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| READING LESSON PLAN | | | |
| **Topic: Wedding** | | | |
| **Instructor:**  LIHUA | **Level:**  Upper-Intermediate | **Students:**  16 | **Length:**  45 Minutes |

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| **Materials:**  -Computer & projector  -White board & Markers  -3 copies of part of the text  -16 copies of the complete text  -16 copies of the question work sheet  -A selection of newspaper articles posters |

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| **Aims:**  -Students will practice reading comprehension skills by jigsaw reading and summarizing the paragraph to the other groups.  -Students should know different countries ‘culture about the wedding through skimming and canning the text.  -Students should compare their predictions with the text after reading |

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| **Language Skills**:  -Reading : Students will read a text about the weddings in different countries  -Speaking: Students will share their opinions  -Listening: Students will listen to the teacher and the other students’ talking  -Writing: Students will write an article in their homework about the international marriage. |

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| **Language Systems:**  -Phonology: None to discuss  -Lexis: Some vocabulary about the wedding items in the text  -Grammar :If students mention some , teacher should help them solve  -Function: How to choose the countries according to the context**.**  -Discourse: Discussion , group talking |

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| **Assumptions:**  -Students know well about the wedding ceremony in Korea  -Students already known there are a lot of inter-racial marriage couples in Korea. |

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| **Anticipated Errors and Solutions:**  Students might not understand the teacher’ instructions clearly  --- Give instructions as simple as possible. Check their understanding by CCQ.  Students may have troubles in doing activities  -Teacher makes models first and monitor actively  Students may have troubles in post activity because of the topic  -Teacher should give students some information about the international marriage. |

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| **References:**  [**http://www.britishcouncil.org/**](http://www.britishcouncil.org/)  [**http://lessonplanspage.com/**](http://lessonplanspage.com/)  **http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/** |

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| **Lead-In** | | |
| **Materials:** Computer, Projector, White board, Marker | | |
| **Time** | **Set up** | **Procedure** |
| 5min  3min | Whole  class | Greeting  Show students the pictures of a couple of people.  Inspire students say out the word ’Wedding’  Demonstration  Teacher introduce the wedding customs in China  Then let students talk about wedding culture in Korea  Speak freely |

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| **Pre-Activity** | | |
| **Materials:** Board, Marker, projector , computer | | |
| **Time** | **Set up** | **Procedure** |
| 6min | Whole  class | Prediction  Have students speculate on what the wedding items will be mentioned in this text.  Demonstration  Teacher gives students the example the wedding items.  Speak freely and teacher writes them on the board  Show the right items on the computer and have students predict what these items symbolize in this text  Elicit some vocabulary related to the wedding items  Explain some vocabulary if needed  Answer in group |

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| **Main Activity** | | |
| **Materials:**  Parts of the text paper (3), Playing cards(15) The complete text paper(16)  Answer questions work sheet(16) | | |
| **Time** | **Set up** | **Procedure** |
| 2min  6min  2min  2min  4min | Whole  Class  Group  Whole Class  In pairs  Individually | I. First reading task  Instruction  Divide the class in 3 groups with the playing cards. They are Group Rock, Group Scissors, and Group Paper.  Teacher cuts the reading text up into different slips of paper.  Have the students work in group to get the main idea.  And then report in front of the class  Ignore the blank in the text and they are the name of the country. We will do it in the second reading  Give them 6 minutes  CCQ  What will you do as you read?  Do you read with your group?  Do you need to present it?  How much time do you have?  (Pass out the article and run the task)  Monitoring  Monitor discreetly. Answer students if they questions  Give time warning. Be flexible with time.  Feedback  Students have a presentation.  Minding students listen to others carefully and will help them understand the whole text well in the second reading  II. Second reading task  Instruction  Give each student a copy of complete text and ask them to scan the text quickly.  Which country belongs to? Choose the country in the blank  T write the country on the board  (Turkey, China, the US, the Maasai, Germany and Colombia)  Get students to compare their answers before feedback  III. Third reading task  Read about the different wedding again and answer the following questions.  Let students work individually. Give them 3 minutes  Monitoring  Check and feedback |

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| **Post Activity** | | |
| **Materials: White board, Marker** | | |
| **Time** | **Set up** | **Procedure** |
| 3min  6min  5min  1min | Whole Class  In group | 1. Noticing   Have students look at the text. How much did they notice about the grammar and vocabulary?  Get them to turn over the text and to do questions  Check together  II Give some advice  Instruction  Through the text we have known there are so many differences in different countries about the wedding. And also we’ve knew there are many international marriage in Korea. Some couples may be happiness and others might not be. Even a lot of them are facing to marital breakdown.  How can they conquer the differences and get along well with each other in their married life? Please give them some advice.  CCQ  What are we going to do?  Do you work alone?  Run the task  Feedback  Students share their opinions  III Homework  Investigating from the internet related to the international marriage in Korea and write your opinions on your paper |

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| **SOS Activity** | | |
| **Materials: A selection of newspaper articles poster, marker** | | |
| **Time** | **Set up** | **Procedure** |
| 3min  7min | Whole  Class  Team | Instruction  Show students a list of questions based on a selection of newspaper articles  Distribute the quiz to teams 2-3 students  Pin up the articles around the room.  Students should walk around the room trying to find the answers.  This is a race  CCQ  What should you do?  Are you working alone?  Is this a race?  (Run the task)  Monitor actively .Answer students if they have questions  Feedback |

**Copies of part of the text**

**Weddings**

**Part One**

Olga: I had two weddings days! The first was a civil wedding in the city hall and then, two days later; I had another wedding in a church! In \_\_\_\_\_\_\_\_\_\_ everybody must have a civil ceremony, and a lot of couples choose to have a church wedding as well. After the civil wedding there was a small party with close friends and family, and in the evening we had the *Polterabend.* People brought old porcelain, you know plates, cups and things like that, and they threw them on the ground in front of my new husband and me. Of course everything broke and there was lots of noise and laughing! We had to sweep up the broken pieces together, but this symbolized that nothing would get broken in our new house again while we lived together, and is meant to bring good luck. So far it’s worked!

Manuela: For me the most beautiful part of the wedding was the candle ceremony. In \_\_\_\_\_\_\_\_\_\_ this is a traditional custom. After giving each other rings the bride and groom have to light a candle each. I lit the candle on my right which represented the bride, and my husband lit the candle on his left which represented the groom. We then used these two candles to light a third candle in the middle, and then we blew out the first two candles. So there was just one candle alight and this symbolized that we were now the same body and we were going to share every moment of our lives together. I was so happy I cried!

**Wedding**

**Part Two**

**Meryem:** My wedding, which began with separate celebrations for my family and the groom’s family, lasted five days. During this time we, my husband-to-be and me, weren’t allowed to see each other. Then on the day of the wedding ceremony my girlfriends took my shoes away from me! With a lot of giggling they wrote their names inside the shoes and then gave them back. After the ceremony I took my shoes off and looked at the names. In \_\_\_\_\_\_\_\_\_\_ if one of the names is rubbed off and can’t be read anymore it means that this person is going to get married next. When I looked in my shoes I saw that my sister’s name had disappeared, and guess what? She got married six months later!

**Noshilu:** As we grow older, unmarried women can wear more and more jewelers but nothing beats the colorful, beaded necklace that is worn by \_\_\_\_\_\_\_\_\_\_ women on their wedding day! As is the tradition my necklace was made by my mother and was presented to me by my father. It was very elaborate and went down to my knees. I wore all my necklaces, earrings and ornaments that day and in fact it was a little tricky to walk. My husband collected me from my parents’ home and took me to his home where I received gifts of cattle. Along with other clothing I now wear a blue cloth which symbolizes being a married woman.

**Wedding**

**Part Three**

**Lin:** In \_\_\_\_\_\_\_\_\_\_ red is the most important color for our wedding ceremonies. For us it symbolizes love, joy and prosperity. Although a lot of brides wear white these days my wedding gown was the traditional red, and so were the invitations I sent out to our guests. Before I was married my husband’s family came to my family’s home with Wedding gifts in red baskets. These contained, among other things, personal items for me. Before the evening party started my husband and I went to a nearby park and had a video made. We also exchanged handkerchiefs and wished each other good luck. Each handkerchief had a picture of a mandarin duck on because they symbolize faithfulness as ducks always stay together. And the color of the hankies? Why, red of course!

**Barbara:** My wedding day was completely unplanned and unexpected! We were on holiday in Las Vegas and having a great time when my husband, my boyfriend at the time, proposed. We had been together a few years and loved each other very much so I accepted. I was then very surprised when he said he wanted to get married there and then in Las Vegas! I wasn’t too sure but he was so enthusiastic that I agreed. During the few hours before the wedding, which was in a tiny chapel, I had to find “something old, something new, something borrowed and something blue” to wear at the ceremony! That’s a tradition we have in \_\_\_\_\_\_\_\_\_\_. Old and new were easy, I borrowed a scarf from a friend and my husband gave me a beautiful sapphire ring. The holiday then became our honeymoon!

**The complete text**

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**Work sheet --- Answer the questions**

1. Who had the longest wedding ceremony?
2. Who had the shortest?
3. Who do you think had the simplest wedding?
4. Who did something or had something symbolic done during

their wedding ceremony?

1. Who had restrictions on what they could or couldn’t do?
2. Who do you know had a religious wedding?
3. Who do you think had a religious wedding?
4. Who combine both modern and traditional customs?

**SOS Activity**

**Poster 1**

**Hands off our cell phones**

Police should be required to get a warrant to search a smart phone, even if it belongs to a criminal suspect. Court rulings from decades ago need updating for the digital age.

Once they place a suspect under arrest, police in many parts of this country are allowed to search the contents of his or her mobile phone — including text messages, photos, video files and contacts — without a warrant. These searches can expose a wealth of personal detail that was inconceivable to the Supreme Court 40 years ago when it gave officers wide latitude to search people and their effects when taking them into custody. It's time for the court to adapt its doctrine to new technology. Two pending appeals provide the justices with that opportunity.

In a case from California, David Riley, a college student, was pulled over for expired tags. When police discovered that Riley had a suspended license, they impounded his car, searched it and found guns under the hood. When Riley was arrested on a gun charge, police confiscated his Samsung smart phone and searched through what one detective referred to as "lots of stuff." They found text messages referring to a gang and a photo showing Riley and another man posed near a car that had been involved in a shooting. Riley was convicted in the shooting, after a trial in which prosecutors played a video found on his phone.

In seeking review by the Supreme Court, Riley's lawyers noted that lower courts have been struggling to apply to cell phone searches "a set of legal rules largely developed decades ago, before the digital era."

**Poster 2**

**The haze around e-cigarettes**

By The Times editorial board

October 3, 2013

Americans are becoming more familiar with e-cigarettes, which are beginning to appear in restaurants, bars and coffeehouses where regular cigarettes have long been banned. An e-cigarette is, in effect, a battery-operated nicotine delivery system that works by heating a mixture of water, nicotine and other chemicals. The user inhales and exhales the resulting vapor rather than smoke.

E-cigarettes look like regular cigarettes and, for many people, substitute for them. But enormous questions remain. Are they a relatively harmless tool that helps people quit, or are they an attractive gateway into smoking for young people? If they're substantially less dangerous than regular cigarettes but substantially more dangerous than not smoking at all, should they be subject to the laws that govern cigarettes on TV advertising, sales to minors and restrictions on smoking?

E-cigarettes became a sales phenomenon so quickly that they left scientists as well as local, state and federal governments scrambling to catch up. To date, there is little in the way of definitive, evidence-based answers to the many questions that have been raised.

Many cigarette smokers who have switched from smoking to "vamping" swear they could never have beaten their tobacco habit without the e-cigarette, which provides both the nicotine and some of the experience of smoking. Not that nicotine is safe; in addition to being addictive, it raises the heart rate and is one of the components of smoking associated with heart disease. But e-cigarettes don't have the tar that is the main cause of smoking-related cancers.

**Poster3**

**Drug-resistant superbugs multiplying: CDC report IDs 'urgent threats'**

Thoughtless use of antibiotic medications continues to promote the growth of drug-resistant superbugs in the U.S., threatening doctors' ability to combat infections, according to a new report from the U.S. Centers for Disease Control and Prevention.

The 114-page publication, which was written for the general public, offered the first comprehensive picture of drug resistance in the U.S., said CDC's director, Dr. Thomas Friedan. He said he hoped the information would encourage doctors, patients and public health officials to take action to protect what he called a "precious national resource."

"We talk about a pre-antibiotic era and an antibiotic era," he said Monday. "If we're not careful, we'll be in a post-antibiotic era. For some patients and some microbes, we're already there."

Bacteria can evolve rapidly to develop resistance to antimicrobial drugs. When microbes that are susceptible to drugs die off during treatment, it can create opportunities for bacteria that aren't sensitive to the drugs to thrive. Those bacteria can then spread, and sometimes go on to share their drug-resistant genes with other bugs, which then can also spread. (The CDC report provided an antibiotic-resistance info graphic illustrating how this works.)

**SOS Activity**

**Questions: Related to the newspaper articles**

**1. What things threatened doctor’s ability to combat infections?**

**2. How does e-cigarette work?**

**3. What is the case from California?**

**4. What opportunities can create for bacteria?**

**5. Is e-cigarette good for our health?**

**6. What should police be required to do?**