**Reading Lesson Plan**

The Story of King Arthur

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Instructor:

Min kyong Kang(Min)

Length: 25 minutes

Students: 10

Level: INTERMEDIATE

**Materials:**

Textbook: 10 pieces of story and work sheet(involve activity)

White-board (to explain the specific topic from the dialogue)

3 different colors of board marker to distinguish/rearrange or organize the word lists and grammar content that is important.

**Aims:**

1. By the end of the lesson, students will be better able to read and understand a common expressions at The Story of King Arthur to improve their fluent and accurate skills (function) through practicing the dialogue(discourse) by drills and repetition in the class.

2. By the end of the lesson, students will be better able to know the story that is commonly said a fairy tale by doing activity, worksheets

3. By the end of the lesson, students will be better able to use the vocabulary(lexis and phonology) that will be presented by teacher in the class though eliciting the some clause.

**Language Skills:**

Reading: Reading the dialogue playing a role with student’s partner as a group.

Writing: Practicing the use of auxiliary verb by the worksheet, for example, it will be making a sentence, using the different vocabulary.

Listening: Reading the dialogue that is prepared by teacher with the whole class altogether.

Speaking**:** Sharing the ideas what we are taking about The Story of King Arthur.

**Language Systems:**

Phonology: Students will concentrate on the different pronunciation between /θ/ and / ð /, ‘Arthur’ and ‘these’ when the teacher let them practice the new vocabulary

Lexis: Students will concentrate on the common words that are used, based in The Story of King Arthur.

Grammar: Students will concentrate on learning the use of partitives for the key grammar points (e.g past verb: be+P.P)

Discourse: Students will concentrate on sharing their own previous experience with their partner, using the words that are related to The Story of King Arthur after the process of acquisition.

Functions: Students will concentrate on the use of basic expressions by the words which are showed as presenting new vocabularies.

**Assumptions:**

The learners as an adult already have the background knowledge about basic skills using English.

The learners as an adult are already familiar with some certain words since they have been to several fairy tales by the book or internet.

**Anticipated Errors and Solutions:**

The learners might not use the grammar rule for accuracy.

**References:**

http://www.e-future.co.kr/index.asp

https://ko.wikipedia.org/wiki/

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| **Lead-In** | | |
| Materials: beam Projecter/white-board/3 different colors of marker | | |
| Time  3 minutes | Set Up  The whole class | **Procedure:**    T: (Greeting.)  Good morning, everyone.  Did you have a good time, last night?  And What did you do?  S: (point out the students) bluh  T: Oh~~ I see. Hmm…. okay  Let’s look at the picture. Can you guess what the picture is  about?  S: BluhBluh.. (Yes yes..)  T: Who is a most brave king around a world?  You know the King Arthur?  Student: Bluhbluh (point out the students that don’t take  participation)  Teacher: Oh really? I see. Let’s go into the enjoyable story.  Thank you for your best participating. |

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| **Pre-Activity** | | | |
| Materials: story and work sheet/white-board/3 different colors of marker | | | |
| Time  10 minutes | | Set Up  The whole class and three in a group | **[Brainstorm the words that are commonly used about The Story of King Arthur to understand the dialogue by presenting a new vocabulary]**  Instructions  Presenting a new vocabulary.  From now on, firstly, you are going to learn some new vocabularies which are commonly used about The Story of King Arthur(lexis). Also, the different pronunciation between /θ/ and / ð /, ‘Arthur’ and ‘these’ will be focused on (phonology).  Through these activities, your lexis and phonology skills will be improved.  Prepare the presentation file with picture on it.  e.g.) thousand, become, famous, favorite, fairy tale, return,,,etc.  CCQ)  Look at the picture. Which one is King Arthur?  Have you seen a movie or read a book about King Arthur?  Why do you think the story of King Arthur is popular?  Have a time for quiz vocabulary. Students can answer about the questions.(hint) As soon as speaking the screen, saying “Please, repeat after me.”  Speak clearly and slowly. (at least three times)  First, read a story together.  Before giving instructions, making a group  T: You three are in a group(using gesture).  You three are in a group(using gesture).  You four are in a group(using gesture).  With your group members or partners do brainstorm the words that are relevant to the story of King Arthur but it will be not allowed the ones being represented on the board. From now on, I will give you about 5 minutes and then let’s share the ideas.  Alright, let’s share the ideas.  One of group members will stand up and then do rock-scissor-paper  Please, you go first. |
| **Main Activity** | | | |
| Materials: story and work sheet/white-board/3 different colors of marker | | | |
| Time  10 minutes | Set Up  The whole class | | **Preparation to understand the dialogue by learning the main idea.**  **The learners will be better able to say the story point that is commonly used by doing activity, worksheets**  Eliciting  T: Do you know what the summary is?  S: No(or yes)  T: Would you please explain what exactly the summary is  to your friends?  S: ………….. ……… ………. .  T: Well done, good job. But, to be clear.  summary is the activity in English.  It helps you to understand accurate sentences when you are reading in English.  Writing down what they are saying on the board with using  3 different colors of marker. |
| **Post Activity** | | | |
| Materials: story and work sheet/white-board/3 different colors of marker | | | |
| Time  2 minutes | Set Up  The whole class | | By the end of the lesson, the learners will be better able to read and understand some fairy tales, improve their fluent and accurate skills (function) through practicing the dialogue (discourse) by drills and repetition in the class.  ICQ)  Can you tell your favorite fairy tale to your friends?  Can you summarize the fairy tale? |

**Brainstorm**

**Name:**

**Q1. What’s your favorite tale? And tell us about the story briefly.**

**Q2. Why do you like that fairy tale?**