**Reading Lesson Plan**

**(TESOL 31th)**

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| **Murphy’s Law** | | | |
| **Instructor**:  FEEL | **Level:**  Pre-Intermediate | **Student**:  7 | **Length:**  25 minutes |

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| **Materials** |
| -9 copies of the text (7 copies for each student + 2 extra copy)  -Picture A (for introduction) , Picture B (for vocabulary)  -9 copies worksheet #1 (7 copies for each student + 2 extra copy)  -5 copies worksheet #2(3 copies for each group + 2 extra copy)  -Whiteboard, markers, eraser |
| **Aims** |
| Ss will be familiar with key vocabulary by eliciting and through T’s explanation  Ss will improve scanning skill by answering true & false questions.  Ss will improve speaking and listening ability by sharing ideas in a group. |
| **Language Skills** |
| Reading : reading text “Murphy’s Law “/worksheet  Writing : answering true & false questions / taking notes of group discussion  Speaking : sharing ideas in a group  Listening : listening to Ts presentation, instruction, / classmates’ ideas |
| **Language Systems** |
| Lexis : botch up  Phonology : repeating new words  Discourse : talking about main Q with group members. |
| **Assumptions** |
| Most Ss are aware of Murphy’s Law  Most Ss have experienced Murphy’s Law.  Ss are used to working individually and in groups of 3-4  Ss know how to skim and scan |
| **Anticipated Errors and Solutions** |
| Ss may not understand some words on worksheet  -Explain by acting or comparing word groups  There may not be enough time to complete the lesson  -Assign the post activity discussion task as a homework assignment  If students finish their tasks earlier than anticipated.  ->Have a role-play time to show Murphy’s Law as group |
| **References** |
| www.ebs.co.kr  <http://cafe.daum.net/green8-7/kknk>  http://www.dilymil.co.uk/femail  [www.bogglesworlde](http://www.bogglesworlde)sl.com |

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| **Pre-Activity** | | | | | | | | |
| Materials : whiteboard & Marker, picture A | | | | | | | | |
| Time  2 min | | | | Set Up  Whole class | | Procedure  **Greeting**  *Hello, everyone. How are you today?*  **Introducing**  **-Eliciting**  (show a picture to all)  *I bring pictures. Can you guess what this means? One toilet paper, stuck in the elevator, burnt white shirt…*  *What‘s a point of sameness?*  **-Introducing**  *So, today, we will talk about ‘Murphy’s Law’*  (Write the topic on the top of the board) | | |
|  | | | | | | | | |
| Materials: picture B, whiteboard, markers | | | | | | | | |
| Time  3 min | | | Set up  Whole class | | Procedure  **Vocabulary**  *First of all, Let’s learn vocabulary. It will help you to read the text.*  **1.botch up**  (Write the word on the board)  **Eliciting**  (Show the picture to all) *Look at this picture.*  *Can you guess what this means?*  *In fashion show, what is the model doing?*  *Here, what is the child doing?*  *‘Botch up’ means to make a mistake , mess up, or ruin.*  **CCQ**  *-When you save your lesson plan on the computer, suddenly the computer breaks down. In this situation, can you say “botch up”?*  *(Yes)*  (Write ‘botch up’ on the top right corner of the board) | | | |
| **Main-Activity** | | | | | | | | |
| Materials:  9 copies of the text “Murphy’s Law” whiteboard & markers  9 copies of worksheet #1 | | | | | | | | |
| Time  5min  5min | Set up  Individual  & pair  Whole class  Individual  &Pairs  Whole class | | | | | | **Skimming activity**  **Instruction**  *Let’s read the text.*  *At first, read the text individually, and then discuss skim activity with your partner. I’ll give you 4 min to all task.*  **ICQ**  What will you do at first?  How much time do you have?  (Pass out the text and run the task)  *You may begin.*  **-Feed back**  *Do you need more time to discuss?*  Yes : give 1 min extra time  No : move on the next stage  Have 2 or 3 students invite to present their view.  **Scanning activity T/F Qs**  You will have a worksheet. There are some T/F questions and you will work individually then compare it with your partner. You will have 4mins.  **Demonstration**  Give one question (Japanese don’t like to talk about blood type) looking worksheet and pretend to check false.  **I.C.Q.**  What should you do?  Do you work in pairs?  How much time to you have?  (Run Task)  **Feedback**  Have you all checked the answers?  If yes, check the answers. (T reads out and have Ss say the answer out loud) | |
| **Post-Activity** | | | | | | | | |
| Materials: 5 copies of worksheet#2 | | | | | | | | |
| Time  8 min  2 min | | Set up  Groups  Whole class | | | | | | **Discussion**  **Instruction**  *You will have a worksheet for discussion.*  *You will work in group for 4min. Make notes if needed*.  **I.C.Q**.  What will you do?  Do you work alone?  How much time do you have?  (Make groups, pass out worksheets and run task)  **Feedback**  *Have you all finished?*  (If yes) Share group idea by having each one student from each group.  Tell the main idea they have.  (If no) give Ss more time to the task.  **Closing**  <Conclude lesson>  Today, what did you read about?  Key vocabulary is…?  <Assigning Homework>  *Read the text again and search funny other Murphy’s Laws through the internet.*  <CCQs>  *Are you going to read the text?*  *Where will you search ‘Murphy’s Law’?*  *That’s it for today. I hope you all enjoyed ‘Murphy’s Law’. You all did a very good job today! See you next week!* |

Reading Passage

# A very common saying in both eastern and western culture is that of Murphy's Law, which states, "Anything that can go wrong, will go wrong." This phrase was coined by Edward Murphy who was an American aerospace engineer. It was inspired by Murphy's assistant who seemed to find every possible way of botching something up. Murphy's Law is commonly used today to describe the frustrating and ironic moments of life. For example, it would apply when you turn on the radio just in time to catch the last few strains of your favorite song. A more embarrassing example would be when you use the bathroom in someone else's home only to find out that they're out of toilet paper. Another very common situation is when you carry an umbrella expecting rain and end up having to lug it around all day under sunny skies.

Worksheet#1

**TRUE & FALSE**

1. Murphy’s Law was coined by Edward Murphy who was an American automobile engineer.
2. Murphy's Law is commonly used today to describe the frustrating and ironic moments of life.
3. When you carry an umbrella expecting rain, it rains.
4. Nothing that can go wrong, will go wrong
5. when you use the bathroom in someone else's home only to find out that they're out of toilet paper

Worksheet#2

Discussion

Murphy’s Law: If anything can go wrong, it will.

Complete the following examples:

If I drop a piece of buttered toast on the ground, the buttered side lands on the ground.

If I don’t bring an umbrella, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I go to the airport late, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I study hard for the test, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I am waiting for the subway and I light a smoke, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Now write Murphy’s Law that you’ve ever experienced after talking with your partner.

(1)

(2)

Answer sheet

(Worksheet #1)

1.F 2.T 3.F 4.F 5.T

(Worksheet#2)

1. It will rain heavily
2. The flight has already departed.
3. The test is so easy.
4. The subway will arrive.

PictureA







pictureB



