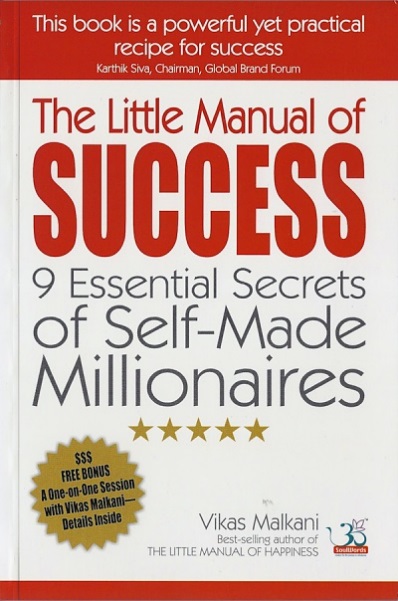
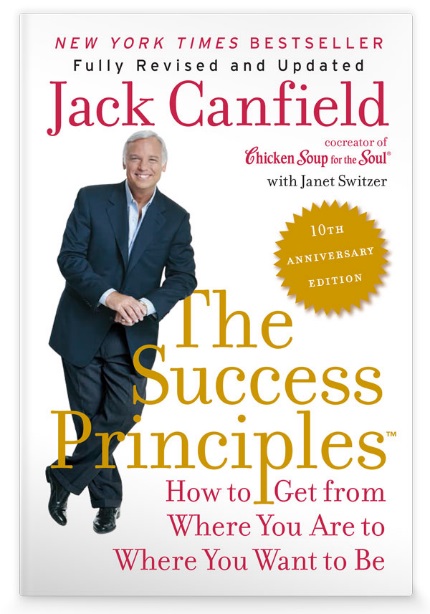
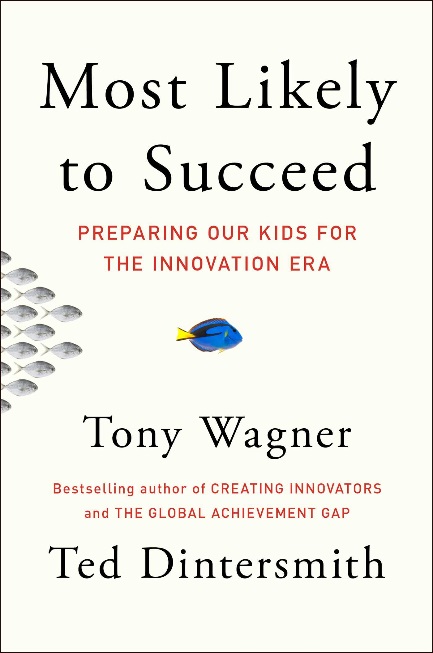
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| **Topic: Keys to Success** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Jiae Lee** | **Upper-Intermediate** | **Adults** | **13 students** | **25 minutes** |
| **Materials:**   * White board, board markers and board erasers * Pictures (on the board) * 13 copies of the text “John’s Keys to Success” * 13 copies of Gap-fill worksheets * Flashcards of idioms and their meanings | | | | |
| **Aims:**   * SWBAT read the text and understand its main idea by answering literal and interpretive questions. * SWBAT guess the meanings of idioms by completing the gap-fill worksheet. * SWBAT check their understanding of new idioms by matching the idioms to their definitions. * SWBAT make a sentence about success by using idioms. * SWBAT express their ideas about success by sharing the ideas with the class. | | | | |
| **Language Skills:**   * **Listening:** Listening to the teacher’s instructions and explanations, and other classmates’ ideas * **Reading:** Reading the text * **Speaking:** Discussing and share their opinions * **Writing:** Writing sentences in class | | | | |
| **Language Systems:**   * **Function:** Describing keys to success * **Phonology:** Pronunciation of vocabulary and idioms * **Lexis:** Learning Vocabulary and idioms * **Discourse:** Discussing about the topic by using idioms * **Grammar:** Completing sentences with correct conjugation | | | | |
| **Assumptions:**   * Students are at an upper-intermediate level. * Students might know how the class is set up and run. * Students might know most of words in the text * Students might know how to read English texts. * Students might know how to write English sentences. * Students might know how to express their opinions in English. | | | | |
| **Anticipated Errors and Solutions:**   * Students might not be able to pronounce the word “entrepreneur” properly. * Show the correct pronunciation of the word. * Students might be confused about how to use idioms in sentences correctly * Explain about how to put idioms in sentences by using example sentences. | | | | |
| **References:**   * Beare, K. (n.d). John’s Keys to Success. In about education. Retrieved December 07, 2015, from <http://esl.about.com/od/advancedreadingskills/a/Johns-Keys-To-Success.htm> | | | | |

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| **Presentation** | | | |
| **Aims:**   * SWBAT read the text and understand its main idea by answering literal and interpretive questions. | | | **Materials:**   * White board, markers and erasers * Pictures related to the topic (on the board) * 13 copies of the text “John’s Keys to Success” |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 1 min  2 min  3 min  1 min  1 min | Whole class  Whole class  Whole class  Whole class  Whole class |  | **Greeting:**  Hello, everyone! How are you doing today? It’s getting colder, so I hope nobody gets a cold here.  **Eliciting:**  Now, can you guys see the pictures on the board? These are pictures of books, right? Can you guys guess what these books are about based on their titles? Yes, they basically talk about how to succeed. These kind of books are very popular these days, so you can find them very easily. But today, you don’t have to even try to find that kind of books because I have prepared a short story, which is dealing with keys to success.  **Explaining the grammar point (idioms) with a target sentence:**  Ok, before reading the story, can you guys take a look at this sentence for a second? Is it as clear as you guys can read? Great. This sentence seems to be quite simple in terms of its structure, but not easy to understand if you do not know the meaning of this phrase here (manna from heaven). Is there anyone who knows this phrase’s meaning?  (If so, ask him/her to tell it.) Great.  (If not) Ok, according to the Bible, “manna” is food which was supplied by a miracle to the Israel people after they escaped from Egypt, but, in other texts, “manna” is simply considered as something of value that a person receives unexpectedly. Therefore, this sentence means that success is not a gift that someone can receive from heaven for free. Ok? Is there anyone knows the name of this phrase? Yes. It is an idiom. Idioms are expressions that do not have a literal meaning; rather, they establish their connotation by how they are used in speech. Actually, idioms are cultural products so that it is hard for non-native speakers to understand or use them. However, you can understand a text or a discourse better if you are familiar with idioms of a certain language. So, today, we are also going to learn some idioms like this phrase “manna from heaven” while reading the text, which is about success. Ok, today we are going to read the short story including some idioms while discussing about some comprehension questions. And, we will do the gap-fill worksheet and idiom-matching.  **Reading the text and discussing literal and interpretive questions as a class:**  Now, I will give the short story and I need 3 volunteers to read the text aloud. Each volunteer will read one paragraph. (after reading) Ok, thank you guys. Let me ask you some questions based on the text. What is John’s job? Great. Then, according to John, what was the most important ability of any successful entrepreneur? Good.  **Error correction:**  Ok, in the text, there was a word “entrepreneur,” which means a person who organizes and manages any enterprise. The word is quite hard to pronounce, so be careful when you say this word. It’s [ahn-truh-pruh-nur], not [en-tree-pri-nur].  **Instruction for activity 1**  **Gap-fill worksheet:**  Next, we are going to do the gap-fill worksheet in pairs, so you guys can work with the person sitting next you. First, do not show your worksheet to your partner because you guys have different worksheets. One person will get A worksheet and the other one will get B worksheet. Next, you need to fill the blanks by using the idioms  that we read in the text. And then, you need to check the answers with your partner. You guys can talk to each other while solving the problems. I will give you 4 minutes.    **ICQs:**  How much time do you guys have?  Are you going to work in pairs?  Any question? Ok, you can start now.  **Instruction for activity 2**  **Idiom-Matching:**  Now, we will do idiom-matching activity in groups of 3 or 4 people. I will give 4 or 6 flashcards of idioms and their meanings for each group. After receiving the flashcards, you guys need to discuss about it and match idioms to their meaning in groups. And then, attach them on the board so that everybody can see the other group’s idioms with their meanings. After that, each group needs to make one sentence about success by using one of each group’s idioms. I will give you 7 minutes.  **ICQs:**  Are you going to keep the flashcards after matching them?  How many sentences each group needs to make?  Any question? Good, you can begin now. |
| **Practice** | | | |
| **Aims:**   * SWBAT guess the meanings of idioms by completing the gap-fill worksheet. * SWBAT match idioms to their meanings by discussing in pairs. * SWBAT make a sentence about success by using idioms. | | | **Materials:**   * White board, markers and erasers * 13 copies of Gap-fill worksheets * Flashcards of idioms and their meanings |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 4 min  7 min | In pairs  In groups | **Activity 1: Gap-fill worksheet**  Students do the worksheet in pairs while talking to each other.  **Activity 2: Idiom-matching**  Students match idioms to their definitions in groups. Then, they attach the flashcards on the board. Lastly, each group makes a sentence by using one of each group’s idioms. | **Monitoring:**  Observe how students are doing and take a note if students’ errors are founded. And, give help if needed.  **Monitoring:**  Watch how students talk to each other and take a note if students’ errors are founded. And, give help if needed. |
| **Production** | | | |
| **Aims:**   * SWBAT check their understanding of new idioms after completing the gap-fill worksheet and matching the idioms to their definitions. * SWBAT express their ideas by sharing the idea with the class. | | | **Materials:**   * White board, markers and erasers * 13 copies of Gap-fill worksheets * Flashcards of idioms and their meanings |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 1 min  3 min | Whole class  Whole class | **Activity 1 – Gap-fill worksheet:**  If students have questions, they will ask the questions.  **Activity 2 – Idiom-matching**  One person in each group shares the sentence that they made and explains the meanings of the idiom used in the sentence. | **Activity 1 – Gap-fill worksheet:**  Ok, everyone, time is up! Let’s talk about the worksheet for a moment before moving on to the second activity. Did everyone check the answers with the partner? Ok, was there anything that you need more explanations? (If so, explain it.)  (If not) Ok, great! Then, let’s move on to the second activity.  **Activity 2 – Idiom-matching**  Ok, everyone. Let’s share the sentences you guys made by using idioms. One person in the groups needs to read the sentence and explains the idiom used in the sentence. Ok? (then, ask at least three groups to share their sentences) |
| **Post Production** | | | |
| **Aims:**   * SWBAT review what they are taught in the lesson by answering CCQs. | | | **Materials:**   * White board, markers and erasers |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 2 min | Whole class |  | Today, we read the text about keys to success and learned the idioms in the text.  **CCQs:**  Do idioms have a literal meaning?  Can you use the idiom “quick on the uptake” when you describe a person who is slow to understand or learn something?  How can you describe a person who keeps his eye on the ball?  **Homework:**  I have a good news for you guys. Unusually, we do not have any homework today!  **Closing cue:**  Ok, you guys did a good job today and see you all tomorrow. Have a nice day! |

**Pictures on the board**

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**Reading Text**

John's Keys to Success

John is an incredibly accomplished and successful businessman. As such, he is quite popular as a mentor. He enjoys showing young professionals the ropes. The first thing he says is that his career has certainly not always been smooth sailing. In fact, he learned a number of lessons along the way. "First and foremost," John said "don't believe that success is ever manna from heaven." He said that everyone he had met had a similar rags to riches story, and that a lot of hard work had gone into the success.

"It's absolutely essential to never spread yourself too thin" John advised. "If you have too many irons in the fire, you'll certainly miss out on real opportunity" he continued. "I've seen people as busy as a bee who never really seem to do anything" he pointed out. The more I thought about this advice, the more I understood what he was saying. If you put on your thinking cap, you'll realize that it's impossible to really concentrate if you have to worry about fifty different things.

John stressed that the most important ability of any successful entrepreneur was to have the presence of mind to not only take advantage of an opportunity, but also to keep your eye on the ball. Some people are quick on the uptake, but then they get bored. It's important to be consistent, but not spread yourself too thin.

<http://esl.about.com/od/advancedreadingskills/a/Johns-Keys-To-Success.htm>

**Gap-Fill Worksheet A**

Fill the blanks by using the idioms on the box below.

**(**EX**.** Micro-teaching is not a piece of cake.)

1. My friend is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ these days. He never gets time to relax.

2. We've been lucky in life. It's been smooth sailing since the very beginning.

3. You need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for this problem. It requires a lot of concentration.

4. Franklin went from rags to riches in his life. He started with nothing and ended up a very rich person.

5. My boss \_\_\_\_\_\_\_\_\_ me \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at work because it was my first week.

6. Employees are enjoying manna from heaven in the form of year-end bonuses.

7. Brian had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and missed some important deadlines.

8. I ​realized I has been spreading myself too thin so I ​resigned as ​secretary of the ​golf ​club.

9. The research director told her students to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when it came to accurate footnotes.

10. When the ​gunmen came into the ​bank, she had the presence of mind to​ press the ​alarm.

11. Jane understands jokes before anyone else because she's so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

as busy as a bee quick on the uptake smooth sailing

the presence of mind to rags to riches manna from heaven

put on one’s thinking cap show someone the ropes

too many irons in the fire Keep one’s eye on the ball

spread oneself too thin

**Gap-Fill Worksheet B**

Fill the blanks by using the idioms on the box below.

(EX. Micro-teaching is not a piece of cake.)

1. My friend is as busy as a bee these days. He never gets time to relax.

2. We've been lucky in life. It's been \_\_\_\_\_\_\_\_\_\_\_\_\_ since the very beginning.

3. You need to put on your thinking cap for this problem. It requires a lot of concentration.

4. Franklin went from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in his life. He started with nothing and ended up a very rich person.

5. My boss showed me the ropes at work because it was my first week.

6. Employees are enjoying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the form of year-end bonuses.

7. Brian had too many irons in the fire and missed some important deadlines.

8. I realized I has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ too thin so I resigned as secretary of the golf club.

9. The research director told her students to keep their eye on the ball when it came to accurate footnotes.

10. When the gunmen came into the bank, she had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ press the alarm.

11. Jane understands jokes before anyone else because she's so quick on the uptake.

as busy as a bee quick on the uptake smooth sailing

the presence of mind to rags to riches manna from heaven

put on one’s thinking cap show someone the ropes

too many irons in the fire Keep one’s eye on the ball

spread oneself too thin

**Answers for Gap-Fill Worksheet**

1. as busy as a bee

2. smooth sailing

3. put on your thinking cap

4. rags to riches

5. showed me the ropes

6. manna from heaven

7. too many irons in the fire

8. spreading myself too thin

9. keep their eye on the ball

10. the presence of mind to

11. quick on the uptake

**Flashcards for Idiom-Matching**

Easy going

Smooth sailing

Keep one's eye on the ball

To give your attention to what you are doing all the time

Manna from heaven

A gift that is usually given unexpectedly to someone for free

From poverty to wealth

From rags to riches

As busy as a bee

Show someone the ropes

To be very busy

To show someone how to do a job or activity

Quick to understand or learn something

Quick on the uptake

Have the presence of mind to do something

To have the calmness and ability to act sensibly in an emergency or difficult situation

Put on one’s thinking cap

To concentrate

Spread oneself too thin

To do so many things at one time that you can do none of them well

Have too many irons in the fire

To be doing too many things at once