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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Night at the museum** |

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| Instructor:  Jiyoon | Level:  **Pre Intermediate** | Students:  **16** | Length:  **20 Minutes** |

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| Materials   * Picture of a museum and action. * Night at the museum poster. * Worksheets for pre-activity. (16 sheets+2 extra sheets) * Reading articles for main activity.(16 sheets+2 extra sheets) * A pocket, 4 kinds of color paper. * Modeling 2 questions, pre activity modeling, words scramble. |

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| Aims   * Main: To help the students to develop their reading skills by doing make and ask questions in the classroom. * Secondary: The students will learn how to make questions by reading and discussing about script. * Personal: I want to adjust and reduce TTT(Teacher Talking Time). |

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| Language Skills   * Speaking: Students will have opportunities to talk in groups. * Listening: Students will be able to listen to each other’s conversation. * Writing: Students will write 2 questions about the story. * Reading: Students will read Night at the museum script. |

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| Language Systems   * Lexis: museum, secret, tablet, exhibit, against, Attila the Hun, Sacajawea, Teddy, Larry, buzz, edge, climb, Jedediah * Discourse: discussing in groups. * Phonology: pronunciation of museum / mju**|**zi:əm/ * Grammar: nothing to discuss * Functions: asking questions |

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| Assumptions   * Student has ever been to museum at least one time. * Students will be able to make questions. * Students will imagine what happen and who say in a reading script. * Students will be able to ask their own questions.. |

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| Anticipated Problems and Solutions   * Students might not have enough time to do worksheet. * If it takes longer than 2 minute I just cut the answer checking time and share the answers on the board. * Some students can have problems with making 2 questions in time. * When students are working in groups, they can make question at least one. * I might spend more time in the main activity. * Even though I was planning to ask 3students in the post activity since we spend more time in the main activity, I will ask just one student. * I might finish earlier than we expected. * I can use SOS activity to manage the time. |

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| References   * A picture of a museum   <http://www.worldfortravel.com/2012/06/28/london-capital-of-england/national-history-museum-inside-london/>   * Night at the museum script.   ‘Night at the museum –battle of the Smithsonian’ level 2 (scholastic)   * A picture of action.   <http://www.overallpicture.com/enlargment/3838>   * Night at the museum poster.   <http://www.filmofilia.com/international-night-at-the-museum-2-trailer-7488/> |

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| **Lead-In** | | | |
| Materials: Nothing | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WC  T-Ss | Greetings  Answer the questions | T: Good morning, everyone. (Ss greeting) I wish you had a great time today.  T: Emily, Which accent do you like? The USA or the UK?(If she answered)  Oh, Do you have any specific reasons?  (If she answered) Thank you for sharing.  And Joanne, Who is your favorite actor? (If she answered) when you meet the actor what would you like to do? (If she answered) Thank you for sharing. |

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| **Pre-Activity** | | | |
| Materials: Pictures - museum,action. worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-WC  T-Ss  T-Ss | Elicit discussion  Pronounce  / mju**|**zi:əm /’  Shouted their answers | (Eliciting)  T: Ladies, If you want to see some historical or artistic value where are you going to?  Ss: Exhibitions, gallery, museum…  T: Right! We are going to the museum    (CCQ)  (Show the picture of action scene.)Is this Museum? – No  (show the picture of a museum)Is this museum? –Yes  In the museum can you see some dinosaur bone? - Yes  T: Alright. And please follow my pronunciation.  / mju**|**zi:əm /(makes two teams and asks Ss to pronounce ‘museum’)  Well done!  Today we are going to read ‘Night at the Museum’? In Korea, we call ‘Alive Museum’ which is 박물관은 살아있다.  (Instruction)  T: Before we read, you are going to do this worksheet individually. I’ll give 1 minute.  (ICQ’s)  What are you going to do? – do worksheets  Are you working individually? – Yes  How much time do you have? - 1minutes  (Explicit instruction)  T: Please do not start when I give this paper and before I say begin.  (Explicit ICQ)  Do you start when I give this paper? –No  When I say begin? -Yes  (pass out papers)  T:Let’s begin  (Run)  Students the questions and teacher just monitors Ss and timing.  (30 seconds, 10 seconds, times up)  (Close)  T: Okay. Angela please answers question number 1. (If Angela say) Well done! And Flower please answers question number 2. (Flower say) Good job, Flower.  T: I’ll put the answers on the board. Please check the answers after the class. |

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| **Main Activity** | | | |
| Materials: Reading articles, pocket, 4 kinds of colour of paper, Modeling of questions. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 11min | T-WC  Ss-Ss  T-WC  T-S | Ss read an article.  Make 4 teams.  Discuss and make 2 questions.  Put the questions in the pocket.  One S picks one card and read the question.  Answer the question.  Answer the question. | (Instruction)  T: Now, you are going to read ‘night at the museum’. Please read individually and silently for 3 minutes  (ICQs)  So, what are you going to do? – Reading script  How much time do we have? – 3 minutes  Are you reading individually? – Yes.  Are you reading loudly? - No  T: Great.  (Explicit instruction)  T: I don’t want you to read when I pass out papers and before I say begin.  (Explicit ICQs)  Do you read when I pass out the papers? – No  When I say begin? - Yes  (Teacher gives papers to Ss)  T: Okay, let’s begin.  (Run)  Ss read script teacher puts modeling and timing.  (1 minute, 30 seconds, 10 seconds, times up!)  T: Well done guys.  All right and please say night, at, the, museum.  (Each Ss say Night, at, the, and museum  Great, who said night? Please raise your hands. \* And what about ‘at’? Raise your hands\*. And who said ‘the’? Please raise your hands\*. And last, who said museum?\* Okay nights please sit this side, ats please sit there, thes please move this side and museum please move there.  (\*when Ss raise their hand, T says S’s name)  (Demonstrate)  T: I made 2 questions about that story. The first one is Who knew the secret of the museum?  And second, why did Larry fee T-Rex’s head against his back.  (Instruct)  T: Now with your team, you guys are making 2 questions about the story for 2 minutes. And please write on this color papers. Red is Night, blue is at, yellow is the, green is museum.  (ICQ)  What are you going to do? – Make 2 questions and answers.  Are you working individually? -No  How much time do you have? –2 Minutes  (Explicit instruction)  I don’t want you to start when I pass out the papers and until I say begin.  (Explicit ICQ)  Do you start when I give this paper? – No.  When I say begin? – Yes  (pass out the papers)  T: okay, let’s begin.  (Run)  Ss discuss and make 2 questions. And write down 2 pieces of papers. Teacher just monitoring and if Ss ask something, T answer it. And timing  (1mintue, 30 seconds, 10 seconds, times up)  T: Great job guys.  (Demonstration)  T: Ladies, please put the questions in the pocket. And Sunny please picks one other team’s paper.  (Sunny pick one) Okay, please open and read please. (Sunny read the question). Well done. Now please answer the question for 10 seconds.  Team members can help her. Ready? Begin.  (Sunny says and teacher timing )  Okay (ex) At team, what is the answer?  (If Sunny answers correctly) Well done Sunny!  (If Sunny say wrong answer) Nice try Sunny, thank you.  (If Sunny didn’t say anything) It’s okay. Thank you Sunny.  (Instruction)  Okay, ladies please pick one question and read it. And then please answer the question for 10 seconds. Your team helps your member.  (ICQ)  What are you going to do? – pick and read one question and answer it.  How much time do you have? – 10 seconds.  (Run)  T picks two students more. And T timing and asks Ss what the answer is. |

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| **Post Activity** | | | |
| Materials: Modeling of sentence. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | T-WC | Ss write their opinion.  S present her opinion. | (Demonstrate)  Ladies, in article, Please read underlined sentence. (Ss read). Good. Did Teddy say what the secret of being happy is? (Ss say no) So I guess he might say “The secret of being happy is to be peaceful within myself, because if my mind is at peace then everything is better.”  (Instruction)  And now being Teddy, please write what he would say and reason why individually. You can use the back of paper to write. And please follow this form. I’ll give 1 minute.  (ICQ’s)  What are you going to do? – Write what he would say.  How much time do you have? - 1 minute.  Are you working in pairs? -No  Are you working individually? – Yes  (Explicit instruction)  I don’t want you to start until I say begin.  (Explicit ICQ)  Do you start before I say begin? –No  T: Let’s begin.  (Run)  Ss write down and T just monitor and timing.  (30 seconds, 10 seconds, times up)  (Close)  Jenny please come here and read your opinion.  (Jenny read her writing) Thank you for sharing.  (Error correction/Word scramble)  (If Ss didn’t make any mistakes)T: Well done guys.I didn’t hear any errors so I’ll make word scramble.  (If Ss made mistakes, Ts would correct the errors and make word scramble)  **usmuem -> Museum** |
| **SOS Activities** | | | |
| Materials: Character’s face hats, script. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5~6min | T-WC | Pick the character and read script.  Pick the cards.  Read the script. | (Demonstrate)  T: Jenny and Lucy, please come here. Jenny and Lucy, please picks one card. Jenny, please read your card. (Jenny say character’s name) And what about Lucy? (Lucy say character’s name, and then T gives script to them.)  Please read one sentence like these characters.  (Ss read) Thank you Lucy and Jenny.  (Instruction)  You guys going to act. I’ll pick 2 people. You guys pick one card then I’ll give the script. Working in pairs please read like an actor.  (ICQ’s)  What are you going to do? – Acting  Are you working individually? – No.  Are you reading like an actor? –Yes.  T picks Dian and Anne.  Dian and Anne please pick the card and say your character’s name.( Ss say the name T gives the script)  (Explicit instruction)  Please start when I say ‘Ready, action!’  (Explicit CCQ)  Do you start when I say ‘Ready, action? –Yes  T: Ready, action!  (Run)  Ss read the script. When if Ss read not loud or sounds like cyborg, teacher encourage Ss to read more lively.  (Close)  Well done guys! It was great acting! |