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| Listening  Speaking  **Reading**  Gramma**r** Writing |
| **Topic: Humanitaration** |

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| Instructor:  **GIRI YI** | Level:  **Upper-Intermediate** | Students:  **17** | Length:  **25 Minutes** |

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| **Materials:**   * Wall chart – The Seven Greatest Humanitarians, Vocabulary * Paper Card – Unscramble “humanitarian”. * White board, board makers & tape. * Pictures of passive voice   - White board, board makers, easers, tape, papers. |

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| **Aims:**  1. **Main aim:** Students will improve their reading skills by having students learn about humanitarians.  2. **Secondary aim**: Students will learn by reading the script “The Seven Greatest Humanitarians” and making their own stories with the topic.  3. **Personal aim**: I want to improve my time management. |

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| **Language Skills:**   * **Reading:** Students will read the script “The Seven Greatest Humanitarians”. * **Listening:** Students will listen to the story of wall-charts. * **Speaking:** Students will speak each other when they make own stories and match the stories. * **Writing:** Students will write about “How they can help people who are poor and suffer if they get 1 million dollars. |

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| **Language Systems:**  - Lexis: Idioms used in describing people’s personalities and various situations.  - Function: Self-PR and advertisement for a lifetime partner.  - Grammar: None to discuss.  - Discourse: Find someone compatible with lesson and conversation.  - Phonology: None to discuss. |

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| **Assumptions:**  Students already know:   * Most students can read the articles. * All students are high school students. * Students have abilities to say about their thoughts. * Some of students can write on the board what they make a dialogue. * Most of students can write on the papers. |

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| **Anticipated Problems and Solutions:** | |
| **- Students don’t want to say each other.**  **- Students may not be able to speak English very well.**  **- Students may need more time to write for topic.**  **- If time is short.**  **- If students finish their tasks earlier than anticipated** | → Remind them to encourage each other.  → Give the chance to speak easily with teacher’s help.  → Give them one or two more minutes to write.  → Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner  → Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a spouse. |

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| References:   * TESOL - Teaching Reading P 108~156 (Times Media) * Google Image (Pictures) - <https://www.google.com/> * Story and Pictures - ttp://www.biography.com/people/mother-teresa-9504160?page=3 * The Seven Greatest Humanitarians In History http://all-that-is-interesting.com/post/11230783415/the-seven-greatest-humanitarians-in-history |

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| **Lead-In** | | |
| **Humanitarian** | | |
| Time | Set Up | Procedure |
| 1 min | Whole Class | **(Greeting)**  **Hello everyone, how are you doing?  It’s a beautiful day, isn’t it?**    **(2 Guiding Questions) What did you do yesterday?**  **How do you feel when you help one who you love?** |

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| **Pre-Activity** | | |
| Materials: Board, marker, wall-chart,, tape | | |
| Time | Set Up | Procedure |
| 1 min  2 min  2 min  **2 min** | Whole Class  Whole Class  Whole Class  **In Pairs** | (Elicit the important qualities & write them on the board)  **Eliciting**  **[A picture of Mother Teresa, Gandhi, Mandela ]**  **Who is this? She is Mother Teresa.**  **Who is this? Mahatma Gandhi**  **Who is this? Nelson Mandela**  **What did they do for people in the world?**  **They helped people who were poor and suffer.**  **CCQ’s**    **Is Giri a humanitarian? No, he.**  **Is Teresa a humanitarian? Yes, she is.**  **Does a humanitarian damage people? No.**  **Does a humanitarian help people who are poor and suffer? Yes.**  **What do we call them who help people who are poor and suffer?**  **Humanitarian**  Today topic is a **Humanitarian**.  **Instruction**  1. A teacher will give students worksheets of vocabulary **to read and match** the words and descriptions.  2. Students will work **individually for 2 minute**.  3. In 2 minute, students will share what they did.  **Demonstration**  1. A teacher will show the wall-chart and choose one student who can read the description.  2. The teacher will show how to match the words and description for students.  **ICQs**  **What are you going to do? Read the description and match the word.**  **How much time do you have? For 2 minutes.**  **Are you working individually or in pairs? Individually.**  \* Don’t start until I pass out all the paper and I say “**Go**”.  **Explicit ICQ’s**  **Are you going to start when I give you the paper? No.**  **Are you going to start when I say “Go”? Yes.**  [Students Activity]  (A teacher will give students the worksheets one by one.)  Students will read and match the words for 2 minutes individually.  In 2 minutes, students will share what they did.  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning: Timing! (Say to students “ 1 minute, 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.)** Be flexible with time. Give 1 more minute if they need it. |

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| **Main Activity** | | |
| Materials: Board, marker, tape | | |
| Time | Set Up | Procedure |
| 1 min  3 min  5 min | Two  Groups  Whole Class  In pairs | **Creative Grouping**  1. A teacher will have one question about “Who was the most humanitarian in the world in your thoughts?”  2. Students will write on the board about the names.  3. The teacher will choose 3 names of them and then he will make 3 groups.  **Instruction**  1. A teacher will give students articles and 7 pictures of humanitarians to read and match.  2. Students will **read and match** the pictures and articles.  3. Students have to work **in groups for 5 minutes.**  4. Students start when I say “**Go**”.  5. In 5 minutes, the teacher will show the picture and then students will answer the article of picture.  **Demonstration**  1. A teacher shows the sample wall-chart of the article and a picture.  2. The teacher chooses one student to read the wall-chart for whole students.  **ICQs**  **What are you going to do? Read and match the pictures and articles.**  **How much time do you have? For 5 minutes.**  **Are you working individually or in pairs? In groups.**  \* Don’t start until I pass out all the paper and I say “**Go**”.  **Explicit ICQ’s**  **Are you going to start when I give you the paper? No.**  **Are you going to start when I say “Go”? Yes.**  [Students Activity]  (A teacher will give students the articles and 7 pictures.)  Students will read and match the pictures and articles for 5 minutes.  In 5 minutes, they will share about what they did.  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning: Timing! (Say to students “4 min, 3 min, 2 min, 1 min, 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.)** Be flexible with time. Give 1 more minute if they need it. |

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| **Post Activity** | | |
| Materials: Board, marker | | |
| Time | Set Up | Procedure |
| 2 min  3 min | In groups  In groups | **Instruction**  1. A teacher will give students papers to write about “How can you help people who are poor and suffer if you have 1 million dollars?”.  2. Students will **write that how I can help people if I have 1 million dollars.**  3. They will do **individually for 2 munites.**  4. In 2 minutes, students will share what they did.    **Demonstration**  1. A teacher will show a sample wall-chart for students.  2. One of students will read for students.  **ICQs**  **What are you going to do? Write that how I can help people if I have 1 million dollars.**  **How much time do you have? For 2 minutes.**  **Are you working individually or in pairs? Individually.**  \* Don’t start until I pass out all the paper and I say “**Go**”.  **Explicit ICQ’s**  **Are you going to start when I give you the paper? No.**  **Are you going to start when I say “Go”? Yes.**  **[Students Activity]**  A teacher will give students papers. Students will write for 2 minutes. In 2 minutes Students will share what they did.  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning:**  **Timing! (Say to students “1 min, 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.).** Be flexible with time. Give 1 more minute if they need it. ***A teacher must check the time to finish.***  **Error Correction**  I didn’t hear any mistakes. *(Correct one major mistake if necessary.)*  Can you unscramble this word? **rianhumniata → humanitarian**  **II. Conclude lesson**  **Wow, well done everyone. I’m glad be with you today. It’s time to finish, thanks for your attention and doing well. See you next time, goodbye!** |
| **SOS Activities** | | |
| Materials: Board, marker, paper, pens | | |
| Time | Set Up | Procedure |
| 2 min  3 min | Whole Class  **Individually** | ***(A teacher has done the lesson 3~5 minutes earlier, he/she can use this SOS Activity.)***  **\* The Vocabulary Game**  **Instruction**  1. A teacher gives the vocabulary worksheets with articles which have blanks.  2. Students will write the blanks with worksheets and students will do **individually**.  3. They will do **for 3 minutes.**  4. Students will share what they did.  5. The teacher will stop the game in 5 minutes to finish the class.    **Demonstration**    A teacher will show how to play with worksheets and articles.  **ICQs**  **What are you going to do? Vocabulary Game**  **How much time do you have? For 3 minutes.**  **Are you working individually or pairs? Individually.**  \* Don’t start until I pass out all the paper and I say “**Go**”.  **Explicit ICQ’s**  **Are you working when I give the paper?**  **Are you working when I say “Go”?**  [Students will play game for 3 minutes]  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning:**  **Timing! (Just let students know the finish time.)** |

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|  |  | **Speaking Lesson Plan**  **(Time)** |  |  |
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| **Lead-In** | minutes |  |  |  |
| 1 | 1 |  |  |  |
| **Pre-Activity** |  |  |  |  |
| **7** | 1 | Eliciting |  |  |
|  | 2 | **\* Explain The Passive Voice** | | CCQ’s |
|  | 2 | Instruction & Demonstration | | ICQs & Explicit ICQ’s |
|  | 2 | [Students Activity] |  |  |
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| **Main Activity** |  |  |  |  |
| **12** | 2 | Creative Grouping |  |  |
|  | 3 | Instruction & Demonstration | | ICQs & Explicit ICQ’s |
|  | 7 | [Students Activity] |  |  |
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| **Post Activity** |  |  |  |  |
| **5** |  |  |  |  |
|  | 2 | Instruction & Demonstration | |  |
|  | 3 | **[Students Activity]** | |  |
|  |  | Error Correction, Conclude lesson | | |
|  |  |  |  |  |
| **Total** |  |  |  |  |
| **25** |  |  |  |  |