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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: The love story of Mahanandia & Chalotte** |

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| **Instructor:**  Nana Baek | **Level:**  Intermediate | **Students:**  7 Korean Adults | **Length:**  30 Minutes |

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| **Materials:**   * Board * The article (7) * Comprehension worksheet (7) * Opinion question worksheet (7) |

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| **Aims:**   * Ss will improve comprehension skill by reading and answering the questions. * Ss will improve writing & speaking skills by writing down their thoughts and speaking out their opinions. * Ss will learn new vocabularies through the article. |

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| **Language Skills:**  Listening: Ss will listen to each other’s opinions.  Reading: Ss will read the article many times.  Writing: Ss will improve writing by writing down about their own opinions,  Speaking: Ss will speak about their thoughts and opinions about the article. |

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| **Language Systems:**  Lexis & Phonology: a portrait, possessions, untouchable: caste system,  royal blood: nobility  Grammatical: none to discuss  Function: Read and answer questions  Discourse: Getting the main idea when students read the article |

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| **Assumptions:**   * Most Ss are interested in love stories * Most Ss have basic ideas about India and Sweden * Most Ss have ability to read and understand the article. * Ss can easily understand caste system because Koreans had similar system in chosun dynasty |

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| **Anticipated Problems and Solutions:**   * Students may not know the meaning of some words from the article 🡪 Try to elicit the meaning and explain them by using easier words * Students may need more time to read to understand 🡪 I will be flexible and give a few more minutes * If some students finish their writing earlier  🡪 I will check if they wrote properly, and will tell them that they will speak about their writing so they can put more effort on their writings |

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| **References:**   * *News article from CNN “The ‘Untouchable’ who cycle from India to Sweden…for love”* |

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| **Lead-In** | | | |
| Materials: Lead-in questions | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WC  T-S | Greeting  Answering  Answering | Hello, everyone, did you all have a good weekend?  **Question**  -Does anyone have experience travelling a long way to see someone you love? Family, friends, fiancé...can be anyone.And you could have travelled by car, plain, bus…  -Anyone?  (Hear answers from Ss, if no answer,  tell Ss about my aunt’s story how they travelled from LA to Oregon every week, spent lots of money in the air ☺)  -Would you be willing to do that too?  -All right, today we will read a wonderful love story about a man named Mahanandia from India. |

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| **Pre-Task** | | | |
| Materials: board, article about Mahanandia(7) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3min  2min | T-WC  T-Ss | Answering  Listening  Answering  Read the article &  Look for unknown words  Answering questions | -Before we start, let me just check if you know what *caste system* in India is about.  -You probably learned from school, but can anyone briefly tell us about it?  (and briefly explain what it is)  **Instruction**  -I will give you an article, please skim it through. Try to get a big picture about the story.  -look up for the words that you think is important in the text.  -I will give you 3 min. to do that.  **ICQ**  - What are you doing now?  - Are you reading it quickly or slowly? (q)  - Can you use your phones to find meaning of words? (yes)  - How much time do you have? (3min)  -Ok you can begin if you have the article.  (pass out article sheets to Ss)  (monitor and check if Ss have questions about vocab.)  -So can you tell me what the article is about? (Ss answers)  -Good! Yes, it is about a love story.  -Were there any words you don’t understand?  (write down the words on the board)  (Check, **“untouchable”- caste system,**  **Portrait, possessions, “royal blood”- nobility**)  (Go over the words together) |

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| **Task-preparation** | | | |
| * Materials: Comprehension worksheet (7) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  3min.  2min | T-WC  T-Ss  S-S  T-Ss  S-S | Listen to instruction  Answering  Ss read and answer worksheet  Answering  Numbering sentences | **Instruction**  -Ok, now, you will read the article again, and answer this comprehension questions.  -Don’t flip the page.  -This will be an individual work, and I’ll give you 5 min.  -but let me know if you need a little more time.  (pass out worksheets)  **ICQ**  -What do you do now?  (read and answer questions)  -Are you working alone? (yes)  -How much time do you have? (5min)  Ok Good! Ask me if you have any questions.  *(Make Ss check answers with each other if they finish quickly)*  -You have 1more min.!  -All right, let’s go over the questions together!  **Instruction**  Good! Now let’s see if everyone knows all about the story.  -Put your articles aside  -Flip your worksheet to other side, and don’t start yet  - Please number them in right order according to the story  -You have 2min.  **ICQ**  -What do you do now?  -Ok, you may begin now!  -You can discuss the answers with the partner if you are done early  (monitor closely, and help Ss if they struggle)  **CCQ**  -So what comes first, Susan?  (check answer with Ss) |

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| **Task-realization** | | | |
| * Materials: Opinion question worksheet (7) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  5min  2min | T-WC  T-WC  S-S  S-S  S-S | Listen to instruction  Ss discussing  Ss writing  Speaking about their writings | -Ok, now, I will give you some questions to think about.  (hand out opinion questions to Ss)  - Maria, can you read question #1?  - Ilhye, can you read #2?  **Instruction**  -You will be working in pairs now.  -Think about the questions, and discuss them with your partners.  -Don’t write, just discuss  -You have 4minutes.  **ICQ**  -How long do you have? (4min)  -Are you writing now? (no)  Ok, begin now!  **Instruction**  -Ok, now, you will individually write down your opinions. Try to write in full sentences.  -You have 5min.  **ICQ**  -Are you working in groups? (no)  -How much time do you have? (5min)  (monitor Ss)  -Are we almost done? You have 30 more sec.  -All right everyone, let’s hear from you now  (Ask everyone at least 1 question) |
| **Post-Task** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | T-Ss | Ss give feed-backs | **Questions**  -Did you like the story?  -Was it hard or easy to understand?  (get feed-backs from Ss)  *(If I still have time left, give Ss extra information about the story)*  *Just for additional information,*  *-Can you guess how long he cycled for?*  *(He cycled 3600km(70km/day))*  *(and they only spent 1month together in India)*  *(the Bollywood is planning to make a film about this story) \*film industry in Bombay, India- now called Mumbai*  **Closing**  All right class!  This is all for today and good work everyone!  See you all tomorrow! |

Name:

Date:

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**Comprehension:**

**1) Choose correct descriptions about Mahanandia and Chalotte.**

1. **Mahanandia cycled to Sweden**
2. **Mahanandia was a ‘Royal blood’**
3. **Chalotte bought a plane ticket for Mahanandia**
4. **Mahanandia crossed many different countries to meet chalotte**
5. **Mahanandia was never short of food when travelling to Sweden**
6. **Mahanandia’s journey took 4months and 3weeks**

**2) Why did Chalotte travelled to India?**

**3) Why didn’t Mahanandia leave India with Chalotte?**

1. **Because he didn’t have enough money to go with her**
2. **Because he wanted to finish his studies first**

**4) When did Mahanandia started his journey to Sweden?**

1. **1975**
2. **1976**
3. **1978**
4. **1985**

**5) Why did Immigration officer stopped Mahanandia when he reached Sweden?**

Name:

Date:

**Number them in right order.**

( ) Mahanandia was stopped by Swedish Immigration officer

( ) Mahanandia decides to finish school

( ) They kept in touch through letters

( ) Mahanandia became famous for his portraits

( ) Mahanandia joined the college of Art in New Delhi

( ) Chalotte drove to Gothenburg to meet Mahanandia

( ) Chalotte goes back to Sweden

( ) Mahanandia sold everything he had

( ) Mahanandia started the journey with bicycle

( ) Chalotte travelled to India to get her portrait

Name:

Date:

**#1. How do you feel about Mahanandia and Chalotte?**

**#2. “Different backgrounds cannot be a barrier to love.”**

**Do you agree? Or disagree?**

