

Lesson Plan

Lecturer : Somchay Makesavanh
Subject : General English V (6172202)
Time : 120 minutes
Unit 5 : An eye to the future.
Topic : 1). Future form.
 2). Pronunciation.
 3). Preposition.
 4). Antonym and synonyms.

Learning objectives:

- Students (Ss) will be able learn future form of using **will** or **going to**.
- Ss will be able to practice to pronounce the words.
- Ss will be able to learn more words of preposition.
- Ss will be able to review antonym and synonyms.

Learning outcomes:

- Ss understand clearly of using will and going to.
- Ss know how to pronounce the words correctly.
- Ss can understand deeply in using other propositions.
- Ss gain more knowledge of antonym and synonyms.

Content	Teacher's activities	Students' activities	Teaching aids
I. Greeting (3') 1. Collecting homework (4')	- T says 'Good morning everyone' to Ss - T check attendance - call Ss' names one by one. - ask Ss to hand in their homework. - allow Ss ask questions if they have once.	- Ss say 'Good morning teacher' - Ss listen and answer. - Ss hand in homework to the teacher. - ask questions. - take note some mistakes.	Name list sheet

<p>2. Warm up activity (8')</p> <p>What's the missing word?</p>	<ul style="list-style-type: none"> - explain the way to do the activity. - ask Ss to start. 	<ul style="list-style-type: none"> - listen and get ready to do activity. - help each other to think of the word which missing and tell to the teacher. 	<p>White board marker</p>
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What's the missing word?

Ask students to find a group of compound words or collocations which share a common word. For example, *bedroom, bathroom, living room, classroom, showroom*, etc. Give students one of the word/collocation parts, such as *bed* and have them guess the missing part, add to the list writing *bath, living, class*, etc., until they successfully guess the word. Here are some more examples:

- + *ear, boxing, diamond, finger, wedding (ring)*
- + *tea, soup, table, dessert (spoon)*
- + *kitchen, tea, bath, beach (towel)*
- + *green, light, ware, boat, work, wife (house)*

<p>II. Introduction (5')</p>	<ul style="list-style-type: none"> - write the topics on the board - introduce the topics - point the topics and lead Ss to read. 	<ul style="list-style-type: none"> - make a copy. - listen and take note. - look and read the topics. 	<p>White board Marker</p>
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<p>III. Procedure</p> <p>Activity 1: Future forms (20')</p> <p>will or going to?</p> <p>Page, 31.</p>	<ul style="list-style-type: none"> - Explain the grammar focus clearly. - give examples. - motivate Ss to share the ideas. - ask Ss to do exercise in textbook. - check the answers. - give feedback. 	<ul style="list-style-type: none"> - listen and take note. - share the ideas. - practice by doing exercise in the textbook. - share the answers. - do the correction. - take note. 	<p>Textbook White board Marker</p>
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Grammar Explanation

What's the difference? **'Will'** and **'be going to'**

Will + infinitive

1). A decision at the moment of speaking:

Example:

Julie: There's no milk.

John: Really? In that case, I'll go and get some.

2). A prediction based on opinion:

Example:

I think the Conservatives will win the next election.

3). A future fact:

Example:

The sun will rise tomorrow.

4). For promises / requests / refusals / offers:

Example:

I'll help you tomorrow, if you like.

Be going to + infinitive

1). A decision before the moment of speaking:

Example:

Julie: There's no milk.

John: I know. I'm going to go and get some when this TV programme finishes.

2). A prediction based on something we can see (or hear) now:

Example:

The Conservatives are going to win the election. They already have most of the votes.

Exercise:

Complete the conversations with will or going to in the correct form. Sometimes there is more than one answer.

- A: I _____ make myself a sandwich. Do you want one?
B: No thanks. I _____ have something later.
- A: Marco and Lia _____ Florida this year for their holidays.
B: How wonderful! The boys _____ love it, especially Disneyland.
- A: Bye, Mum, I _____ meet Tom and Mel. I _____ be back at about ten o'clock.
B: OK, but don't be late again or I _____ be really annoyed.

4. A: Jo _____ be furious when she finds out I've crashed the car.
B: She _____ understand if you explain that it wasn't your fault.
5. A: I _____ not _____ work today, I feel awful.
B: Don't worry, I _____ ring your boss and tell her you're sick.
6. A: I'm tired. I think I _____ go to bed.
B: I _____ watch the news, then I _____ join you.
7. A: My boss has told me I _____ be promoted.
B: Congratulations! We _____ have to celebrate!
8. A: Mr. Smith, now you've won the lottery you _____ be the fifth-richest man in England. How do you feel about that?
B: I _____ tell you next week. I'm too shocked at the moment.

Activity 2: Pronunciation.

(35') Page, 25.

- introduce the types of vowels (Diphthongs and Monophthongs)
- write the rhythmic character on the board and lead Ss practice to pronounce them.
- ask Ss to do the exercise in the textbook.
- check the answers.
- point and pronounce each word.
- ask Ss to repeat the pronunciations.
- point and ask Ss to re-read again.

- listen and take note.
- repeat after the teacher.
- practice by doing exercise actively.
- share the answers with class.
- listen and repeat after the teacher.
- read together.

White board
Marker
textbook

Grammar notes

1. A **monophthong** is a single vowel and a **diphthong** is a double vowel. A **monophthong** is where there is one vowel sound **in a syllable**.

/ɑ:/ /e/ /ə:/ /æ:/ /ɛ:/ /i:/ /ɪ/ /ʊ/ /u:/ /ɔ:/ /ɒ/ /ɜ:/
/ʌ/

2. A **diphthong** is where there are two vowel sounds **in a syllable**

/aɪ/ /eɪ/ /əʊ/ /aʊ/ /eə/ /ɪə/ /ɔɪ/ /ʊə/

Exercise 1: Match the letters underlined in each word with the correct sound.

- | | | | |
|---------------------|------|------|------|
| 1. w <u>o</u> n't | /ʌ/ | /əʊ/ | /ɒ/ |
| 2. w <u>a</u> lk | /ɔ:/ | /ɑ:/ | /ɒ/ |
| 3. w <u>o</u> nder | /ʌ/ | /ɔ:/ | /ɒ/ |
| 4. w <u>o</u> man | /ʊ/ | /əʊ/ | /ʌ/ |
| 5. w <u>a</u> rm | /ɔ:/ | /aɪ/ | /ɜ:/ |
| 6. w <u>o</u> rd | /ɔ:/ | /ɜ:/ | /aɪ/ |
| 7. w <u>e</u> ar | /eə/ | /e/ | /i:/ |
| 8. w <u>e</u> ight | /aɪ/ | /eɪ/ | /e/ |
| 9. w <u>a</u> nt | /æ:/ | /əʊ/ | /ɒ/ |
| 10. w <u>o</u> rk | /ɔ:/ | /ɜ:/ | /ɔɪ/ |
| 11. w <u>a</u> nder | /ʌ/ | /ɔ:/ | /ɒ/ |
| 12. w <u>o</u> men | /ʊ/ | /əʊ/ | /ɪ/ |
| 13. w <u>o</u> rm | /ɔ:/ | /ɔɪ/ | /ɜ:/ |
| 14. w <u>a</u> rd | /ɑ:/ | /aɪ/ | /ɔ:/ |
| 15. w <u>e</u> ary | /eə/ | /ɪə/ | /i:/ |
| 16. w <u>e</u> ird | /aɪ/ | /eɪ/ | /ɪə/ |

Exercise 2: In each group of words, three words rhyme. Choose the odd one out.

- | | | | | |
|----------|--------|---------|--------|--------|
| 1. /ʌ/ | done | phone | won | son |
| 2. /ʊ/ | would | should | good | blood |
| 3. /u:/ | move | love | prove | groove |
| 4. /əʊ/ | though | through | throw | sew |
| 5. /eɪ/ | weak | break | ache | shake |
| 6. /aʊ/ | flower | power | tower | lower |
| 7. /ɜ:/ | worth | birth | north | earth |
| 8. /eɪ/ | hate | wait | weight | height |
| 9. /ɪə/ | fear | near | pear | clear |
| 10. /eə/ | share | bear | fair | hear |

Activity 3: Revision of preposition.

(20')

- pass the hand out to the Ss.
- show the hand out on a slide (PPT) for the whole class.
- introduce other new preposition words in English and explain clearly the way to use them.
- give examples of each new preposition words.
- ask Ss to do exercise (match between preposition in numbers

- keep the hand out.
- listen carefully to make understanding and take note.
- start to do exercise.
- volunteer to read the sentences.
- do the correction base on the teacher's feedback.

Textbook
White board
Maker
Projector

with each picture in the hand out).
 - after that, ask Ss to make full sentences of each picture.
 - to check the answer, ask some Ss to read each sentence one by one.
 - give feedback.

Hand Out

PREPOSITIONS

into in on inside out of outside
 behind in front of over under around near
 far from next to between opposite among
 to/ towards from up through across
 along against at above below upstairs downstairs

1. into
2. In
3. On
4. Inside
5. Out of
6. Outside
7. Behind
8. In front of
9. Over
10. Under
11. Around
12. Near
13. Far from
14. Next to
15. Opposite
16. Between
17. Among
18. Towards
19. From
20. Up
21. Down
22. Through
23. Across
24. Along
25. Against
26. At
27. Above
28. Below
29. Upstairs
30. Downstairs

Activity 4: antonym and synonyms (15')	- show a slide (PPT) of exercise. - ask Ss to select the correct answer.	- Ss think and say out the answer.	
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Put this exercise to PPT.

Synonyms

Choose the correct synonym for each underline word below.

- 1) Bobby was looking for the correct answer to this problem.
 1. rejoin 2. reply 3. ask 4. borrow
- 2) I like studying about animals the most.
 1. hate 2. absent 3. enjoy 4. difficult
- 3) I chose to study the differences between alligators and crocodiles for a project at school.
 1. decide 2. made 3. bought 4. washed
- 4) My goal is to become a naturalist.
 1. thought 2. reward 3. study 4. desire
- 5) The best learning comes through observing things in nature.
 1. changing 2. seeing 3. hearing 4. touching
- 6) I like going into the wild to study.
 1. lab 2. city 3. ocean 4. outdoors
- 7) The project worked exactly as planned.
 1. found 2. arranged 3. made 4. worked
- 8) I recorded my findings in a journal.
 1. taped 2. used 3. locked 4. wrote
- 9) Then I compared what I had observed with what books had to say.
 1. matched 2. questioned 3. changed 4. mailed
- 10) If there was any difference, I consulted my teacher.
 1. yelled 2. directed 3. asked 4. begged

Antonyms

Choose the correct antonyms for each underline word below.

- 1) It is not uncommon to find tigers around this forest.
 1. under 2. unusual 3. hard 4. usual
- 2) There are many active workers in the construction site.
 1. busy 2. lazy 3. easy 4. smelly
- 3) Jonathan is brave enough to stop the man with a knife from hurting a little child.
 1. coward 2. afraid 3. courageous 4. smart
- 4) The soldiers will do anything to halt the enemies from entering.

1. stop	2. start	3. continue	4. kill
5) Megan and Gina are so thrilled to see their cousins.			
1. sad	2. delight	3. angry	4. scared
6) Bobby's house is very large .			
1. small	2. beautiful	3. ugly	4. big
7) They have to stay indoors on a wet, rainy day.			
1. remain	2. work	3. sleep	4. hide
8) The ordinary hive has many worker bees.			
1. unusual	2. strange	3. normal	4. big
9) Wow! Your room is very clean .			
1. beautiful	2. ugly	3. bright	4. dirty
10) Ben looks very old in that gray suit.			
1. thin	2. young	3. fat	4. handsome
11) I was foolish enough to believe that I would pass the exam without studying.			
1. strong	2. wise	3. brave	4. enjoy
12) He is strong for the man his own age.			
1. weak	2. smart	3. fast	4. small

IV. Conclusion: (5') Summary the lessons have learned.	- conclude and write some of the main points on board. - invite questions - answer questions	- listen and take note - ask questions - take note	White board Marker
V. Giving homework: (5') Lesson Revision	- ask Ss to review the lessons which have learned today at home. - say good bye.	- Ss take note to review the lessons at home. - say good bye.	Textbook Hand outs