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| **He’s just not that into you.** |

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| Instructor:  Regina (Kim Kunhee) | Level:  Pre-Intermediate | Students:  8 | Length:  20 minutes |

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| **Materials**:   * Vocabulary worksheet (1 copy each) * 9 copies of the text " he’s just not that into you " (extra copy 1) * 2 pictures ( pictures of love and breakup) * 9 copies of worksheet #1 (new word, idiom) (extra copy 1) * 9 copies of worksheet #2 (general and detailed questions ) (extra copy 1)   - 2 copies of worksheet #3 (making sitcom for production activity into groups)   * White board and board markers. |

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| **Aims**:   * To learn English throughout reading passages about relationship between man and woman * To learn new vocabularies by completing the fill-in the blanks worksheet * To learn new idioms by the fill-in the blanks worksheet. * To know how to use new words and idioms into real spoken English * To study English with fun through sharing each opinion * To learn specific details from the reading task by checking fact and answering   questions   * To practice making new story by discussing with group members about how to make sitcom using this topic |

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| **Language Skills**:   * Reading : reading text ” He’s just not that into you.” And worksheet #1 * Listening : listening to Teacher’s instructions, demonstration and classmates’ Ideas * Speaking : sharing ideas in a group * Writing :answering questions in the worksheet |

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| **Language Systems**:   * Lexis : new words and idioms used to explain about relationship between man and woman * Grammar : the past tense and present perfect tense * Phonology : pronunciation of new vocabularies * Discourse : Discuss personal experience and sharing each idea in groups |

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| **Assumptions**:  Students already know   * Most students have personal experience and are willing to share their ideas using certain verbs * Students know how to fill in the blanks * Students know the teacher’s style of teaching and the pace of course * All students have experience to answer the worksheets |

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| **Anticipated Errors and Solutions**:   * Students may not understand new word and idiom    Explain by comparing word groups   Demonstrate the words with actions.   * Students may need more time to finish worksheets   Encourage students to help each other  Answer the worksheets together. (T+SS)  Assign the worksheets as a homework assignment.   * Students may finish all the activities too early or time is short   Play vocabulary game or make sentences using new vocabularies.  Cut post-activity discussion short. |

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| **References**:  http://www.imdb.com/title/tt1001508/  http://www.amazon.com/Hes-Just-That-Into-Understanding/dp/068987474X  The book titled “he’s just not that into you” written by greg behrendt and liz tuccillo |

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| **Lead - in** | | |
| Materials: **board & board markers** | | |
| Time | Set Up | **Procedure** |
| 3 min | Whole class | **<Greeting>**  *Hi, everyone! How are you today?*  *How’s your weekday?*    **<Eliciting and Prediction>**  *“Look at this picture please.” “What do you think?” “Can you imagine what situation is this?”*  *“Can you tell me what do you think about love and breakup?”*  **<Introducing today’s topic>**  *Today, we will talk about relationship between man and woman. As we know, “he’s just not that into you” is famous movie title across the world. As a woman or man, we are wondering about other people who we are interested in a lot.* |

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| **Pre-Activity** | | |
| Materials: **Whiteboard, Board markers, Worksheet#1((new words and idioms)** | | |
| Time | Set Up | **Procedure** |
| 4 min | Whole class | **<Instruction>**  *“Before reading the passage, let’s learn three words and one idiom together.”*  *“Look at the white board everyone”*  Vanish  a) eliciting  *Do you know the word ‘vanish’?*  *Look at this pen. We can see this pen for this moment.(hide the pen) now we can’t see the pen anymore. It disappeared.*    b) presentation  (paste “vanish” card on the board)  *When something was disappeared suddenly. We call, it vanished.*  c) CCQ  Can you tell me the time when something vanished in front of you suddenly?  Pissed  a) eliciting  *Do you know the meaning of the word ‘pissed’?*  *(show facial expression to students)*  b) presentation  (paste “pissed” card on the board)  *“When something happen to us with unpleasant mood. We can say I am pissed or I feel pissed.”*  c) CCQ  *Tell us your experience when you feel pissed*  ( choose one student to ask)  Excuse  a) eliciting  *Do you know the meaning of the word ‘excuse’?*  *We express our opinion like the reason why I………. can you guess?*  b) presentation  (paste “excuse” card on the board)  *“We try to explain reasons or our thought to avoid other’s blame. In this case we tell excuse.”*  c) CCQ  *How do you feel? When someone excuse to you? Also you are really angry and annoying that situation.*  Get over  a) eliciting  *Do you know the idiom ‘get over’?*  *We meet some difficulties accidently. But we have to overcome the situation to go forward.*  b) presentation  (paste “get over” card on the board)  *“we might feel sad when we broke up with our loved one but we have to get over the bad mood”*  c) CCQ  *“Tell me your experience to get over your difficulty that you face?”*  **<Instruction>**  *Let’s review vocabulary.*  *Here is a worksheet (hand out worksheet #1). Do it with your group. (distribute worksheet individually) I will give you 1minute.*  **<CCQs>**  *Do you fill in the blank with your team members?*  **<Feedback>**  *Do you need more time? Let’s find out together.* |

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| **Main-Activity** | | |
| Materials: **reading material, Worksheet #2, Whiteboard, Board Markers** | | |
| Time | Set Up | **Procedure** |
| 6 min | Whole Class  individually  Group activity | **<Instruction>**  (Distribute text)  *I will give you 2min to read. Do not read every word or every sentence. Let you eyes skim over the text.*  *Read individually and silently.*  **<CCQs>**  Do you read with partner or alone?  *How much time do you have?*  (Distribute worksheet #2)(including general and detailed questions)  *I will give you 2min. let’s find out the answers by yourselves.*  While students write down the answers on the worksheet, teacher monitors them.  *Teacher Checks the answer.*  *“Do you find out the answers?”*  *“How about check the answers with your partner or group members?” “I will give 2 min, let’s share your answers with your team members.*  *If there are some problems, first, Teacher asks, Students tell the answers and encourages them to teach each other.* |

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| **Post-Activity** | | |
| Materials: **Worksheet #3** | | |
| Time | Set Up | **Procedure** |
| 7 min | Whole Class  Whole Class | **Ⅰ. Free Production**  **<Instruction>**  *All of you may have experience making relationship with your loved one. Some of you love someone also some have difficult time because of breaking up with your girl or boy friend. As we already have experience, we will shoot sitcom based on our experience. Let’s share your opinion. Discuss how to make sitcom. Who do you want to cast as a main actor and actress. How to make story line as well. I will give you 5 minutes. Let’s share your opinion with your group.*  **<CCQs>**  *How much time do you have?*  (Distribute the worksheet #3)  Be flexible with time. Give 1 more time If all groups need  *1 minute left*  (Giving clear feedback to every idea of students)  **Ⅱ. Conclude Lesson**  Give time to present each group’s idea and listen two groups’ thought together.  (natural closing)  *Remind three words and one idiom to students.*  *“Time’s up and I hope this lesson would be great time to all of you.” Well-done today. See you next time.* |

**He’s just not that into you.**



He’s just not that into you if he’s disappeared on you. He’s gone and vanished into thin air. Well, there’s no mixed message here. He’s made it clear that he’s so not into you that he couldn’t ever bother to leave you a post-it. This time you may not be so quick to excuse for his behavior. It’s so painful, it’s impossible not to be hurt or angry. He just didn’t want to be with you anymore.

Dear. Greg,

I was dating a guy seriously for three months when he suddenly disappeared, I didn’t hear from him for days. I was worried, so I called his best friend and he told me that my boyfriend got back together with his old girlfriend and move in with her. I get that he’s just not into me, but don’t I have the right to find out how he could do that to me? Don’t I have the right to not let him get away with it?

Renee

Dear. Just walk away Renee,

Sure, But guess what. He knows you’re going to be pissed. He’s a colossal asshole, not an idiot. He played the whole thing out in his head. That’s why he just disappeared. What he doesn’t know is how quickly you can get over him and his bad behavior. You’ll show him that by never talking to him, or his friends, ever again.

P.S. : And he’s not getting away with anything. Everywhere he goes, He’s still that same asshole.

Worksheet #1 (words & idiom)

**: Fill in each blank with correct word.**

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|  | Overcome something. |
|  | If someone or something, they disappear suddenly or in a way that cannot be explained. |
|  | This is a reason which you give in order to explain why something has been done or has not been done, or in order to avoid doing something. |
|  | If you say that someone is ………, you mean that they are annoyed. |

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| **A) vanish** | **B) pissed** | **C)excuse** | **D)get over** |

1) I saw him on the street, but he was into thin air.

2) He didn’t keep his words again, that’s why, she was .

3) His makes me feel upset.

4) We have to this unexpected situation.

Worksheet #1 (answers)

**: Fill in each blank with correct word.**

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| **get over** | Overcome something. |
| **vanish** | If someone or something, they disappear suddenly or in a way that cannot be explained. |
| **excuse** | This is a reason which you give in order to explain why something has been done or has not been done, or in order to avoid doing something. |
| **pissed** | If you say that someone is ………, you mean that they are annoyed. |

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| **A) vanish** | **B) pissed** | **C)excuse** | **D)get over** |

1) I saw him on the street, but he was vanish into thin air.

2) He didn’t keep his words again, that’s why, she was pissed .

3) His excuse makes me feel upset.

4) We have to get over this unexpected situation.

Worksheet #2 (Answers)

**Literal Questions**

1) How’s her feeling when he disappear without notice?

She is pissed, she is angry

2) From Renee’s story, how long did she date with her boy friend?

Three months

3) Why did he vanish without notice from her?

He got back to his old girl friend

**Interpretive Questions**

1. What is the reason did he leave her?

He got back together with his old girlfriend and move in with her

1. How did she realize he’s just not that into you?

He was vanished her

1. What did Greg advice her?

Get over about him quickly

**Applied Questions**

1. If you create new title for this text, what would you like to create?
2. If you were Renee, How do you feel? Which action would you probably take?

Worksheet #2 (Questions)

**Literal Questions**

1) How’s her feeling when he disappear without notice?

2) From Renee’s story, how long did she date with her boy friend?

3) Why did he vanish without notice from her?

**Interpretive Questions**

1) What is the reason did he leave her?

2) How did she realize he’s just not that into you?

3) What did Greg advice her?

**Applied Questions**

1) If you create new title for this text, what would you like to create?

2) If you were Renee, How do you feel? Which action would you probably take?

Worksheet #3 (productive activity)

**Sitcom**

You are going to make sitcom based on this article that we learned before or your personal experiences with your team member.

1. Where are you supposed to shoot?
2. Who would you like to choose as a main actor and actress?
3. How to make the sitcom?
4. How long would the running time be?

**Reading Lesson Plan**

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Teacher’s name / Valerie