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| [ ]  Listening [ ]  Speaking [x]  **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 min2 min2 min**2 min** | Whole ClassWhole ClassWhole 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 min3 min5 min | TwoGroupsWhole ClassIn 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 min3 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 min3 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** |  |  |  |  |