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| Listening  Speaking X Reading  Grammar  Writing |
| **Topic:** |

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| Instructor:  **Aimie** | Level:  **Intermediate** | Students:  **14** | Length:  **50 Minutes** |

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| Materials: Board and marker  Vocabulary &Idioms sheet(14copies)  Vocabulary study Worksheet (14 copies)  Vocabulary review(14copies)  Reading text(14 copies)  Reading comprehension work sheet.(14 copies)  Filling out blank sheet(14copies) |
| Aims:   * Ss will improve speaking skills by discussing in groups or during pair work. * Ss will learn new vocabulary, new topic and language & idioms sheet and completing the Vocabulary study worksheet. * Ss will be able to summarize the reading text by completing filling out blank sheet. * Ss will be able to improve skimming skills by reading text and answering reading comprehension worksheet. * Ss will improve listening ability by sharing ideas. |
| Language Skills:   * Listening –Listening to teacher’s presentation, instruction and discussion. * Writing skills - Vocabulary Matching Worksheet ,Comprehension work sheet and filling out blank worksheet * Reading Skills – Reading text-A success story * Speaking Skills – Sharing ideas in a group and response to teacher CCQs & questions. |

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| Language Systems:  Phonology – Vocabulary& idioms  Lexis – Vocabulary Idioms  Function – Teacher’s CCQ& answers  Discourse – Discussion |

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| Assumptions:  Students already have some idea of Levi’s Jean  Students will enjoy the reading topic.  Students are comfortable with classmates and the new topic.  Students know how to skim and scan  Students are intermediate level. |

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| Anticipated Errors and Solutions   * Ss may not understand new vocabulary   Solution: - Ss may use dictionary   * Ss are too shy to participate   Solution: - encourage/ positive feedback   * Activity takes too long   Solution: - shorten remaining activity or give time warning   * Ss may not understand the reading text   Solution: – read again   * Activity finishes too soon   Solution: – additional questions or extend remaining activities   * Ss cannot find the answers of the work sheet   Solution: – Teacher help them  **References: Reading story book3** |
| erences:  YBY Taking club from Edubox. | |

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| **Lead-In** | | | |
| Materials: Board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole Class  Whole class | Ss observe and response  Ss observe and response | Enter classroom and greet students  Hi everyone, how are you today?  Do you like to wear jeans?  What brand do you prefer to wear?  Have you ever heard of Levi Strauss?  Do you believe that you can succeed in your life?  What should you do to succeed in your life?  What do you think our topic will be today?  (Let them think about what will be the topic and let them guess for a while)  Yes, that’s right it is about Levi Strauss story, the founder of Levi’s jeans. We will find out about his successful story, first we will learn some vocabulary that will help you to read the text. |

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| **Pre-Activity** | | | |
| Materials: Vocabulary & Idioms sheet  Vocabulary study worksheet  Board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  3min  3min  3min  3min | Whole Class  Whole class    Individually  Pairs  Whole class  Whole class | Ss listen and observe  -Ss listen to teacher and read the paper together and ask questions if it’s necessary.  Ss answers to CCQ  Ss complete the vocabulary study sheet  Ss discuss with their partner  Ss answer the questions of the worksheet. And compare their work  Ss correct the worksheet if it’s necessary | -Write on the board “A Success story”  -Distribute the sheets.  “Ok, let’s have a look at the paper and study the new vocabulary& Idioms”  Teacher reads through the vocabulary & Idioms paper and explain the new words. After learning the new vocabulary check students if they understood by CCQ them.  CCQ:  Is your father a business man? Or do you know anyone who is a businessman?  What brands of clothes do you like the most?  What is the most valuable thing in your life?  Have you ever seen a real wagon before?  Tough means opposite to soft, is it correct?  Can you find miner in your house?  If I win lotto, can I say it is” paid off”?  Distribute the vocabulary study sheets  You have 3 minutes to complete the sheets individually.  CCQ:  “How much time do you have?”  “What do you have to do with the paper?  “Are you working alone?”  Monitor discreetly and answer students if they ask questions. Give time warning before 30seconds left  - Now work as a pair to share the answers and discuss why they choose these answers.  -CCQ  “Who is your partner?”  “How much time do you have?”  “What are you going to do with your partner?”  Teacher writes new vocabulary on the board and lets students answer them  **Familiar**  **Brand**  **Actually**  **Successful**  **Businessman**  **Ambitious**  **Tough**  **Valuable**  **Miner**  **Predict**  **Wagon**  **Pay off** |

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| **Main Activity** | | | | | |
| Materials: Board and markers  Reading text(14copies)  Reading comprehension work sheet(14 copies)  Summary practice work sheet(14copies) | | | | | |
| Time  2min  3min  2min  2min  3min  1min  2min  2min  3min  2min | Set Up  Whole class  Individually  Pairs  Individually  Individually  pairs  Whole class  Individually  pairs  Whole class | | Student Activity  Ss response  Ss response  Ss read the text  Ss talk about their opinion freely  Ss read the comprehension work sheet and reading text again  Ss complete the comprehension work sheet  Ss discuss with the partner  Ss response  Ss read the text again and read the filling the blank worksheet  Ss complete the worksheet and share the answers with the partner  Ss response | | Teacher Talk  Guiding questions  Distribute the reading text and write down on the board. “What did he predict for his business?  “How did he become such a successful businessman?  Instruction  Now, what did I write on the board? Let’s read the questions together. Think about the answer as you read this text. You have 3min  CCQ:  What will you think about while you are reading?  How much time do you have?  Do you read with your partner?  (pass out the text and run the task)  Feed back  Do you need more time to read?  (If yes- give 30 seconds extra reading time  If no- have Ss share their ideas with your partner)  Teacher ask Ss answers and talk about it together for a while  Distribute the comprehension worksheet.  Now, read the questions and read the text again, think about the answers as you read I will give you three minutes  Instruction  Now, complete the reading comprehension work sheet individually and then share the answers with your partner, you have 3min.  CCQ: How much time do you have?  Are you working with your partner while you are completing the worksheet?  Monitor discreetly and answer students if it’s necessary  And give them time warning.  “Do you need more time to finish the work sheet?”  (If yes- give 30 seconds extra reading time  If no- have Ss share their ideas with partner)  Teacher makes sure everybody filled out the paper and go through the answers together.  “Ok, Student A, what is the answer for question number1?”  “Which line in the reading text we can find the answer?”  “Ok student B, what is the answer for question number2? Where can we find the answer?”  Distribute filling the blank worksheet.  Now, read the questions and read the text again, think about the answers as you read I will give you two minutes  CCQ: How much time do you have?  Are you working with your partner?  What are you going to do?  Now, complete the filling the blank work sheet with your partner, you have 3minues  CCQ: How much time do you have?  Are you working alone?  Who is your partner?  Monitor discreetly and answer students if it’s necessary  And give them time warning.  “Do you need more time to finish the work sheet?”  (If yes- give 30 seconds extra working time  If no- have Ss share their ideas with partner)  Teacher go through the answers together  Ok so, Student A, can you read the answers with the text?  Correct the mistake if the student has wrong answers. |
| **Post activity** | | | | | | |
| Materials: Board and Marker | | | | | | |
| Time | Set Up | Student Activity | | Teacher Talk | | |
| 10min | Groups  Groups  Whole class  Whole class | Ss form a group  Ss discuss actively and shares their opinions in groups  Students listen and response  Students listen and response | | Ss form as groups and discuss about “who do you think is the most successful person among these people, Bill Gates, Madonna, JK Rowling ,Opera Winfry ,Steve Jobs?  Discuss as groups and present your opinions who do you think the person is. You have 5 minutes.  CCQ: What do you have to do?  What will you discuss?  Which group are you in?  How much time do you have?  Monitor discreetly and answer students if it’s necessary  And give them time warning.  Share your answers in the class and discuss..  “Ok, Group 1, who do you think the most successful person is among them? And why?”  “Ok, Group 2, what is your opinion? What makes you think so? Ss answers and talk about the topic for a while.”  Teacher concludes the topic  Elicit today’s vocabulary and talk about successful stories of someone who you know.  Give homework  And give them vocabulary review sheet and tell them to fill out the sheet and write 1 sentence for each vocabulary you learned today.  “Ok, everyone did so well for the class, what do you think about Levi Strauss? Do you want to be a successful business man too? Was it helpful to know about Levi’s? Did it help you to boost your ambition?  See you tomorrow guys, Bye  Close the class. | | |

Vocabulary Matching Worksheet

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| **Familiar**  **Brand**  **Actually** |  | **Well known**  **Ex. Hillary Clinton is a familiar figure in America.**  **A name of a product**  **Ex. Naver is the leading brand of search engine.**  **In fact**  **Ex. Actually, Mary loves John, not Max** |
| **Successful**  **Businessman**  **Ambition**  **Tough**  **Valuable** |  | **Making a lot of money.**  **Ex. Kate was a successful woman**  **A man who works in business**  **Ex. Paul is a tough businessman**  **Something great that you want to achieve**  **Ex. Her ambition is to become a great writer.**  **Not easily broken**  **Ex. You would better get tough shoes**  **Very important to someone**  **Ex. Time is valuable for everybody.** |
| **Miner** |  | **Someone who tries to get gold coal from the ground**  **Ex. Many gold miners wanted to make big money.** |
| **Predicted**  **Wagon** |  | **To say that something will happen**  **Ex. Rebecca predicted that Hillary would become president.**  **A vehicle having four wheels, usually pulled by horses**  **Ex Many people used to travel by wagon** |
| **Pay off** |  | **To have the result that you want**  **Ex Hard work always pays off.** |
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**Reading comprehension**

**A Write T (truth) or F (false) beside each sentence.**

1. Strauss came to America at age 40.

2. Strauss was very rich from the beginning.

3. Strauss was very ambitious.

4. Strauss was a hard- working.

5. The gold miner wanted strong pants.

**Choose the correct answers.**

1. This story is about

Gold miners Strauss’s uncle

`Strauss’s success a famous brand.

2. The brand Levi’s is to many people?

unfamiliar well known

Ugly inappropriate

3. Which paragraph talks about where Strauss came from?

Paragraph 1 Paragraph 2

Paragraph 3 None

4. What did Strauss really want to do with his life?

To work on a farm To learn how to speak English

To become a gold miner To run a successful business

**Fillings the blank work sheet**

**Read the paragraph and fill in the blank**

The brand Levi’s is well throughout the world. But Levi Strauss, founder of the brand, was not a man from the beginning. In fact, he was a poor boy from Germany. He started his life in America in Kentucky. After working on his uncle’s farm. He started his cloth selling . Ten years later, Strauss moved to California, where he planned to sell his cloth. After finding out that the gold there wanted strong cloths, he began to make strong pants. The pants became known as blue jeans. That was real beginning of his business.

**A Success story**

Levi Strauss is not a **familiar** name for many people. But a large number of people know the brand Levi’s. Yes, it is one of the most famous jeans **brands** in the world. But Levi Strauss, founder of the brand, was not rich from the beginning. When he came from Germany to America, Strauss was just 14, speaking little English. Then, how did he become such a successful business man?

In 1843, when Strauss first came to the States, he stayed on his uncle’s farm in the Kentucky. His uncle wanted him to work on his farm, but Strauss had a different dream. He wanted to become a successful businessman. With nothing else to sell, Strauss started his business by selling cloth on Kentucky streets. That was not an easy job. But his **ambition** forced Strauss to continue doing business.

Ten years later, Strauss moved to California, where there was a gold rush. At first, he thought that his cloth would be valuable for many miners, he **predicted** that they would be used to make tents and wagon covers, Later, however, Strauss found out that what the gold mongers really wanted was strong clothes, especially pants, which later became known as blue jeans. That was the real beginning of his business. After all, his ambition and hard work **paid off.**

**Vocabulary study**

**A. Choose the right words to fill in the blank.**

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| **Familiar Brand ambition predicted paid off** |

1. Her is to become president of the united states
2. Jessica’s hard work she became a successful businesswoman.
3. Many people that Lily would lose her job soon.
4. Tiffany could see several faces among the crowd.
5. Many of computers are available on the market.

**B. Choose the right word or phrase that has same meaning as the underlined word.**

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| **Famous rich started valuable real** |

1. Nobody knew the actual price of the painting.
2. Do the wealthy really feel happy all the time?
3. Making friends with good people is beneficial to you in many ways.
4. Alfred Novel set up the Novel prizes.
5. Albert Schweitzer was a renowned doctor.