SB: 93

Reading Lesson Plan

Generation Gap

Length:

25 minutes

es

Students:

19

Level:

Advanced

Instructor:

 Maggie (Kyungok Lee)

**Materials:**

* Four Kinds of pictures of “Generation Gap” (1 for each)
* A story on Generation Gap (19 copies)
* Reading Worksheet (19 copies)
* 4 Kinds of Question Sheets (1 for each)
* “Mom” and “Kid” cards (2 for each)
* White board, board markers & tape

**Aims:**

*(1) Primary Aim* :

 I want to enable students to improve their Reading skill by having students do several activities about “Generation Gap”

*(2) Secondary Aim :*

* Pre-task activity :
* Students will elicit the term “Generation Gap” watching pictures.
* Main activity :
* Students will improve their reading skill by reading a story of which

topic is on the “Generation Gap”.

* Students will improve their skill to understand the contents they read in literal, interpretive and applied way through the worksheet activity.
* Post-task activity
* Students will improve their speaking ability by doing “What would you do” activity.

*(3) Personal Aim :*

 - I will manage the class effectively by time management.

 - I will be more confident when teaching by perfect preparation.

 - I will adjust my talking speed to allow Students to follow my lesson.

 - I will use more accurate grammar when talking to the students.

**Language Skills:**

* Reading:

# Students will read the story.

* Listening:

# Students will listen to other students speaking their own opinion.

* Speaking:

# Students will speak out their own opinion on the topic at post activity session.

* Writing:

# Students will write their answer on the worksheet.

#Students will write their own opinion before presenting.

**Language Systems:**

* Phonology : None to discuss.
* Lexis : Students will learn the words and idioms in the story.
* Grammar : Students will learn the grammar necessary to understand the story.
* Function : None to discuss.
* Discourse : Students will learn how to persuade other people.

**Assumptions:**

* All students are over 20 years old, and University students or University graduates.
* All students know about the concept of “Generation Gap”
* All students know how the class will be set up and run.

**Anticipated Problems and Solutions:**

* Students may not be able to read the story easily.

# Teacher gives more time to read again and help them with grammar and words.

* Students may need more time to work on worksheet.

# Teacher may shorten the time needed to complete the worksheet individually and make students as a group answer.

* The whole activity may not end until the class is over.

# Teacher may cut the post-task activity by grouping into 2 groups, rather than 4 groups.

* If students finish their tasks earlier than anticipated,

#Teacher may ask students about their own experience of generation gap.

**References:**

* *google*

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| **Lead-In**  |
| Materials: **Board** |
| Time1 min | Set UpWhole Class | **Procedure:***Hello everyone! The weather is getting warmer and warmer and Spring is close to us.* *Do you have any plan to trip this spring?**Who do you want to go with?*(Write some answers on board ; talk something on the family or parents.)  |

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| **Pre-Activity**  |
| Materials : **4 Pictures describing generation gap.**  |
| Time3 min | *Set Up**Whole Class* | **Procedure:**1. **Eliciting “Generation Gap”**

*Now I will show you some pictures. Say anything that come to your mind.*(Put the Pictures on the board in a row with tape one by one with 30 seconds interval between each picture)*(Putting the first picture, give ICQ);* *ICQ*1. *What will you say?*

(Write the words students say on the board next to the picture.) *Ok, you have said many things concerning to these pictures. Some may be familiar to someone in this class, and some may be not. There is an expression which includes all these. Can you guess what it is?* (Until any student get to the word “Generation Gap”, let the students raise their hands and say what they think.)*Now, we have the words “Generation Gap”*. CCQ1. How long is the timespan of one generation?
2. Do you agree or not?
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| **Main Activity**  |
| Materials: **Reading material. Reading Worksheets.** |
| Time5 min. 7 minutes | Set UpWhole ClassWhole Class | **Procedure:**1. **Read - skimming**

 *Now, I will give you a story to read. You have one minute to skim the passages and check the words or expression you do not know.* (While giving instruction, distribute the script.)ICQ ;1. *Do you have to read the story in every detail?*
2. *What will you check?*
3. *How much time do you have?*

Time Warning;*30 seconds, 15 seconds, time is up!* *Did you check the words or expressions you did not know? OK, say what you checked to me.*(Write what students say on the board.Here, some explanation may be needed on “tie-dyed” and “Great depression”. Tell students directly the meanings and explanation on these two words. Prepare some materials and use them if necessary, but not compulsory.)*OK. Here are all the words you don’t know. If we know the meaning of these words, everyone in this class will easily read the story I gave.*  *Let’s find out what these words mean.*(Have students say about the words written on the board one by one until the meanings get clear.)1. **Reading Comprehension**.

*Now, you can easily read and understand the story. I will give you 5 minutes to read the story carefully, and answer the questions on this work sheet.* (While Students read, distribute the work sheet to each student.)ICQ*How much time do you have?*Time Warning*2 minutes left, 1 minute left,* *Do you need more time? OK, 2 more minutes.**1 minute left, times up!**Have you finished your worksheet?**Good. Let’s check the answer.*(Read the question with students and let students answer the question)*OK. Good job, guys.* *CCQ*1. *What was the generation problem between Marita and her mother?*
2. *Did they solve the problem wisely?*
3. *Do you know the word which defines the Marita’s generation?*

*I want you to be such a wise mother or daughter*. |

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| **Post-Activity**  |
| Materials: “Mother” “Kid” cards (2 for each), Question sheets. |
| time9 min | Set Up4 groups with 5 or 4 persons each | **Procedure:****What would you do?***Now we have read a syory on “Generation Gap.”* *How about applying what we have read to real life situation? OK. Let’s make 4 groups with 5 persons in each.*(Group the students according to the seating position. Provide them with 4 cards upside down, two of which are “Mother” and two are “Kid”)*Choose one of them.* (Again provide them with 4 question sheets, also upside down.)*Again, Choose one of them.* *Now, turn the card and question sheet and see what you are and what is the problem. You would be either mother or kid, and have some generation gap problem described on the question sheet. According to what you are, you have to make out some solution to the problem. Make suggestions to your mother or kid. This is group work. You have 3 minutes. Start!*ICQ *What are you?* *Will you work alone?**How much time do you have?**Time warning.**1 minute/ 30 seconds! Time is up!**OK. Let’s see what kinds of interesting suggestion have been made. Group 1. What are you, Mother or Kid? OK. Who will read the problem and present the suggestion ?*(Each group presents their answers. Choose presenters in some funny way : longest hair, with brooch.. and so on)*Very good job, guys.* *Did you enjoy today’s lesson?**Thank you. See you next class.*  |
| **SOS Activity** |
| Materials :None |
|  | 4 groups with 5 or 4 persons in each | *We have some time to talk obout our own experience of generation gap. In groups as divided before, make a short dialogue which shows the experience one of you have had on the generation gap. With your parents, with your kids, with your husband of boyfriend and so on. Any thing will do. In 3 minutes*! |

<reading material>

**You’ve Got Yourself a Deal!**

*When Marita was thirteen, it was the era of tie-dyed T-shirts and frayed jeans. Even though I had grown up in the Depression and had no money for clothes, I had never dressed this poorly. One day I saw her out in the driveway rubbing the hems of her new jeans with dirt and rocks. I was aghast at her ruining these pants I had just paid for and ran out to tell her so. She continued to grind on as I recounted my soap opera of childhood deprivation. As I concluded without having moved her to tears of repentance, I asked why she was wrecking her new jeans. She replied without looking up,*

*“You can’t wear new ones.”*

*“Why not?”*

*“You just can’t, so I’m messing them up to make them look old.”*

*Such total loss of Logic! How could it be the style to ruin new clothes?*

 *Each morning as she would leave for school I would stare at her and sigh, “My daughter looking like that.” There she’d stand in her father’s old T-shirt, tie-dyed with big blue spots and streaks. Fit for a duster, I thought. And those jeans – so low-slung I feared if she took a deep breath, they’d drop off her rear. But where would they go? They were so tight and stiff they couldn’t move. The frayed bottoms, helped by the rocks, had strings that dragged behind her as she walked.*

 *One day after she had left for school, it was as if the Lord got my attention and said “Do you realize what your last words are to Marita each morning? ‘My daughter looking like that.’ When she gets to school and her friends talk about their old-fashioned mothers who complain all the time, she’ll have your constant comments to contribute. Have you ever looked at the other girls in junior high? Why not give them a glance?”*

 *I drove over to pick her up that day and observed that many of the other girls looked even worse.*

*On the way home I mentioned how I had overreacted to her ruining her jeans. I offered a compromise : “From now on you can wear anything you want to school and with your friends, and I won’t bug you about it.”*

*“That’ll be a relief.”*

*“But when I take you out with me to church or shopping or to my friends, I’d like you to dress in something you know I like without my having to say a word.”*

*She thought about it.*

*Then I added, “That means you get 95 percent your way and I get 5 percent for me. What do you think?”*

*She got a twinkle in her eye as she put out her hand and shook mine. “Mother, you’ve got yourself deal!”*

*From then on I gave her a happy farewell in the morning and didn’t bug her about her clothes. When I took her out with me, she dressed properly without fussing. We had ourselves a deal!*

<Work sheet>

1. When do you think is the time period of this story? Explain why.
2. What is Marita’s mother’s religion?
3. Why did Marita make the jeans look old and frayed?
4. What do you think is Marita’s father’s attitude toward his daughter’s fashion? Why do you think so?
5. What do you think about Marita? Choose the words that fit to describe her personality.

. ( ) selfish

. ( ) smart

. ( ) stubborn

. ( ) reasonable

. ( ) cool

. ( ) immature

. ( ) frantic

. ( ) obedient

. ( ) submissive

<Tie-dyeing>

A way of dyeing cloths. Tieing the fabric with strings and soaking it into the dye solution. Then circular pattern will appear.

<Great depression>

The worldwide economic depression Started in late 1920s in US and wide spread into Europe. Continue throughout 1930s. People experienced harsh economical difficulties.

<Question Sheet>

Mother : Your skirt of school uniform is too short! How can you move freely wearing such a short skirt? To look student-like, you have to wear a skirt long enough to cover your knees!

Daughter : Mom. This is fashion. Every friend of mine wears this short skirt. If I alone wear long skirt, they will make full of me.

Daughter : Mom, I will go to the Big Bang Concert this Sunday. I have waited their concert for an year!

Mom : I know your mid-term exam starts on Monday. How can you think of going there on Sunday?

Mom : I want you to go to medical school. Your record is good enough to get the admission. Doctor is a very stable and high-income job.

Daughter : I don’t want to be a doctor. Doctor is not right for me. Stability and high-income are not my standards to choose job.

Daughter : Mom. During this summer vacation, I will travel abroad alone for a month.

Mom: Alone for a month? No. It’s too dangerous.

**MOTHER**

**KID**

**MOTHER**

**KID**

Frayed : worn out, torn

Aghast : surprised , struck with overwhelming shock

Recount : speak on what he/she experienced

Deprivation :

Repentance : regret

Wrecking : destroying

Duster : clothes when cleaning

Slung : sling – loosely hung

Compromise : to settle an argument by reaching an agreement

Bug : make someone uncomfortable

Relief : reduction of axiety, agony..

Twinkle

Got oneself deal

Fuss : anger on trivial things,

Frantic : out of mind, in a great hurry