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| Reading Lesson Plan | | | |
| Title : A few good men | | | |
| Teacher | Student Level& Age | No of Students | Length |
| Sun K | Advanced / 25~30yrs | 19 | 50 mins |
| Materials: computer, projector, board, marker, 19 movie scripts, 4 vocabulary lists | | | |
| Aims: To learn legal terms and understand through the movie | | | |
| Language Skills: Listening : listening to the movie contents  Speaking : Q&A for vocabularies-meaning, guessing the whole story  Reading : Reading the script & vocabulary list  Writing : Taking notes about unfamiliar words | | | |
| Language Systems: Phonology : Phonemic arrangement – vowel must come after words starting with /t∫/, /dʒ/  Lexis : Legal terms & naval terms  Grammar : The passive voice  Discourse : Exchanging questions and answers for the investigation  Functions : Inquiring about murder case | | | |
| Assumptions: | | | |
| Anticipated Errors and Solutions: | | | |
| References: A few good men – produced by Rob Reiner Film | | | |
| Notes : There are some naval terms in the movie. The teacher will explain if students need. | | | |

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| Pre Task | | | |
| Title: Outline for studying | | Aims:To know what kind of terms are in the script | Materials: 19 scripts |
| Time | Set Up | Students | Teacher |
| 5  mins | Whole class | \* Listening carefully to the teacher’s explanation and  taking notes | \* Hand out movie script.  - Remind the students of legal & naval terms |
| Notes: The students are not using dictionary. (only guessing) | | | |

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| Task Preparation | | | |
| Title: Reading the script | | Aims:To go through the script | Materials: 19 scripts |
| Time | Set Up | Students | Teacher |
| 10  mins | Whole class | \* Four students read each role. | \* Pick four students to read the script. |
| Notes: The role for Jessep has long lines. However the students do not have to concern about that much. | | | |

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| Task Practice | | | |
| Title: Learning from  courtroom movie | | Aims:To study legal terms and guess whole story of the movie | Materials: 19 scripts, 4 vocab lists, board, marker |
| Time | Set Up | Students | Teacher |
| 25  mins | 4 groups | \* Checking vocabs that need for understanding script  \* Looking up meanings & talking with members.  (using dictionary, internet)  \* Guessing how the story went on.  - The students will speak about the movie briefly.  \* Reminding of the script and answer the questions.  - each character’s role  - infer from the characters about whole story | \* Hand out one vocab list to each group.  (some vocabs are not in the scenes of script)  \* Give 5 mins to look up meaning of vocabularies and  discuss.  \* Check the students’ understanding with vocabulary  help.    \* Literal Question :  - What is Kaffee’s job?  \* Interpretive Question :  - What do you think ‘Code Red’ mean? |
| Notes: | | | |

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| Post Production | | | |
| Title: Confirmation  by the movie | | Aims:To watch how the vocabs were expressed by actors | Materials: Computer, projector, movie |
| Time | Set Up | Students | Teacher |
| 10  mins | whole class | \* Watching the video over checking legal terms.  \* Guessing the answer from atmosphere of the movie. | \* Play the movie.  \* Applied Question :  - How could Kaffee make Jessep admit his guilt? |
| Notes: The movie could help the students to remember difficult words easily. Try to repeat watching the movie. | | | |

**Vocabularies**

