

Listening Speaking Grammar <b>Reading</b>			
<b>Title: Escape from reality</b>			
Instructor Stella Seo	Level: Intermediate	Students: Adults	Length: 25 minutes
<b>Materials:</b> <ul style="list-style-type: none"> <li>- PPT</li> <li>- 4 copies of the text, "Daydreaming"</li> <li>- 4 copies of comprehension questions &amp; discussion worksheets</li> <li>- White board and markers</li> </ul>			
<b>Aims:</b> <ul style="list-style-type: none"> <li>- To learn vocabularies and expressions from the text</li> <li>- To describe and write future images 50 years from now through the discussion activity</li> <li>- To encourage Ss to think about their goals, dreams, and life in the future</li> <li>- To practice skimming/scanning.</li> </ul>			
<b>Language Skills:</b> <ul style="list-style-type: none"> <li>- Reading : reading text and worksheet</li> <li>- Speaking : answering worksheets and sharing ideas with a partner</li> </ul>			
<b>Language Systems:</b> <ul style="list-style-type: none"> <li>- Lexis: learning new vocabularies from the text</li> <li>- Discourse: sharing ideas and discussing with group members</li> <li>- Function: describing life in the future</li> </ul>			
<b>Assumptions:</b> <ul style="list-style-type: none"> <li>- Ss might know how the class is set up and run (there will be only 4 Ss groups at each table)</li> <li>- Ss might already know how to skim/scan from previous class</li> <li>- Ss might have already thought about their life in the future</li> </ul>			
<b>Anticipated Errors and Solutions:</b> <ul style="list-style-type: none"> <li>- Ss may be unfamiliar with some vocabularies in the text ⇒ Let them know the meanings using fill-in-the-blank worksheet</li> <li>- Ss might have difficulty answering the discussion questions ⇒ The teacher provides extra time for them to finish</li> </ul>			
<b>References:</b> <ul style="list-style-type: none"> <li>- <a href="http://www.e-future.co.kr">www.e-future.co.kr</a></li> <li>- <a href="https://www.youtube.com/watch?v=cLZg-gfLgcI&amp;feature=player_embedded">https://www.youtube.com/watch?v=cLZg-gfLgcI&amp;feature=player_embedded</a></li> </ul>			
<b>Abbreviations:</b> Individual (I); Pairs (P); Groups (G); Whole Class (W); Teacher (T); Student (S); Students (Ss)			

LEAD-IN		
<b>Materials: N/A</b>		
Time  2 min	Interaction  T-S Whole class	<p>Procedure</p> <p><b><u>Greeting</u></b> Hello, everyone! Good to see you again. How was your weekend?</p> <p><b><u>Eliciting</u></b></p> <ul style="list-style-type: none"> <li>- When you want to escape from reality, what do you want to do?</li> <li>- When you are studying, have you ever thought about anything else? (If Ss might have difficulty in answering, give them my example)</li> </ul>
PRESENTATION		
<b>Materials: PPT slides, and worksheet</b>		
Time  3 min	Interaction  Whole class	<p>Procedure</p> <p>Last class, we learned and practiced skimming.</p> <p><b><u>CCQ</u></b></p> <ul style="list-style-type: none"> <li>- Do you remember?</li> <li>- Can anybody tell me about skimming?</li> </ul> <p>(Teacher points to one of the students and the student reads the sentence until he/she is told to stop.)</p> <p>(The student who read can point to another student who has not read to read the following sentences.)</p> <p>(Monitor discreetly. If Ss need some help, help them)</p>
2 min	Whole class	<p><b>Key vocabulary practice</b></p> <p><u>Guessing the words with the meanings</u></p> <p>Before reading, we will first check the new vocabularies. I will write new words on the board and the students guess the correct meanings next to PPT.</p>
PRACTICE		

Materials: 4 copies of the text “daydreaming”, and comprehension questions		
Time	Interaction	Procedure
2 min	Whole class	<p><b><u>Instruction</u></b>  Now, we will try to scan the text. As you know, scanning is searching for details while reading.  When you scan, don’t read every words, and don’t stop when you see a word you don’t know  Read quickly and stop only to find the information you are looking for.  I will hand out a worksheet for everyone.</p> <p>Pair up with your partner and find the answers of the comprehension questions by scanning the text. You have 3 minutes.</p> <p><b><u>ICQ</u></b>  - What are you supposed to do now?  - Are you working alone?</p>
3 min	In pairs	<p>With a partner, Ss read and answer the comprehension questions.</p> <p>Afterwards, we check the answers together. Let them answer the questions.</p>
2min	Whole class	<p>Before moving on to the main activity, let’s talk about the discussion questions.</p> <ul style="list-style-type: none"> <li>- What types of things do you commonly daydream about?</li> <li>- Do you think that having a good imagination is important for success in life?</li> </ul> <p>Ss share their ideas  (Pick some of Ss to answer the questions.)</p>
PRODUCTION		
Materials: picture, 4 copies of the worksheet		
Time	Interaction	Procedure
2 min	Whole class	<p><b><u>Instruction</u></b>  We’re going to watch about future images.  Isn’t it exciting to imagine the future images with all the high technology?  Look at this picture. This is future transportation, house, life....</p> <p>I will show you very a stunning short video.  (Search you-tube video)</p>

5 min	In pairs	<p>We will talk about what the future life in the next 50 years. You have 5 minutes to talk. Describe your future life and share your ideas with partner.</p> <p><b><u>ICQ</u></b></p> <ul style="list-style-type: none"> <li>- How much time do you have?</li> <li>- Do you work alone or in pairs?</li> </ul> <p>Let's get started.</p> <p>(Monitor discreetly. Answer Ss if they ask Qs)</p>
3 min	Whole class	<p>Ss tell each partner's ideas</p> <p>(positive feedback)</p>
<b>WRAP-UP</b>		
Materials:		
Time	Interaction	Procedure
1 min	Whole class	<p><b><u>Closing</u></b></p> <p>Good job, everyone</p> <p><b><u>CCQ</u></b></p> <ul style="list-style-type: none"> <li>- Which reading skill have you learned today?</li> <li>- Did you understand everything from the text?</li> </ul>

## Reading

# Daydreaming

How often do you catch yourself daydreaming? Daydreaming or mind-wandering is a state in which a person's thoughts are not related to what is happening around them. Daydreaming is usually a result of a lack of stimulation from our current situation and is a way for us to escape from the boredom of reality. It's common for our minds to wander during a certain teacher's class, for example, when taking the bus and walking on the street.

Many people view daydreaming as a waste of time. The expression 'daydreamer' has negative associations and is often used to refer to someone who is lazy, unmotivated and unproductive.

But, is daydreaming any worse than, let's say, being absorbed in a computer game, or a TV show? While some of that time is spent on a random thoughts, a lot of it is spent thinking about future plans such as things we need to do and how we are going to deal with future situations.

Being lost in your own world may actually have some benefits. It can help you to relax, deal with conflicts, maintain relationships and, surprisingly, even boost productivity! When we daydream, it is like taking a mini-vacation after which we come back to reality feeling refreshed. We can 'replay' these situations, thinking of better ways we could have handled them. A few minutes spent daydreaming can even renew our motivation for doing mundane tasks.

When we let our minds wander, we loosen the restrictions of our regular thoughts patterns. This can be a great time to come up with creative ideas and new ways of looking at situations.

After all, the first step towards achieving your goals is to visualize them as already being real. In this sense daydreams can actually become reality!

## Comprehension questions

**Read the text. Then for each statement, check ( ) True, False**

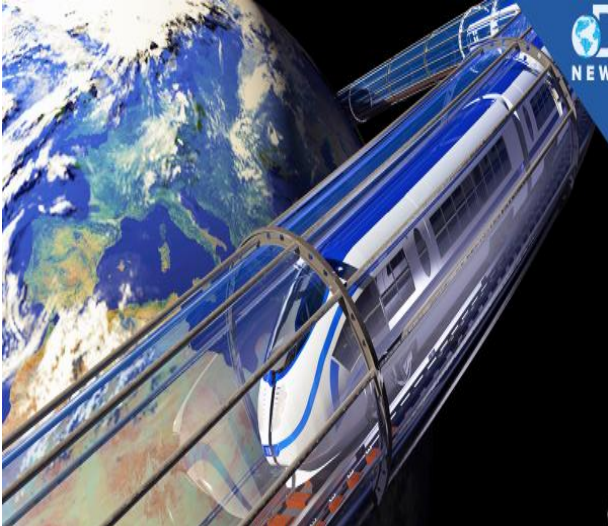
1. Daydreaming is a usually a way for us to escape from the boredom of reality. (T / F)
2. Mind- wandering always gives adverse affect the living of the people. (T / F)
3. 'Daydreamer' has negative associations. (T / F)
4. What does the passage not say are some of the benefits of daydreaming?
  - a. It can improve creativity and solution to problems.
  - b. Thinking about them can be helpful to maintain good relationships.
  - c. We come back to reality feeling refreshed.
  - d. Daydreaming involves thinking back over situations that turned out badly.
5. According to the passage, in what kinds of situations does not daydreaming occur?
  - a. Teacher's class
  - b. When walking on the street
  - c. While you were sleeping
  - d. Before going to bed

## Discussion questions

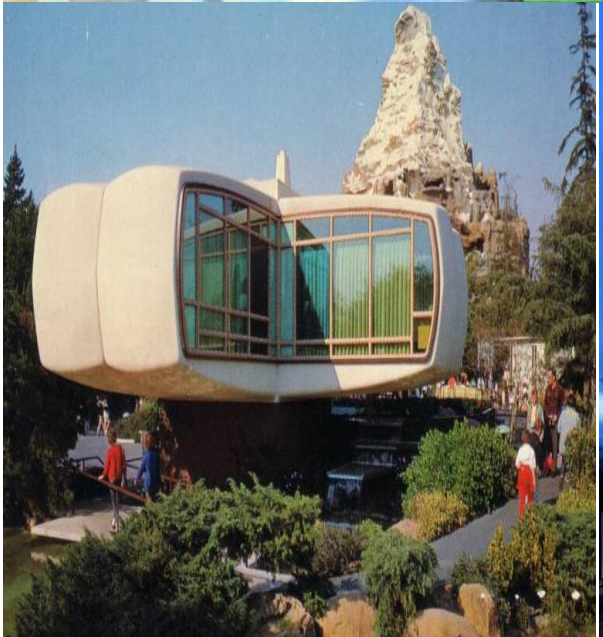
6. What types of things do you commonly daydream about?
7. Do you think that having a good imagination is important for success in life?

## New vocabulary

- The lecture became monotonous and my mind wander ed.
- We played cards to relieve the boredom of the long wait.
- The children were absorbed in that exciting story.
- Sam wants to escape from her mundane life.





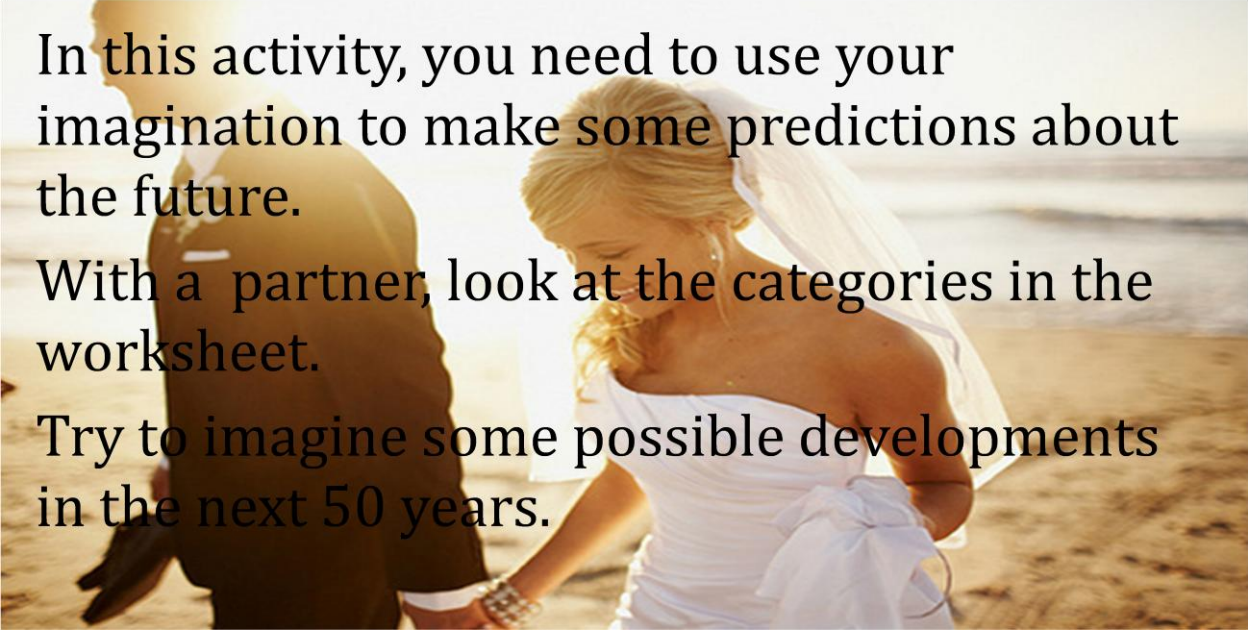


# Living in a fantasy world

In this activity, you need to use your imagination to make some predictions about the future.

With a partner, look at the categories in the worksheet.

Try to imagine some possible developments in the next 50 years.



50 years from now	me	partner
Transportation		
Housing		
Communication		
Lifestyle		
School		
Dating / marriage		

