|  |
| --- |
| reading |
| **Topic: Dreams come true.** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Miss Anna kim | Level:  **Intermediate** | Students:  **12** | Length:  **30 Minutes** |

|  |
| --- |
| **Materials**:  - Reading worksheet ( 12 copies each)   * Picture cards about story * Question/answer writing boards, board markers and erasers * Wallchart for vocabulary |

|  |
| --- |
| **Aims**:   * Main aims : To enable Ss to their reading skills by reading story about dream. * Second aims: To enable Ss to understand the story and find some specific information. * Personal aims: I want to give Ss high talking time, enough time to understand story and I want to help Ss give some feedback and error corrections. |

|  |
| --- |
| **Language Skills**:   * Reading : Ss will read the story and find some specific information. * Listening : Ss will listen to the teacher’s instructions and other students’ speaking. * Speaking : Ss will talk about their dream when they were a child. * Writing : Ss will fill in the worksheet and be taking notes. |

|  |
| --- |
| **Language Systems**:   * Phonology : [th] throw, [r]drop &run, [l]learn * Lexis: learn, drop, janitor, sweep, enroll * Grammar: past tense * Function: describe at the past event * Discourse: None to discuss. |

|  |
| --- |
| **Assumptions**:  Students already know:   * Ss have basic knowledge of past tense and words form of past. * Ss know how to write down their opinion. * Ss know how to speak about their past experience about dream. |

|  |  |
| --- | --- |
| **Anticipated Errors :**  1. Students might have some problem to understand about lexical words using sentences.  2. Students might not understand the teacher’s instructions.  3. Activities might take too long than I expected | **Solutions:**  1. Teacher will elicit the meaning of the words from students and explain various words for target sentences.  2. Teacher will give students Icq’s in detail.  3. Teacher will give time warning to students for time management. |

|  |
| --- |
| **References:**  Can you believe it? by Jann Huizenga |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Ss will concentrate on class. | Can you guess what this word is?  A wish to have or be sth, especially one that seems difficult to achieve.  Yes! This is dream  You are going to read the story about the dream. Before that, let’s check some words. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: board, wallchart. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  1min  1min | Individually  Individually  Whole class | Ss will listen to explanation about vocabulary in the story.    Ss will fill in the blank in worksheet.  Ss will read the story. | Explain the words in the story.  Before we read a story I will explain some words that you may not understand.  Look at this wallchart.  - be a bookworm. Can you guess this meaning? Yes. Really love to read.  - drop by .this meaning is to make a short visit.  - throw cold water on sth can you guessing? What is the opposite word of encourage? Yes discourage. Good job.  It means discourage a plan, an idea, a dream, etc.  **CCQ** = dose this idiom mean to encourage a plan? – no.  Dose this idiom mean to make sb feel less confident? – yes.  -go by it means pass. For example time goes by. Time passes.  - now and then. It’s like sometimes.  **CCQ** = Does this mean always? – NO.  - make an A it means to earn a grade A in school.  - hit the books. It means to study.  Now, I will give worksheet. You are working individually and fill in the blank.  I will give you 1min.  **ICQ** = what are you going to do?  How many minutes do we have?  1min  Are you working in group? - no  Let’s begin~!!!  Ok time’s up. Now from Gloria pls read loudly one sentence in the story.  Good job |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: reading worksheet & picture card about the story. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  1min  2min  1min  4min  2min | In pairs  In a pair  Individually  Individually | Ss will make some order about the story.  Ss will read the story loudly and confirm the answer by comparing each other.  Ss will also make an order the pictures of the story and read the story more carefully.  Ss will write down the answer in the board.  Ss will answer the questions in the worksheet.  Ss will read their answers about the questions. | Now we will make some pairs. So pls A,B C,D,E,F, and again. So A’s in here. F’s here. Pls find your partner.  I will give you story. You should make an order of this story. I will give you 3min. you are working in pairs.  ICQ= what are we doing?  How many minutes do we have?  Are you working individually?  Let’s begine.  Time’s up. A team, pls read the first sentences of the story.  Ok right. Yes correct. Umm.. do you think that? Does someone have another answer?(like this….)  Everybody good job. Now I will give you some pictures. Pls make an order the pictures by reading story more carefully.  Right? And I will give you 2min. and also you are working in pairs.  ICQ= what are we doing?  How many minutes do we have?  Are you working individually?-no  Teacher will check the answers and give some feedback.  Ok time’s up and now one of you should write down the answer on the board.  Everyone find the correct answer. Really good job!  Now I think you guy already understand about this story well.  Pls answer the questions in this worksheets.  I will give you 4min for this activity.  And you are working individually.  ICQ= what are we doing?  How many minutes do we have?  Are you working in group? –no.  Let’s begin.  Ok time’s up. And young- min. what is the answer of number one?  Ss will read loudly their answers about the story. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  2min | In groups  (if time is left) | Ss will talk their dream as they was a child and remind of their childhood.  Ss will share their memories to other students. And also speak about their member’s memories. | And also we make some groups. So repeat after me. ‘dreams’ ‘come’’true’  All dreams is in here, come’s here and ture’s here. Find your groups.  I will give you another worksheet. Fill in the blank and talk about your dream that you had as a child  I will demonstrate for you.  When I was a child, I really wanted to be a pianist. Because I learned playing piano as I was a 4 years old. At that time I really wanted to win the prize the international piano concourse. After I was in a middle school, I had to study a lot. So naturally I didn’t have enough time to practice piano. Yeh that was my dream as a child.  Ok now your turn. I will give you 3 min  ICQ= what are we doing?  Are you working individually? –no  How many minutes do we have?  Let’s begin.  Ok. Time’s up. Now we will talk about our memories. Young-min what memories does ray have?  One to two Ss in group will speak other students’ memories.  Ok time’s up. Pls make attention to me.  I hope you guys enjoy my class.  And see you next class.  Thank you. |

LAS CRUCES, NM, USA Primo Torres has learned that dreams can come true. Born in Juares, Mexico, Torres grew up in Texas in a poor family. As a child, Torres was a bookworm and he loved school. At 15, he already dreamed of being teacher.

One day at school, young Torres dropped by to see his guidance counselor. He told the counselor his plans for the future. “But this guy said, ‘primo, you will never be college material,’” Torres said. “When he told me that, I gave up. He threw cold water on my dream.”

After graduating from high school, Torres got a job as a janitor at Mayfield High School in Las Cruces, New Mexico. He cleaned bathrooms and swept floors. The years went by. Now and then, he talked to his wife about his childhood dream of being a teacher.

One day, when Torres was 41years old, his wife gave him some papers. She had enrolled him in college! “It was strange going back to school at my age,” said Torres. “I felt like an old man around all those kids!”

The words of his first professor changed his life. “Everyone in this room is capable of succeeding. You can all make an A,” he said. Torres hit the books and made his first A in college.

Torres finished college, and now he’s teaching at Mayfield High School. His students love him. “Many students don’t realize that I’m the same man who used to sweep the floors in this school,” said Torres.

**About the story**

1. What kind of child was Torres?

2. What did he dream of doing?

3. What happened when Torres spoke to his counselor?

4. As the years went by, what did Torres talk about?

5. Why did his first college professor change his life?

6. Do you know people like the high school counselor and the college professor?

**About you**

7. Are you a bookworm?

8. For how long do you hit the books on a typical evening?

9. What do you dream of doing in the future? Does your family encourage you to follow your dreams, or do they throw cold water on them?

When I was a child, I really wanted to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When I was a child, I really wanted to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When I was a child, I really wanted to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.