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|  Listening **Speaking**  Reading Grammar Writing |
| **Topic:**  Who am I?  |

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| Instructor:Eunmi Kim | Level:**Upper intermediate** | Students:**13** | Length:**30 Minutes** |

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| Materials:Board, picture of interview, worksheet, color pencils,  |

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| Aims:Main aim: To enable Ss to improve speaking skill by having Ss taik about “who am I”.Second aim: Ss will talk about ”Who am I” by having Ss choose character who want to be. ,role play, and making a fan letters.Personal aim: I want to increase STT and I want to ensure that all students get the opportunity to speak. |

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| Language Skills: Reading :Ss will read the role cards Speaking : Ss will discuss about whom they want to meet. Writing : Ss will write about whom they admired. Listening : Ss will listen to the teacher’s instructions, their classmate’s speaking. |

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| Language Systems:Lexis: Ss will learn words about holiday. Phonology: pronunciation related to vocabularies. Grammar : None to discuss. Function: asking characteristic of the people and giving the information. Discourse : Mingle with others to introduce who I am. |

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| Assumptions: 1. Ss may know the basic vocabulary to present their role.
2. Ss do not know many descriptive vocabulary of personal characteristics.
3. Ss are active and they know that they will work in pairs.
4. Ss know how to work in pairs and groups as well as by themselves.
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| Anticipated Problems and Solutions:1. If time is short -do SOS activity.
2. If time is long –give more time to present.
3. All the students are college graduates.
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| References:1. Learning teaching by Jim Scrivener
2. Teaching &Principles in language teaching by Diane Larsen-Freeman and Marti Anderson
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| **Lead-In** |
| Materials: board, visual aid, |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 | Whole class | Answering teacher’s questions | Hello everyone? How is it going?Did you have breakfast?Did you have coffee this morning? |

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| **Pre-Activity** |
| Materials: board, markers, pictures. Blank paper |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min4min2min | Whole class IndividuallyWhole class |  | Elicit the word “fan” I will show a picture to the class and I will ask.(put a picture on the board)Hey Ss!“What do you call yourself if you love a celebrity”?“It starts with a “f”. “CCQ“Is a fan that keeps you cool?”“Is a fan someone who admire another person?”**Transform to celebrity**Instructions“. If you can transform, who do you want to be?And why?”He could be any person, celebrities, your parents, cartoon characters. I will give you a paper and you choose a person who you admire and write why individually. You will have 4minutes to do this.”Demonstration For me I want to be Kim yuna. Because she is young, pretty and she has flexible body. Show Yuna’s pictureAnd read teacher’s writing.ICQ“What are we doing?”“Are working in groups?”“Are we working individually?”“How much time do you have?”“Now please don’t start before I say go.”“Are you going to start as soon as I give you the paper?”“Are you going to start when I say go?”(Distribute worksheets)“Now begin”Monitoring Monitor discreetly. Answer students if they ask questions.Give time warning: 2minutes; 1 minutes; 30 seconds. Be flexible with time. Give 1 more minute if they need it.“Times up”Ask students individually to present their wannabe celebrities. |

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| **Main Activity** |
| Materials: Board, wall chart, paper  |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 min | Pairs | Students begin discussing and writing.Students share the discussion | Role playInstructions“Congratulations, now you are all celebrities. now there is a big party, so Everybody gathered and meet. So you introduce yourself to your partner and enjoy the party. You meet new friend in the party and have conversation with them. Write a note and enjoy the party. I am going to divide into two groups, “Mr.Ban” “Yuna”.Divide into two groups then pairs You will work in pairs and have five minutes . “Mr.Ban” “Yuna”.read each line. Before you do I’ll show you an example. DemonstrationPut a wall chart. Get them to read.**Icq** * So what are we doing?
* Are we working individually?
* Are we working in pairs?
* How much time do you have?

Now beginMonitoring Monitor discreetly. Answer students if they ask questions.Give time warning: 2minutes; 1 minutes; 30 seconds. Be flexible with time. Give 1 more minute if they need it.“Times up”Ask students pairs to present their conversations. |

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| **Post Activity** |
| Materials: Color pencil, paper, pen. |
| Time | Set Up | Student Activity | Teacher Talk |
| 73 min | Individually | Ss begin writingSs present their letter | Fan letter writingInstructions“ OK you just met new celebrity friends, now you are going to write a fan letter as a fan. You will have 5 minutes working individually to write.Demonstration Read an example to student.ICQ-So what are we going to do?-Are we working in groups?-How much time do you have?“Please don’t touch the paper before I say go.”-Are you going to touch the paper when I give it to you?-Are you going to start when I say go?(Distribute the paper)“Now begin”Monitoring Monitor discreetly. Answer students if they ask questions.Give time warning: 2minutes; 1 minutes; 30 seconds. Be flexible with time. Give 1 more minute if they need it.“Times up”Ask one student to present his/her letter.Error correction and/or word scramble“Letter” tetelr |
| **SOS Activities**  |
| Materials: visual aids. |
| Time | Set Up | Student Activity | Teacher Talk |
|  | Whole class | GameOO come up to the front.Answer the questionOther students give a clue each. | Guess who am IInstructionPick a volunteer, let him stand in front of the class with a celebrity’s picture on his back. He can’t see the picture but everyone else can.Students (sitting) will explain about him by one clue one by one.He (standing) will answer who that is.ICQ* What are we doing?
* Are we working in pairs?
* How much time do you have?
* OO Would you come up here?
* I will put a picture on your back, guess whom it is.
* Everyone else give a clue about the picture.

Now beginIf a student answer correctly, change student and picture.Monitoring Monitor discreetly. Answer students if they ask questions.Give time warning: 2minutes; 1 minutes; 30 seconds. Be flexible with time. Give 1 more minute if they need it.“Times up”Error correction and/or word scramblePicture curetip |