|  |
| --- |
| Listening  Speaking Reading  Grammar  Writing |
| **Topic: Story telling using movie plot** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **Victoria** | Level:  **Intermediate**  **(Female Adults)** | Students:  **4 people** | Length:  **30 Minutes** |

|  |
| --- |
| Materials:   * Printed poster 🡺 Pre-activity * Movie plots 🡺 Main-activity * Movie plot & worksheet 🡺 post-activity * Movie synopsis & Worksheet 🡺 SOS-activity |

|  |
| --- |
| Aims:   * Main aim: Ss will be able to create their own story based on the reading materials * Secondary aim: Ss will be able to share their ideas based on the reading materials * Personal aim: I’d like to check the materials are effective for Ss and monitor how they could do decision making during the pair work |

|  |
| --- |
| Language Skills:   * Listening: Ss will listen to their partners during pre/main/post activities and teacher’s instruction. * Reading: Ss will read the sentences from the main/post activities * Speaking: Ss will speak during the eliciting and pair work * Writing: Ss will fill in the worksheet during the main/post activities |

|  |
| --- |
| Language Systems:   * Phonology : /v/ * Lexis: New vocabularies – wailing, ingredients, consciousness * Grammar : where has ~~ been, What happens at the end ? * Function : To make story or decision * Discourse : To understand summaries |

|  |
| --- |
| Assumptions:   * Students already know the basic vocabularies to describe their thought. * Students are familiar to talking with their partners. * Students have no problem to understand the script and create their own stories |

|  |
| --- |
| Anticipated Problems and Solutions:   * If students feel difficulty during the activity * Almost activities are pair-work. I’ll try to make a team for the balance * If the pair work of the main activity finishes too soon * There will be presentation time during the main activity and SOS activity are prepared |

|  |
| --- |
| References:  <http://www.imdb.com/>  http://www.mgoon.com/ch/with0616/v/470687 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | class | Be seated, listen and greeting | Hi, guys  How are you today?  (Waiting for the answers)  Do you have any plans for weekend?  (Waiting for the answers)  OK. How about watching movies?  (Waiting for the answers) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Board, markers, Appendix 1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | class | Ice breaking  Listen & speak | **Eliciting**  How do we pick a movie to watch?  (Waiting for the answers)  Yes, story, characters, Genre, actors/  actress, director etc.  (write them on the board)  How about poster?  I have 6 posters and please pick 1 movie to  watch. I’ll give you 30 sec. Please make a  decision by yourself first.  (give the paper to students)  Ok. then, we’re going to watch a movie  together this weekend.  Please discuss with your friends and pick  one movie. I’ll give you 5 min.  **ICQ**  How many movies you should pick? \  (monitoring about the decision making)  (After 5 min)  What would you like to watch?  (waiting for the answers)  Why do you like it?  (waiting for the answers)  OK. awesome. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Appendix 2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  8 min | Class  Pair work | Listening – Teacher’s instruction  Speaking  Reading/ speaking/ listening/ writing | **Instruction**  OK. then, let’s move on to the other activity.  Do you see the Teddy bear?  What did he say?  Yes, what happens at the end?  What does it mean?  Yes, we have to make ending story.  There are 5 movies. Please read the movie plot one by one and choose 2 movie.  With your partner, please make the ending for your own.  Any questions?  OK. I’ll give you 5 min  Team A – A & B  Team B – C & D  **ICQ**  How many times we have?  How many movies we should choose?  (Give papers) – appendix 2  **Monitoring**  Check that the Ss could communicate with the partners well  (after 5 min later)  Time’s up!  “ team A, could you tell us the story? ”  Team B, what do you think?  “ team B, could you tell us the story? ”  Team A, what do you think?  Did you have fun? Is it difficult?  Good job everybody.  . |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: Appendix 3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  8min | Class  Pair work | Listening – Teacher’s instruction  Speaking  Listening / Speaking / Writing | “ Today is the movie night.  So I’ve prepared another movie. We don’t know the tile. There’s a movie plot.  Student A, could you read out the plot?  (read)  Ok. good. What would be the movie tile?  (write down on the board)  Yes. the original title is the break-up.  So there are 2 scenes – 1st one is the almost beginning and 2nd one is the ending.  It’s a pair work. So student A and C are team A, and B and C are team B  Please choose 1 story and make the conversation between couple.  Who wants the beginning?  (If both team wants the beginning)  Then, rock scissors paper  OK. So I’ll give you 5 min.  Please discuss with your partner and write down the story.  **ICQ**  What do we do?  (monitoring)  OK. times up.  Was it hard?  Could you give the paper to me?  (switch them)  Let’s review.  Team A, could you read the worksheet of team B?  (After that)  Team B, could you read the worksheet of team A?  Finish  “OK, let’s stop here. That’s all for today. Good-bye everyone. See you in the next class” |
| **SOS Activities** | | | |
| Materials: Appendix 4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | individually | Reading /writing /re-organize | “ This is the final activity for today.”  It’s the one of the movie plot and it’s about a family. Please figure out the story and re-organize the stories. When you’ve the please fill in the blank  (Give Ss the appendix 4)  I’ll give you 5 min  **ICQ**  What do you going to do?  Monitoring |