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| Listening  Speaking ■ Reading  grammar  Writing |
| **Topic:** Royal wedding |

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| Instructor:  Jina Cho  (Ji-young Cho) | Level:  intermediate | Students:  17 | Length:  **20 Minutes** |

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| Materials:  - Visuals of a wedding ceremony and a royal family  - Worksheets: matching words (17 pieces), article (17 pieces), a picture puzzle (17 pieces)  - Wall Chart: an article question, unscramble word |

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| Aims:  -Main Aim: Students will be able to get the main idea by skimming the reading text and answering a guiding question.  -Secondary Aim: Students will be familiar with key vocabulary through matching each word and its meaning.  -Personal Aim: I want to practice on teaching pace.  I want to improve on the smooth transition from eliciting to CCQs  I want to improve on my demonstration.  I want to deliver clear ‘explicit ICQ’s’. |

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| Language Skills:  -Writing: Students will be engaged in writing an activity that explains their opinion  -Listening: Students will listen to other Students questions  -Reading: Students will read the article “Royal Wedding”  -Speaking: Students will share their opinion answering a guiding question |

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| Language Systems:  Grammar: none to discuss  Lexis: throne, engagement, fairy-tale, ceremony, monarchy, representative  Phonology: none to discuss  Function: describing a picture, presenting personal opinion  Discourse: expressing an opinion about “Should people have special rights because they were born into royalty? Why or why not?” |
| Assumptions:  - Ss are familiar with any picture puzzle.  - Ss are used to working individually and in pair  - Students are able to share their opinions.  - Students know how to skim and scan |
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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | **Problems** | **Solution** | | Due to Time Management, Students might lack of time for their activities. | We will follow the one third rule, and use wall charts to manage teaching pace. | | I might need more time to complete 20minute micro-teaching since some class members could be absent or running late. | I will do SOS activity. It is individual work so I would be much more flexible to do time management. | | The number of students might outnumber the materials. | We will prepare extra materials. | | Some Students might not know certain vocabulary to follow the activity. | We will monitor Ss during the activities. We will let the Ss know that they could ask us any questions regarding to the vocabulary. | |

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| References:  http:// esl-lesson-plans.ontesol.com/grammar-lesson-plan-using-storytelling/  July. 2011 . Times for kids |

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| **Lead-In** | | | |
| Materials: none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | T-Ss | Students answer to the questions. | Good afternoon, everyone. Welcome to my class.  Who is the most fashionable in our class today?  Angela, what is your today’s fashion concept?  Sunny, what was your memorable ceremony in your life?  Why did you choose it?  Thank you for the sharing, ladies. |

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| **Pre-Activity** | | | |
| Materials: visual of a wedding ceremony and a royal family, worksheet(appendix1) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | T-Ss | Answers:  It’s wedding.  They are a royal family.  no  yes  1minute  no  yes  No  Yes | Eliciting:  (Show visuals of a wedding ceremony)  What are these people doing?  Yes, it is wedding.  How do we call these people in this picture?  Yes, they are a royal family.    CCQs:  Is this queen a man?  Can we do wedding when we marry any man?   |  |  | | --- | --- | |  |  |   Instruction:  You are going to draw a line for matching each word and its meaning.  This is individual work. I will give you 1 minute.  ICQs:  What are we going to do?  How much time do we have?  Are you working in pairs? Or individually?  Explicit Instruction: Please don’t touch the paper until I say ‘begin.’  Explicit ICQs: Are you going to start before I give you the paper?  When I say begin?  (Jina hands out the worksheets)  Runs:  Now, begin.  (Monitor walking around the students. Answer if they ask questions.)  Give time warning: 30sec,10 sec.  Close:  Time’s up!  Jenny, what is the meaning of No.1 you chose?  Juny, what is the meaning of No.2 you chose?  Joanne, what is the meaning of No.3 you chose?  Flower, what is the meaning of No.4 you chose?  Sunny, what is the meaning of No.5 you chose?  Hannah, what is the meaning of No.6 you chose?  Good Job! |

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| **Main Activity** | | | |
| Materials: article(appendix2), wall chart (about an article question) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | T-Ss  S-S | Students read the article in 3 minutes individually.  Students say their work.  2 minutes  yes  yes | Grouping:  These two is one pair, these two is one pair and...  (I do pairing to make 8 pairs.)  Instruction:  I’ll give you an article.  You are going to read this article for 3 minutes individually.  Please discuss answers to this question and write down your opinions in your back page.  This is a pair work.  You have just 2 minutes.  Question is “Should people have special rights because they were born into royalty? Why or why not?”  Demo:  I think that Royal people don’t have to exist.  Because all people are equal.  ICQs:  What are we going to do?  How much time do we have?  Do you work individually?  Explicit instruction:  Please don’t begin when I complete to pass out the paper and I say “begin”.  Explicit ICQ’s:  Do you only start when I say “begin”?  Run:  Yes, begin.  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring.  Time’s up!  Run:  Okay. Let’s begin.  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring.  Gianna, could you share your answer?  (repeat 5 more times)  Thank you for your sharing, ladies. |

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| **Post Activity** | | | |
| Materials: worksheets of a picture puzzle(appendix3), wallchart for unscrambling a word | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-Ss | Finding words  2 minutes  Yes | It’s last time.  Let’s do a picture puzzle.  Instruction  Now, you are going to search words wedding day. You will do it individually. You'll have 2 minutes.  The person who found words the most will be the Queen Tesol in our class.  ICQs  What are we going to do?  How much time do we have?  Are we working individually?  Explicit Instruction:  Please don't start until I finish handing out the papers and say begin.  Explicit ICQ:  Are you going to start when I give you paper?  Run  Let’s begin.  (Time warning for 1min, 30 sec, 10sec.)  Close  Time’s up.  Who is the person found over 10 words? Raise your hand.  Anne, you are the Queen Tesol.  Thank you for your sharing.  Post Activity  I couldn’t find any errors, so we are going to unscramble this word.  (I attach the wall chart.)  AOYRL → ROYAL |

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| **S.O.S. Activity** | | | |
| Materials: blank paper(\*Students) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min |  | Bingo  1 min  Yes  Yes  (Students take turns to say princess name until there a student who did 2 bingos) | Let's play Bingo!  We are going to do 3x3 bingo.  Demonstration  (Draw a bingo form on the board)  I will give you a blank paper and you will draw 3x3 bingo like this.  Instruction  Choose 9 princess names and fill in the blanks individually.  You have one minute!  ICQs  What are we going to do?  How much time do we have?  Are we working individually?  Run  Now we will take turn to call out the words. If you have 2 bingos, yell bingo. Okay?  Close  Here's a winner.  This is the end of the activity.  Thank you everyone. |

Appendix1

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| Match each word and its meaning | |
| 1. Throne 2. Engagement 3. fairy-tale 4. Ceremony 5. Monarchy 6. representative | 1. a formal event such as a wedding 2. a system in which a country is ruled by a royal family 3. a person who has been chosen to act or make decisions on behalf of another person or a group of people 4. a story for children involving magical events and imaginary creatures 5. an arrangement that you have made to do something at a particular time 6. a decorated chair used by a king, queen or emperor on important official occasions |

Appendix2

**A Modern Fairy Tale**



The bride : Kate at age 5 The groom : Prince William at age 7

Many young girls dream about being a princess. Few have their dreams become reality. Growing up, Kate Middleton was a good student and athlete. Now, at age 29, she married Princess William, 28, who is second in line to the British throne. On April 29, William made Kate the woman who may someday become Queen.

The couple announced their engagement in November 2010. William gave Kate the engagement ring that was worn by his mother, Diana. Sadly, her fairy-tale marriage to prince Charles did not have a happy ending. They divorced. Diana died in a car in 1997.

There aren’t many royal families in the world, which may explain why this event is such big news. More than 1billion people worldwide watched the wedding on television. “You have moments when a nation comes together, and this is one of those moments,” says Helen Boaden, the director of BBC News.

The families of the bride and groom paid for the wedding. But the cost of security for the event – estimated between $8million and $33 million-came from public funds. Modern fairy tales, it seems, are expensive affairs.

**Who Rules England?**

At one time, England’s Kings and Queens were powerful rulers. But the powers of Queen Elizabeth Ⅱ, William’s grandmother, are limited by law. Royals perform mainly ceremonial duties. The current leader of the government is Prime Minister David Cameron. The House of Commons operates like the United States House of Representatives.

Britain spends $66 million each year to support the royals. Counting security and unpaid taxes, the cost rises to $300million. Critics say it’s too much. “People aren’t in love with the monarchy.” Says Graham Smith, who works for a group that wants to replace the monarchy.

Appendix 3

