Worksheet
Assumption College Thonburi

LABOR OMNIA VINCIT
DESIGN YOUR FUTURE
Intensive Course

Name - Surname _____ Grade _____ No. _____

Teacher:	Ed Rush	**Date:**	19-01-2026
CEFR Level:	B1	**Duration:**	46 Minutes
Lesson Shape:	C (Test-Teach-Test)	**Assessment:**	n/a
Main Focus:	Grammar (Appositives)	**Materials:**	19-01-26-Appositives-Grammar-Intensive.pdf

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Main Aim: By the end of the lesson, learners will be better able to use appositives to add precision and sophistication to their writing in the context of describing people, places, and historical figures.

Time	Goal	Procedure	Int
		**STAGE ONE: Review & Lead-in**	
10 Min	To activate schema and review feedback.	• **Writing Review (5 min):** Ss review feedback from previous writing. • T explains that this lesson adds **"Precision" (ความแม่นยำ)** to their writing, a key skill for reaching **CEFR B2**. • **Visual Schema (5 min):** Display the Mona Lisa on the board. Pairs discuss: "Who painted this? What do we know about him?" • Elicit some facts (e.g., "He lived in Italy", "He was a genius").	Ss-Ss / T-Ss
		STAGE TWO: Test 1: Diagnostic	
6 Min	To assess existing knowledge of sentence reduction.	• **Slideshow Only:** Display three "clunky" sentences using full relative clauses: 1. "The Louvre, which is a world-famous museum, is in Paris." 2. "Michelangelo, who was a brilliant sculptor, carved the statue of David." 3. "The Renaissance, which was a period of great art, began in Italy." • Challenge: "Can you make these sentences shorter and more precise without changing the meaning?" • Ss write their "Reduced" versions on mini-whiteboards.	Ss-Ss / T-Ss
		STAGE THREE: Teach: Clarification	

Time	Goal	Procedure	Int
10 Min	To clarify the form and usage of appositives.	• **Concept Checking:** Show the original clunky sentence vs. the appositive version. • CCQ: "Did we change the meaning?" (No). "Which verb did we delete?" (to be). "Which pronoun did we delete?" (who/which). • **Form & Position:** Refer to the Rule Box on the worksheet. • Clarify that appositives can be *Mid-Sentence* (with two commas) or *End-Sentence* (with one comma).	T-Ss
STAGE FOUR: Test 2: Practice			
10 Min	To provide controlled practice of the target language.	• **Task 1 (Identification):** Ss read the text on Da Vinci and underline appositives for the bolded subjects. • **Task 2 (Controlled):** Ss complete "The Architect's Grid" (7 sentences). • T monitors for comma accuracy, specifically checking the end-of-sentence appositives in Task 2. • Whole-class feedback.	Ss-Ss / T-Ss
STAGE FIVE: Test 3: Production			
10 Min	To allow for personalized use of the language point.	• **Task 3:** Ss describe a person or place they find fascinating. • **Constraint:** Target 70+ words and at least 3 appositives. • T monitors for "Force-Feeding" (making sure the appositives flow naturally). • Feedback: Peer review—Ss swap papers and underline their partner's appositives.	Indiv / Ss-Ss

Pre-teach Vocabulary

1. Renaissance

/ˌren.əˈsɑːns/: The Renaissance was a period of great artistic and scientific growth in Europe.
ภาษาไทย: เรอเนซองส์ (ยุคฟื้นฟูศิลปวิทยา) — ยุคเรอเนซองส์เป็นช่วงเวลาแห่งการเติบโตทางศิลปะและวิทยาศาสตร์อย่างมากในยุโรป

2. Visionary

/ˈvɪʒ.ən.er.i/: Leonardo was a visionary who imagined many inventions hundreds of years before they were built.
ภาษาไทย: ผู้มีวิสัยทัศน์ — เลโอนาร์โดเป็นผู้มีวิสัยทัศน์ที่จินตนาการถึงสิ่งประดิษฐ์มากมายหลายร้อยปีก่อนที่จะถูกสร้างขึ้น

3. Fascinating

/ˈfæs.ən.eɪ.tɪŋ/: The history of the Louvre Museum is absolutely fascinating.
ภาษาไทย: น่าหลงใหล/น่าทึ่ง — ประวัติศาสตร์ของพิพิธภัณฑ์ลูฟร์น่าทึ่งมาก

4. Precision

/prəˈsɪʒ.ən/: Scientists must use extreme precision when measuring these chemicals.
ภาษาไทย: ความแม่นยำ/ความเที่ยงตรง — นักวิทยาศาสตร์ต้องใช้ความแม่นยำอย่างมากในการวัดสารเคมีเหล่านี้

5. Scholar

/ˈskɒl.ər/: A true scholar never stops learning new things about the world.
ภาษาไทย: นักวิชาการ/ผู้คงแก่เรียน — นักวิชาการที่แท้จริงไม่เคยหยุดเรียนรู้สิ่งใหม่ๆ เกี่ยวกับโลก