language Systems:**  **- Function: acquiring information and appropriate grammar rules in given article.**  **- Discourse: expressing ideas and opinions, listening to other’s ones.**  **- Lexis: Brainstorm new emotional words and learn idioms used in the article.** | | | | |
| **Assumptions:**  **Students already know:**  **-> The teacher’s style of teaching and the pace of the class**  **-> Students are at an upper intermediate level**  **-> Students are able to express their ideas and opinions in English**  **-> Students are at certain English Comprehension level** | | | | |
| **Anticipated Errors and Solutions**  **\*Students may be not interested in this topic**  **-> Demonstrate Eliciting and CCQ by presenting visual material (people in Low Social Status)**  **\*If Students enjoy an activity**  **-> Give a chance to two volunteers win gifts by reciting at the front.**  **\*Students don’t correct the worksheet well**  **-> Demonstrate how to answer the questions and show some examples.** | | | | |
| **References: 5 Basic Sentence Patterns in English-Basic Color Coded (2014). In Google. Retrieved Dec 20, 2018, from https://www.teacherspayteachers.com/Product/5-Basic-Sentence-Patterns-in-English-Basic-Color-Coded-699024** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **- Students will be able to present ideas of emotional word.** | | | **Materials:**  **- Board and Markers**  **- Visualized materials (Low social status photos)**  **- Timer (online-stopwatch.com)** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3mins**  **5mins** | **Whole**  **Class** | **We’re great.**  **An old is seating on the wheel chair**  **Monkey looks depressed.**  **A man is looking at the coin.**  **The one on the leftside in the picture, he’s trying to look pretty to someone and the other on the other side looks snobbish.**  **Groups compete** | | **Hello everyone!**  **How are you today?**  **Great!**  **(Showing the low social status pictures)**  **What do you see in this picture?**  **What about this picture?**  **And this?**  **And the last.**  **(Putting the pictures on the board)**  **You’re all correct.**  **Our topic for today is “low social status is bad for health”.**  **Now, we will divide you into two groups.**  **Each group will line up at the front and when the timer runs, I need each group write as many emotional words as you can on the board that best describes the pictures.**  **You will be given 3mins.**  **(start the stopwatch)** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**   * **Students will be able to use the prepositions properly** | | | **Materials:**  **- Board and markers**  **- 7 Copies of ‘Low social status is bad for health’ article for preposition practice**  **- Reward (big lollipop)** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3mins**  **4mins**  **1mins** | **Whole**  **Class**  **Individual**  **Whole**  **Class** | **- Low social status have more health problem.**  **- Their health will get worse**  **- She was the “new girl” at the bottom of the group.**  **One student raises hand**  **Student writes.**  **Students work on worksheet.** | | **Now, Let us check the 3 key English patterns for today.**  **(pointing sentences on board)**  **When I read the sentence once, please repeat.**  **1. Low social status have more health problem.**  **2. Their health will get worse**  **3. She was the “new girl” at the bottom of the group.**  **Can I have one volunteer among you, who maybe want to win this beautiful lollipop?**  **Ok, Now, I need you to create your own 3 sentences using the underlined patterns in sample sentences.**  **Great. Thank you for your participation**  **And here’s your lollipop. Everyone, give him a big applaude. Thank you!**  **Now, I will give you the handouts. Please read the article and fill in the blank using the appropriate prepositions. I will give you 4 mins.**  **(showing the PPT answers)**  **Now, please check your answers.** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**   * **Students will be able to exercise the 5 basic English patterns during the conversation** | | | **Materials:**  **- 7 copies of 5 Basic English patterns’ reference**  **- 7 copies of Question worksheet.**  **- Board and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5mins**  **3mins** | **Pairs**  **Group** | **Students exercise** | | **Please pair up with your partner and ask your partner when and what makes him or her happy or unhappy. Get 5 answers and write the sentences strictly following the 5 Basic English patterns. I will give you 5 mins.**  **Now, please be a presenter to your group members and share them what you got for your answers from your partner.** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **- Students will be able to review lessons and share feedbacks.** | | | **Materials:**  **- Board and markers.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1min** | **Whole**  **Class** | **It was fun and joyful.**  **The use of the prepositions and**  **5 Basic English Patterns.** | | **You did a good job everyone!**  **How was your class today?**  **What did you learn today?**  **Great. So remember these grammatical factors when next time you build your own English sentences. I will make you to be presented with more confidence.**  **Thank you for your participation today.**  **Class dismissed!** |
| **Notes:** | | | | |