|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic: Shopping for clothes** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Cho, Hye Lim (Hyelim)** | **Intermediate** | **Adult** | **15** | **20 minutes** |
| **Materials:**  **- 3 Pictures of clothes**  **- White board and markers**  **- 15 copies of worksheet** | | | | |
| **Aims:**  **- SWBAT use intensifiers properly with an exaggerated intonation**  **- SWBAT share their own idea with their partner.**  **- SWBAT create new sentences using intensifiers during role play**  **- SWBAT distinguish 3 words; So, Very and Too** | | | | |
| **Language Skills:**  **- Reading: reading the worksheet**  **- Listening: listen to Ss’ new sentences with an exaggerated intonation**  **- Speaking: drilling, presenting their role playing and sharing the new ideas**  **- Writing: writing their own sentences and writing their answer on worksheet** | | | | |
| **Language Systems:**  **- Lexis: vocabulary of expression**  **- Function: drilling, role playing**  **- Discourse: sharing their ideas**  **- Phonology: an exaggerated intonation** | | | | |
| **Assumptions:**  **- Ss already know how to express their ideas in class**  **- Ss already know the teacher’s type of teaching.**  **- Ss may already know vocabulary coming from the class**  **- Ss may already know the meaning of So, Very and Too** | | | | |
| **Anticipated Errors and Solutions:**  **-** Ss may not know the meaning of So, Too and Very  **Solution: tell them exact meaning**  **-** If the time is short  **Solution: cut some preparing time reduce TTT** | | | | |
| **References:**  **Worksheet: Too or Very worksheet on eslprintables.com Retrieved Feb. 13. 2019, from** <https://www.eslprintables.com/grammar_worksheets/adverbs/Too_or_Very_206033/> | | | | |
| **Notes:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation:** | | | | |
| **Aims:**  **-SWBAT guess and tell teacher their ideas when they see the pictures, know today’s topic and distinguish the words; So, Very and Too** | | | **Materials:**  **- pictures, board and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10sec**  **1min**  **1min**  **3mins** | **Whole class**  **Whole class**  **Whole class** | **Ss answer teacher’s greeting.**  **Ss answer T’s questions.**  **Ss listen to T’s instruction.**  **Ss repeat after T**  **Ss listen to T’s instruction.** | | **<Greeting>**  **Hello everyone! How is your day going?**  **<Eliciting>**  **Teacher show the picture and ask students**  *What do you think about it?*  *You guys can see too expensive clothing and very big clothing.*  **<Instruction>**  *Okay, today’s topic is shopping for clothes and we are going take a look at the differences between these words so, very and too.*  *<Drilling>*  *I’ll read these sentences and then you guys repeat them okay?*  *1. The dress was too expensive so I couldn’t buy it.*  *2. The shirt is very old style, but I like it.*  *3. The jacket is so fancy that I can’t wear it.*  **<Instruction>**  *Good job guys! Did you notice the differences? Okay I’m going to teach you.*  ***Too, so****, and* ***very*** *are similar words but we use them differently.*  *First,* ***Too*** *is used to show something is problematic.* ***Too*** *is used with negative adjectives like expensive, tired, difficult. Look at the following example:*  *Justin: Do you want to come to the party tonight, Mike? Mike: Sorry, Justin. I’m* ***too*** *tired.*  This means, I am tired, and because I am tired I won’t go out tonight.  Second, ***Very*** *+ adjective makes that adjective stronger. Very is used to emphasize an adjective.*   * *I’m* ***very*** *tired today.* * *My old car is* ***very*** *unreliable.* * *Economics is* ***very*** *difficult for many students.*   *Let’s compare* ***too*** *and* ***very***   * *That bag is very expensive. This is just a statement that the bag costs a lot of money.* * *That bag is too expensive. This implies that the bag costs a lot of money and I cannot buy it.*   *Remember, we do not use* ***too*** *with positive adjectives:*  *The last one,* ***So*** *+ adjective is similar to* ***too****, but it can be used with positive* ***or*** *negative adjectives.* ***So*** *is used to show a cause and effect relationship. So is often use with* ***that****:*   * *I’m* ***so*** *excited about my vacation that I can’t sleep.* * *It’s* ***so*** *hot and humid that it is hard to breathe outside.* |
| **Notes:** | | | | |
|  | | | | |
| **Practice:** | | | | |
| **Aims:**  **-SWBAT discuss with their partner and understand exactly** | | | **Materials:**  **worksheet** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3mins** | **Group**  **Individually** | **Ss discuss with their partner.**  **Ss answer the questions.** | | **<Instruction>**  *Now student A and student B are going to be a group okay?*  *I will give you worksheets, you work on it after that you can discuss answer with your partner.*  *I will give you 3mins.*  **<ICQ>**  *How much time do we have?*  *Are you working alone?*  **<Time warnings>**  *-Times up in 1 minute. Let’s wrap up the conversation* |
| **Notes:** | | | | |
|  | | | | |
| **Production:** | | | | |
| **Aims:**  **-SWBAT Ss can make their own role play using so, very and too** | | | **Materials:**  **-Nothing** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5mins**  **5mins** | **Group**  **Individually**  **Group** | **Ss listen to T’s instruction and prepare role play.**  **Ss answer the questions.**  **Each group presents their role plays** | | **<Instruction>**  *So good work so far guys.*  *We are going to do a role playing. The first table is group A ~ the last table is going to be group D. I’m giving the different situation to each group. Then you guys have to make your own script using so, very and too. And then you will do role play here. The group, which makes the best creative and funny script Is going to be winner! There will be a small present to winner group!*  *I’ll give you 5 mins to prepare.*  **<ICQ>**  *How much time do we have?*  *how should you make your script?*  *Okay let’s start!*  **<Time warnings>**  *-Times up in 1 minute. Let’s wrap up*  **<Role Play>**  *Okay. Could you come up and show us your role play?* |
| **Notes:** | | | | |
|  | | | | |
| **Post Production:** | | | | |
| **Aims:**  **-SWBAT recall what they have learned through the class** | | | **Materials:**  **Nothing** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1mins** | **Whole class** | **Ss answer the questions.** | | **Wrap-up**  *how was today’s lesson? I hope it wasn’t it* ***too*** *difficult. I’m* ***so*** *happy that you enjoyed today’s activities. That was* ***very*** *nice of you.*  ***<CCQ>***  *Was this class too enjoyable?(no very enjoyable)*  *Were you so happy? (yes)*  *Were you guys very tired??(yes)* |
| **Notes:** | | | | |