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| Listening  Speaking █ Reading  Grammar  Writing |
| **Topic: Weird and wacky festivals around the world** |

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| Instructor:  JIYEON LEE | Level:  **Upper-intermediate** | Students:  **7** | Length:  **30 Minutes** |

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| Materials:   * White board, board marker * 7 reading article * 7 worksheets * 7 vocabulary worksheets * World map * Country cards * 7 Blank papers * Computer * Visual aid of technology |

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| Aims:   * Main aim: Students will learn how to read the articles quickly by playing power point game. * Secondary aim: Students will learn about the variety of the weirdest festivals around the world * Personal aim: I want to speak out confidently and let students experienced diversity cultures |

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| Language Skills:   * Reading: Ss will read worksheet * Listening: Ss will listen to other * Speaking: Ss will present their own sentences * Writing: Ss will write personal opinions |

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| Language Systems:   * Phonology : none to discuss * Lexis: weird, wacky, bizzar, and so on. * Function: none to discuss * Grammar: none to discuss * Discourse: monologue, dialogue, and Q&A |

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| Assumptions:   * Ss already know how the class is set up and run * Ss are adults at an upper intermediate level and are able to express their ideas in English * Ss are used to working individually, in groups or pairs |

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| Anticipated Problems and Solutions:   * Ss may not be able to complex vocabulary – model * Ss may not have enough time to speak - teacher will reduce the preparing time |

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| References:  -pictures and calendar: google.co.uk  -video clip: <http://www.youtube.com/watch?v=T4T731VJ1Ls>  -reading article: <http://www.news.com.au/travel/travel-advisor/five-weird-and-wacky-festivals/story-e6frfqfr-1226613422227>  - sos activity worksheet: <http://www.esl-galaxy.com/holiday/thanksgivingws.pdf> |

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| **Lead-In** | | | |
| Materials: board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher’s questions | Greeting  Good morning, everyone, how are you today? Feel tired?  I saw the quite interesting advertisement of slow food festival in Namyangju which begins next month on my way to school. Does anyone know about it?  (Student might answer) |

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| **Pre-Activity** | | | |
| Materials: board, marker, worksheet, world map, country cards, picture | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  2 min  2 min | Whole class  In pairs  Whole  Class | Answers elicited questions  and watch a video clip  Students will complete worksheet.  Students will match answers on the map | Eliciting the word, “Festivals”  T: What can you see in the picture?  (Show students a picture about the baby cry sumo)  Students might get the gist of the idea.  T: still unsure about it? Now, you’re going to watch a short video clip, then you can find out a little more idea about today’s lesson  Play a video clip  Students will watch the video clip  After the video clip.  T: what did you see in the video? What do you think they are doing?  Student might answer  T: yes, you watched different kinds of festivals around the world. Do you think it is quite normal and can you see these everywhere?  (Students might say, ‘yes’ or ‘no’)  T: no, it is not normal. So it’s the weirdest festivals around the world.  So today, we are going to learn about the weirdest festival around the world.  Modeling ‘festivals’  Brainstorming vocabularies related to ‘festival’  T: How could you describe ‘festival’?  Is it funny?  : exciting, funny, bizarre, wacky.. country names ….and so on.  T: Have you ever experienced any weird festival?  (Student might answer.)  How about boryeong mud festival?  Is it famous in Korea? Or anyone has experienced it?  (Student answer)  CCQ: Which country is famous for samba festival? (Brazil)  Do you always go abroad to see a festival? ( Not really)  Complete the worksheet  T: Now, you are going to do a worksheet with your partner  Divide into pairs  T: when you get the worksheet, please discuss about the answers with your partners. I will give you 2 minutes to work. When you finish, you are asked to come to the board to match your answer and write down two things about the countries.  Distribute the worksheet  T: Do you have the worksheets with you?  ICQ: How much time do you have?  Are you working individually?  What are you doing?  Now you can begin  Monitoring  Monitor discreetly. Answers questions when students ask  Give time warning. Give Students 1 min extra if they need  “Times up.”  Students are invited to come to the board and will match the answers on the map, and write down three famous things about each county. |

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| **Main Activity** | | | |
| Materials: Computer, bell. Reading articles, vocabulary worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  6min  2min | Whole class  Whole  Class  Whole class | Listening  Students will play a power point game  Students will tidy up the classroom and read through the article | Power point game  Instruction  T: Do you now know where Australia and Spain are located in? You’re now going to learn about the weird festivals in 4 countries, such as Spain, Japan, Korea and Australia by playing an interesting game  Divide into 2 teams  Grouping( High size of class will be team a, and rest will be team b)  T: Could you move these two desks to the wall? Then stand in front this area  Are you now with your team members?  You’re going to play a power point game about the weird festivals around the world. Before we start, I will give you the reading articles.  Distribute the reading articles.  T: do you have the articles with you now?  Each of you will take turns.  You are not allowed to read the articles all the time. When I show you the questions, you can read the article and find out the answers.  You have to answer right away after you ring the bell, you cannot think about the answers after ringing. If you do, your team will lose 1 point.  The team which gets more points will be the winner, and you’re going to play the game about 6 minutes.  Demonstration  Show students the rules of the game.  Here’s the example question.  Is boryeong in North Korea?  You can now read your reading paper, and find out the answer. If you know the answer, just ring the bell, and answer the question right away without thinking.  ICQ:   * So what are we doing? * Are you working in individually? * How much time do we have? * Do you have to answer right away after you ring the bell?   “Now begin”  “Monitoring”  Monitor discreetly. Answer questions when students ask  Give time warning. Be flexible with time. Give students 1 min extra if they need.  “Time’s up”  Tidy up the classroom  T: Could you two desks back? And return to your seat please.  Distribute the vocabulary worksheets  Reading time, then find out vocabularies they don’t know. |

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| **Post Activity** | | | |
| Materials: Blank papers, board, marker. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  3min  4min | Whole  Class  Individually  Whole  Class | Listening  Students begin writing down their opinions  Students give their speeches. | Create your own festivals  Instruction  T: Which festival do you think the weirdest among 4 festivals?  Do you know any weird festival around the world?  You’re now going to create your own festivals.  I want to write down general description of your festival, and when you want to held it. If you want, you can choose places as well. I give you 3 minutes to work individually. After you finish, you will present your ideas.  Demonstration  T: I want to make ‘chicken festival’ in the summer. Anyone who gets tickets for the entry will get unlimited chicken and beer. So there will be several kinds of chicken, seasoned, fried, baked.  It will be good it is held around the river in the summer to get fresh air.  Distribute the blank papers    ICQ  So what are we doing?  Are you working in individually?  How much time do we have?  “ Now begin.”  Monitoring  Monitor discreetly. Answer Ss if they ask questions.  Be flexible with time. If they need, give them 1min more  “Time’s up”  Students will give a speech about  their opinions |
| **SOS Activities** | | | |
| Materials: worksheets, board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3 min  2 min | Whole class  Individually  Group | Listening  Students will do word search worksheet  Students will compare their answers | Thanks giving word search  T: You’re going to get the worksheet of thanks giving word search. I want you to find out all the vocabularies listed below individually. I will give you 3 minutes to work individually. After you’re done, you can compare the answers with students who next to you.  Distribute the worksheets  ICQ  So what are we doing?  Are you working in individually?  How much time do we have?  “ Now begin.”  Monitoring  Monitor discreetly. Answer Ss if they ask questions.  Be flexible with time. If they need, give them 1min more  “Time’s up”  Students will compare the answers with classmates who sit next |