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| **Why do people yawn?** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Inhyuk Lee** | **Advance** | **25-35** | **15** | **20 min** |
| **Materials:**  **-Computer with monitor and speaker.**  **-Board and markers.**  **-4 piece papers of adjective word cards.**  **-Main Activity 8 copies of paper.**  **-Picture of yawning.** | | | | |
| **Aims:**  **-Recognize the adjectives related to yawn.**  **-Use expressions focusing on fluency.**  **-Students will be able to practice past tense during their speaking.**  **-Identify the factors that make yawning contagious.**  **-Realize the pronunciation of the adjectives.** | | | | |
| **Language Skills:**  **-Speaking: Teacher’s elicitation; background of yawn.**  **Share students’ experiences in discussion.**  **Practice the pronunciation of ‘yawn’ and adjectives related to yawn.**  **-Reading: Memorize the vocabulary related to yawn.**  **-Listening: Recognize the pronunciation of adjectives.**  **-Grammar: Be familiar with using past tense.** | | | | |
| **Language Systems:**  **-Phonology: Understanding the pronunciation of ‘yawn’.**  **-Lexis: Distinguished the adjectives in terms of the emotions.**  **-Grammar: Past tense by telling their experiences.**  **-Function: Asking the others’ experiences of yawn.**  **-Discourse: Sharing Students’ experiences of when they had yawned in the past.** | | | | |
| **Assumptions:**  **-Almost of them may already know the word of ‘Yawn’ and vocabulary related in yawn.**  **-Roleplaying takes shorter than I expected.** | | | | |
| **Anticipated Errors and Solutions**  **-Students may lose their track on topic when they have conversation with partner**  **-> Reminding students the topic but just in case of emergency, not much.**  **- The task is not as difficult as I might to think.**  **-> Give them more difficult topics.**  **- There is a possibility to change time to spend each stage.**  **-> Manage the time to follow on the time table.** | | | | |
| **References:**  **‘Why do people yawn?’(Sean Banvile) [Copyright]**  **Published on 3. Sep. 2017. On** [**www.breakingnewsenglish.com**](http://www.breakingnewsenglish.com/)**.**  **Retrieved 5. Feb. 2019,**  **From,** [**http://www.breakingnewsenglish.com/1709/170903-yawning.html**](http://www.breakingnewsenglish.com/1709/170903-yawning.html)  **The Yawn Song (Mister Doak) [Official Video] Published on 11. Oct. 2015. On Youtube.com. Retrieved 5. Feb. 2019,**  **From,** [**https://www.youtube.com/watch?v=3ikZ1AfAMBk**](https://www.youtube.com/watch?v=3ikZ1AfAMBk) | | | | |
| **Notes:** | | | | |

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| **Aims:**  **-Get students’ interests.** | | | **Materials:**  **-Board and markers**  **-Picture**  **-Computer with monitor and speaker.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 sec**  **30 sec**  **20 sec** | **Whole**  **Whole** | **Answer the teacher’s questions.**  **Watching the video.**  **Answer the teacher’s questions.** | | **<Greeting >**  **“How’s going everyone?”**  **“How do you feel after lunch\*\*\* (student)?”**  **“You guys are maybe getting tired after lunch, aren’t you?” So do I.**  **<Lead-in>**  **Firstly, I’m going to show you a video I found last night. Let’s watch the video.**  **\*\*Showing the action of yawn.**  **<Eliciting>**  **When you are tired or bored, what do you usually do?**  **“Yes, and I already did yawn at the start of the class.”**  **\*\*Showing the picture.**  **<Introduction of the lesson topic>**  **Today, We are going to talk about Yawn.”** |
| **Notes: Do not talk too much time in Greeting and Lead-in.**  **Provide students more time to speak than teacher.** | | | | |
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| **Task Preparation: CCQ & Role Playing (5 minutes)** | | | | |
| **Aims:**  **-Know words related to yawning.**  **-Understand the topic today.** | | | **Materials:**  **-Word cards.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **30 sec**  **1 min**  **1 min**  **30 sec**  **2 min** | **Whole**  **Groups**  **Whole**  **Whole** | **Answer the teacher’s question.**  **Match the word cards in groups.**  **Discuss with the whole class.**  **Repeat.**  **Answer the teacher’s questions.** | | **<CCQ>**  **“What makes people yawn?”**  **<Role playing>**  **“What are words related in?”**  **Check the role playing.**  **Practice pronunciation of adjectives.**  **<CCQ>**  **“How do you feel when you yawn?**  **“What do you think when you see other people yawning?”** |
| **Notes: Do not spend much time in CCQ.** | | | | |
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| **Task Realization: Having conversation (12 minutes 30 seconds).** | | | | |
| **Aims:**  **-Share the personal experiences with partners particularly.**  **-Practice the expressions by using past tense.**  **-Think about when they yawn.**  **(Language focus).** | | | **Materials:**  **-Note and pen.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **30 sec**  **4 min**  **1 min**  **5 min**  **2 min** | **Whole**  **Pairs**  **Pairs**  **Pairs**  **Whole** | **Pay attention to teacher.**  **A student turns.**  **Sharing experiences by having conversation based on activity questions with partners.**  **\*\*\* Should be able to use past tense and adjectives we had learned as much as you can.**  **(ACTIVITY RULE)**  **And after 4 min, B student guess the questions what my partner have.**  **Change turns and Do again**  **Speak their partner’s experience.** | | **<Giving the main activity>**  **-Giving instruction**  **Do you know what my questions are?**  **\*\*\*Using past tense and related adjectives.**  **<Teacher checking time>**  **-Observe their conversations and check the errors focused on past tense.**  **<Presentation>**  **Let’s share your partner’s experience.** |
| **Notes: Focus on fluency when student speaks and take notes when they did mistakes in terms of the past tense.**  **Take care of the students who are not around.**  **Encourage all the students are engaged in the activity.** | | | | |
| **Post Task: Feedback & Closing (1minutes 30 seconds)** | | | | |
| **Aims:**  **Remind what they learned.**  **Give them correction they did mistakes.** | | | **Materials:**  **-Board and markers.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **30 sec** | **Whole**  **Whole** | **Pay attention to teacher.**  **Pay attention to teacher.** | | **Feedback**  **Closing.** |
| **Notes: Give students motivations by giving possible suggestion for improvement.** | | | | |