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| Listening Speaking Reading Grammar Writing |
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| Instructor:  Lee Jung Hye(Amy) | Level:  Intermediate | Students:  7 | Length:  30min |

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| Materials:  -. Article (7 copies)  -. Matching cards (3 copies)  -. Paper (7 pieces)  -. Some examples of literal, interpretive, applied questions  -. Worksheet for literal, interpretive, applied questions (7copies) |

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| Aims:  -. Main Aim  :To enable Ss to understand the article  -.Secondary Aim  : SS will know the meaning of words.  : Ss will know how to make literal, interpretive, applied questions.  : Ss will know how to apply the article to their lives.  : Ss will learn how to express their opinions by discussing in a group.  -. Personal Aim  : I want to adjust my speaking speed to the level of the learner.  : I want to improve the method of teaching reading.  : I want to improve my time management skills. |

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| Language Skills:  -. Speaking : Ss will talk about the related questions and answers.  -. Writing : Ss will make their own questions based on the article.  -. Listening: Ss will listen about each other’s personal opinions by discussing or presenting.  -. Reading: Ss will read the meaning of words and the article. |

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| Language Systems:  -. Lexis : contribute, donate, prematurely, biliary, obstruction, liver, disorder, whopping, launch, fundraising, boycott, spark, sentiment, behalf  -. Phonology: None to discuss  -. Grammatical: None to discuss  -. Function : making literal, interpretive, applied questions  -. Discourse: understanding the article |

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| Assumptions:  -. All Ss already know the meaning of literal, interpretive, applied questions  -. All Ss have learned the reading of articles  -. All Ss have already learned some words such as contribute, liver. |

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| Anticipated Problems and Solutions:  -.If Ss do not know what this article means  -> I will explain the article in detail.  -.If Ss have trouble making the literal, interpretive, applied questions  -> I will give more examples of of literal, interpretive, applied questions |

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| References:  -. Teentimes newpaper  -. Longman dictionary |

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| **Lead-In** | | | |
| Materials:  -. White board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-WC | -. Greeting  -. Answer the questions | (Greeting)  Hi, How are you everyone?  Good.  (Guiding Questions)  Yohan, how many children do you want to have?  Lally, do you like spicy foods? |

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| **Pre-Activity** | | | |
| Materials:  -. Matching cards (3 copies)  -. The picture of donating | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Ss-Ss | -. Thinking about the picture  -. Presenting own opinions  -.Answering  ->matching the cards  ->No.  ->Yes. ->3 minutes.  ->No.  ->Yes. | <Eliciting>  (Showing the picture of Donating)  What are they doing?  Yes, they are donating.  <CCQ>  Is donating taking something from other people? =>No  Is donating giving something to people that need any help? => Yes  <Grouping>  Today’s topic is “donating”  Eunjin, “do”, Yeonjin “nating”…  All “do”, hands up. Please, move to this side. All “nating”, hands up. Please, move to this side. You and you will be one pair…  <Instructions>  I’ll give some word cards and some meaning cards to you. We need to match them for 3minutes.  <ICQ>  ->What are you going to do?  ->Individually?  ->In pairs or groups?  ->How many minutes?  <Explicit Instructions>  You can’t start until I pass out all the cards and I say begin.  <Explicit ICQ>  -> You start when you get the cards?  -> Or when I say begin?  <Activity>  Let’s begin.  (Monitoring &Giving time warning & Writing numbers on the white board)  1 min! 30 seconds! 10 seconds!  Times’ up.  OK. Let’s write the alphabets in order on the white board. Who likes staying home the most? Please come up front and write the alphabets.  J1, could you read the number one word and the matching meaning?  (Checking out all the answers)  You did a good job. |

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| **Main Activity** | | | |
| Materials:  -. Article (7 copies)  -. Some examples of literal, interpretive, applied questions  -. Worksheet for literal, interpretive, applied questions (7copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Ss-Ss | -. Answering  🡪reading the article  ->No.  ->Yes.  ->3mins  ->No.  ->Yes.  -. Answering  🡪making the questions  ->No.  ->Yes.  ->5mins  ->No.  ->Yes. | <Instructions>  Now, I will give you an article. We have to read this article in 3 minutes  <ICQ>  ->What are you going to do?  ->In a group?  ->Individually?  ->How many minutes?  <Explicit Instructions>  You can’t start until I pass out all the paper and I say begin.  <Explicit ICQ>  -> You start when you get paper?  -> Or when I say begin?  <Activity>  (Monitoring & Giving time warning).  1min left, 30seconds, 10 seconds. time’s up.  <Grouping>  You and you will be one piar…  <Demonstration>  You will make some questions about this articles such as literal, interpretive, applied questions. I will show you some examples.  (putting the examples of questions)  This one is a literal question. “Who helps a Taiwanese family?” Yes, “Actress Lee Young-ae did” Next one is an interpretive question. “Why do Taiwanese have anti-Korean sentiment before this situation?” Yes. “They started having that feeling since the relationship between Korea and China got closer.” This is an applied question. “Have you ever donated something for others?”  <Instructions>  You have to make these questions . Please make 2 questions on each part. I will give you 5minutes. You will do this in a pair or a group.  <ICQ>  ->What are you going to do?  ->Individually?  ->In pairs or groups?  ->How many minutes?  <Explicit Instructions>  You can’t start until I pass out all the cards and I say begin.  <Explicit ICQ>  -> You start when you get the cards?  -> Or when I say begin?  <Activity>  Let’s begin.  (Monitoring &Giving time warning )  1 min! 30 seconds! 10 seconds!  Times’ up.  Who has the longest hair in your pair or group? Please write your questions on the white board. Good. J1, please read your question…Could you answer your question? Good…  (Keep going until finishing all the questions and answers)  You did a good job. |

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| **Post Activity** | | | |
| Materials:  -.Paper (7 pieces) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | S-S | -. Answering  🡪writing opinions  ->Yes.  ->2mins | <Demonstration>  Do you think donating is necessary?  And why or why not?  I think donating is necessary. Because there are many people that can’t live without any help. Even though we are in a good situation, the things can be changed.  <instructions>  Now it’s your turn. You have to write your opinions. I will give the paper to you. You will do this individually for 2mins.  <ICQ>  ->What are you going to do?  -> Individually?  ->How many minutes?  <Explicit Instructions>  You can’t start until I pass out all the paper and I say begin.  <Explicit ICQ>  -> You start when you get the paper?  -> Or when I say begin?  <Activity>  Let’s begin.  (Monitoring &Giving time warning )  1 min! 30 seconds! 10 seconds!  Times’ up. Good. J1, could you say your opinion?...  You did a good job.  <Conclude lesson>  (Correcting errors)  (Unscrambling the word)  Unscramble this word, please  na/ting/ do=>donating  Any questions?  Thank you.  See you next class. |