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| TITLE | Try something new for 30 days | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Shiny (Yoon-jin Park) | | | |  | 17 | 8 | 50 mins |
| MATERIALS | | | | | | | |
| Beam projector, Laptop,Ball, White Board, Markers Video clip "Try something new for 30days- Matt Cutts" 8 copies of the script8 copies of the checklistVideo Clip "Try something new for 30 days- Matt Cutts from TED" | | | | | | | |
| AIMS 1. | | Every student will share their 3 New Year's resolutions and make a speech in front of other students. | | | | | |
| **2.** | | After listening to the ted talk , students will be able to think about how to achieve one of their New Year's resolutions relevant to studying English for 30 days. | | | | | |
| 3. | | Students will learn about 5 new vocabulary items(collocations) and utilize them by making example sentences by themselves. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | TED speech | | | | |
| Speaking | | | Asking, answering, and discussing relevant to the given topic both in pair and public | | | | |
| Reading | | | TED script | | | | |
| Writing | | | Write down their New Year's resolutions briefly. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | th sound, long vowels | | | | |
| Lexis | | | New collocations in use | | | | |
| Grammar | | | Present perfect question form: Have you ever been~? | | | | |
| Discourse | | | Discussing their challenging list of New Year's resolutions | | | | |
| Functions | | | Comparing | | | | |
| ASSUMPTIONS | | | | | | | |
| Students get used to participate in discussion class activly.Students have prior experience of making a few examples of using new vocabulary which they are introduced to learn in class.Students already know about their teacher's teaching style. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Students are expected to learn to use plural form appropriately:resolution vs. resolutions, one of my \_\_\_\_\_\_ s is \_\_\_\_\_\_\_ . | | | | | | | |
| REFERENCES | | | | | | | |
| http://www.ted.com/talks/matt\_cutts\_try\_something\_new\_for\_30\_dayshttp://ed.ted.com/lessons/try-something-new-for-30-days-matt-cuttshttp://blog.stuartmillenglish.com/2013/03/22/matt-cutts-try-something-new-for-30-days/https://www.google.co.kr/http://www.jdaenglish.com/learn-english-ted-talks-2/ | | | | | | | |
| NOTES | | | | | | | |
| .If students need more time to finish their activity (cut-off plan) - Give more opportunity to make a speech in front of students.  - Review new vocabulary which students learned this time. If students finish their activity early (SOS plan) -Give more time to write down their New Year's resolutions or challenging lists.  -Speed game with new vocabulary Just in case of the malfunction of a beam projector1) Print out PPT resources and read the script2)Copy the resources to the cell phone and CD3)Text the link concerning the origin of resources to group chatting room on Katalk or so.. | | | | | | | |

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| PRETASK TITLE | | | Greetings | | |
| AIMS | | | | MATERIALS | |
| Greetings.Students are able to get information relevant to the topic. | | | | BallWhite board and markers. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 2mins |  | Weather expression  - toasty, bone-chilling | | | Greetings & Weather |
| 4mins |  | Ice Breaking- Ball chain introducing activity  eg. I'm perky Shiny today.  Shiny is perkey today + I am hairy today.  Shiny is perkey today + Harris is haIry today +  I am graceful today…… | | | Ice Breaking with a ball |
| 3mins |  | Have you ever made any type of lists?  eg. bucket list, shopping list, etc. | | | Schema activation |
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| NOTES | | | | | |
| How to procede the activity - The person who gets to the ball, should repeat the previous student's introduction and introduce himself/herself right afterwards. | | | | | |

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| TASK PREPARATION TITLE | | | Vocabulary, New Year's resolutions | | |
| AIMS | | | | MATERIALS | |
| Students will be able to learn new vocabulary items and utilize them appripriately in their own sentences.Students will be able to understand what New Year's resolutions mean. | | | | white board, markersVocabulary PPT,Beam projector, laptop | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 1mins |  | - Writing a list of goals or promises for the coming year is called making New Year's resolutions.  ICQ  Can you tell me what the New Year's resolution means? | | | Introduce the definition of New Year's resolutions |
| 8mins |  | Vocabulary  stuck in a rut  To be stuck in a rut means that you aren’t making progress and you are doing the same things all the time.  -My work is so boring and I’m not progressing. I’m stuck in a rut.  -I don’t want to get stuck in a rut with this novel I’m writing. I need some inspirations.  follow in the footsteps  This means to copy someone or do something that is very similar to someone you know. A lot of the time, this is to do something similar to your parents.  -My friend followed in his father’s footsteps and became a painter.  -I’m going to follow in your footsteps by travelling to Argentina next year.    flying by  when time flies by, it seems to pass very quickly  -It's only a year, and I'm sure the time will fly by.    from scratch  From the beginning  -I learned German from scratch in six months  give it a shot.  CCQ  What can fly by quickly?  (eg. Time flies by so fast.)  Does "give it a shot" equal to "try?"  (eg. Yes.)  What did you do from scratch recently?  (eg. I started learing Japanese from scratch.) | | | Vocabulary  (Explain the meaning of the following words) with PPT  1)Introduce the definition of the collocation with PPT image  2)Make students guessing the meaning of collocation by suggesting a few example sentences.    Concept Checking  Question |
| 5mins |  | CCQ  Give some of students to make their own sentences of using new collocation  - Now, why don't you try to make one example sentence of using those collocations? | | | Concept checking relevant to new collocations |
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| NOTES | | | | | |
| Teacher can pick up students for making new example with new colloations by going time.Teacher can use flexible time considering the entire time schedule, | | | | | |

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| TASK REALISATION TITLE | | | Listening to the TED talk and discuss | | |
| AIMS | | | | MATERIALS | |
| After listening to the TED talk, students are encouraged to come up with their New Year's resolutions based on the TED talk.And they are freely able to express their New Year's resolutions relevant to studying English. | | | | Beam Projector, LaptopVideo clip,8 sheets of script8 sheets of paper8 pencils or pens | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3mins |  | Give them guiding questions:  - What have you achieved in the past thirty days?  - Have you tried something new recently? | | | Before watching the video clip |
| 5mins |  | Watch the video clip together  CCQ  What is the theme of this video clip?  Why is it important to complete in 30 days?  What can you get when you do something for 30 days?  (eg. confidence…the other challenge…) | | | During watching the video clip  After watching the video clip |
| 10mins |  | Students are asked to write down each other's (partner's) New Year's resolutions relevant to studying English, not their own.  - What are(is) your New Year's resolution(s)?  -My New Year's resolution is \_\_\_\_\_\_\_. | | | Suggest the main topic for discussing in pairs  Checking student's errors looking around students |
| 5mins |  | Students make a speech with their New Year's resolutions in front of other students. | | | Make students speaking practice |
| NOTES | | | | | |
| When students watch video clip,-First time - watch it without subtitle-Second time :If students can't understand what story is going on,watch it once more with subtitle.-Third time - watch it with scriptStudents have been learning english from the same english teacher for two years.Even though students make some grammartical errors , they try to speak what they wantto say in English.So you 'd better encourage them as much as you can. However, students are likely to deviate from the given topic. | | | | | |

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| POST TASK TITLE | | | Feedback and Check list | | |
| AIMS | | | | MATERIALS | |
| The teacher shares his/her feedback on one particular grammar featureIn order to help students keep track of the progress of their New Year's resolutions, they are given a check list. | | | | 8 copies of the checklistwhite board, markers, | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3mins |  | eg. What is your New Year's resolution?  -> What are your New Year's resolutions?  T: You usually make more than 1 New Year's resolution, so you need to say resolutions.  eg. My New Years resolution is \_\_\_\_\_\_\_\_.  -> One of my New Year's resolutions is \_\_\_\_\_\_\_\_\_\_\_. | | | Error Correction  -Writng them on the board |
| 1min |  | T : To make life easier, I'm going to give you the check list can assist you for 30 days.  CCQ  How can you use this check list for your New Year's resolutions relevant to studying English?  eg. I can check on this paper whether I did or not every single day. | | | Introducing the paper of checklist |
| 1min |  | T: Let's think and talk about something more to get over the obstacles when it comes to student's New Year's resolutions. | | | Preview for next class |
|  |  |  | | |  |
| NOTES | | | | | |
| After students speech relevant to their New Year's resolutions, encourage them as much as you can.However, do not tell them about their errors immidiately.-Be careful of eye-contact between teacher and students. | | | | | |

Worksheets, handouts and lesson materials