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| **Topic: Experience** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Byun, You Sun (Chloe) | Intermediate | Adult | 15 | 20 minutes |
| **Materials:** worksheet, Video | | | | |
| **Aims:** To make ss to know the usage of “have you ever – “. | | | | |
| **Language Skills:**  **Listening:** Ss listen to teacher’s explanations on grammar points.  **Reading:** Ss read through an article.  **Writing:** Ss write while doing the group activity.  **Speaking:** Ss share their experiences using have you ever- while discussing about the main topic and through the exercises. | | | | |
| **Language Systems:**  **Phonology:** Correction of pronunciation. Such as the word “read” in past particle.  **Lexis:** New vocabulary is introduced.  **Grammar:** Explanation on the changes of verbs. The usage of have you ever.  **Function:** Changing verbs in certain sentences and situations.  **Discourse:** Through drilling and group activities. | | | | |
| **Assumptions:** | | | | |
| **Anticipated Errors and Solutions:**  Have you ever went to (x) -> Have you ever been/gone to (o)?  Have you ever saw (x) -> Have you ever seen (o)? | | | | |
| **References:**  Past participles quiz 1. (n.d.). Retrieved from https://www.eltbase.com/quiz/367\_01.htm  5 Minute English - ESL Lessons - Helping you learn English. (n.d.). Retrieved from http://5minuteenglish.com/  Conversation lesson on ghosts and supernatural things. (n.d.). Retrieved from https://en.islcollective.com/resources/printables/worksheets\_doc\_docx/conversation\_lesson\_on\_ghosts\_and\_supernatural\_things/storytelling-conversation-ghosts/15507 | | | | |
| **Notes:** | | | | |

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| **Presentation: Eliciting, Drilling** | | | | |
| **Aims: Ss could get the grammar point naturally.**  **Also, ss can guess the main topic of the lesson.** | | | **Materials: The white board, marker to write down on the board, a picture for eliciting.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1min.**  **2mins.** | **Picture**  **Drill** | Ss answer.  Students follow  and repeat after the teacher. | | T starts with lead in.  \*Greetings  Show ss a picture.  Eliciting first and lead-in.  What do you see? What is this called?  Brainstorming about different types of ghosts in words.  Write down key sentences.  \*\*\*\*Deductive (Brief explanation on grammar point)  *Ever means from the time you were born until now. Except for rare exceptions, it can only be used in questions and to answers with no…*  \*\*\*\*\*Repeat a whole in \*whispering\* |
| **Notes:** | | | | |
| **Practice: Controlled Practice.** | | | | |
| **Aims: Having both controlled and uncontrolled practice to use the grammar points. At the end of the lesson, ss have better understanding on the past particles and the usage of it.** | | | **Materials: Worksheet.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3mins.**  **3mins.** | **Hand-out worksheets (15)** | Paired and work in groups.  Student answers.  Read the article and have discussion about the topic. | | Ask ss to see the work sheet.  Pair them in groups. (groups of 4)  Check the answers with the ss.  \*\*\*\*error correction.  11/ 13/ 14(pronunciation)  Ask students in questioning using the same sentences.  Ask ss to read the article and to have discussion. |
| **Notes:** | | | | |
| **Production: Discussion in group activity.** | | | | |
| **Aims: Ss be more active through the activity.** | | | **Materials: Big pieces of paper, coloring pencils and crayon.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 mins.** |  | Students answer.  Prepare for the presentation. | | **Pair them in groups to do the activity.**  *Choose one ghost or a monster from another country and draw on a piece of paper. Introduce it to the class.*  **ICQ\***  *What are you going to do?*  *How much time do you have?* |
| **Post Production: Presentation** | | | | |
| **Aims: Ss share ideas through presentation.** | | | **Materials: The front board.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **4 mins.** |  | Students present their tasks. | | **Give feedback**  **CCQ\*** |



