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| □Listening  Speaking □ Reading □ Grammar □ Writing | | | |
| **Topic: Release Your Stress** | | | |
| Instructor:  Sonya Kim | Students Competency Level  Pre-intermediate | Number of Students:  10 | Lesson Length:  50 minutes |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * White Board and Markers * Word Cards   Work Out  Watch Movies  Listen to Music  Read a Book  Play Piano  Hang out with Friends  Drink Beer  Sing a Song   * Stress Route Map | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  - Improve listening skills by listening to the teacher, role playing with peers.  -Improve speaking skills by role playing with peers, responding to the teacher.  -Improve reading and writing skills by taking notes on the board, Word Cards and Stress Route Map.  -Improve interaction and communication by planning a role play. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Note taking, Word Cards, Stress Route Map   * Listening: **(Where did listening occur in the lesson?)**   Teacher talk, role playing   * Speaking: **(Where did speaking occur in the lesson?)**   Answering to teacher, role playing   * Writing: **(Where did writing occur in the lesson?)**   Note taking, Stress Route Map | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Teacher talk, role playing   * Function: **(situation)**   Consulting, giving advice   * Lexis: **(meaning)**   Vocabulary about illness, and leisure activities   * Grammar:**(language structure)**   Present perfect tense, question and answer   * Discourse: **(communication)**   Responding the teacher, role playing | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * All students are having their own way to release their stress. * All students are willing to release their stress. * All students are willing to help their peers to release their stress. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * If students do not have understand → Teacher do the demonstration, show it first. * If students cannot find words to answer → Let student explain it in English. * If activity lasts too long → Teacher alarm students to finalize their activities in 3 mins before. * If activity finished too short → Teacher ask students about the details. * If students are too shy → Teacher encourages students with asking simple questions and praising them. | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  White Board and Markers | | | |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 1min | Whole | Students greet to the teacher | Greeting |
| 5min | Whole | Students listen to teacher | Tell teacher’s story about how teacher released stress. |
| 4min | Whole | Students response to teacher | Elicit stories from students.  <Transition>  Let’s do a role play about consulting with mental therapist. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  White Board and Markers   * Word Cards   Work Out  Watch Movies  Listen to Music  Read a Book  Play Piano  Hang out with Friends  Drink Beer  Sing a Song  Stress Route Map | | | |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 5min | Whole | Listen to the teacher, repeat after words and sentences. | Teacher introduces several leisure activities by showing Word Cards.  Write sentences on White Board. |
| 2min | Whole | Listen to the teacher | Teacher introduce about the activity. |
| 1min | Whole | 5 students take role of mental therapist, stand in outer-circle. 5 students take role of patients and stand in inner circle. | Two students will be in pair one as taking role of Mental Therapist, and another as a Patient. Mental Therapist will ask question according to the Stress Route Map. And as the questions lead to their patient’s suitable activity to release their stress, they can do it together.  Teacher set the class for role play.  Hand out Stress Route Map. |

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| **Main Activity or Task Realization Part** **(Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  White Board and Markers  Stress Route Map | | | |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 1min | Whole | Look at the teacher. | Teacher do a demonstration with one student. Let student take role as a patient, and ask question written in activity route map. Show the map to the students by holding it up high and point the direction of questions according to the student’s answer. |
| 10min | Whole | 5 students as a patients meet their mental therapist in front of them and do role play. As finished, they move to the left. | Let students do the role play.  If students seemed have finished their Stress Route Map, or the runtime has pass 5 minutes, let students move to the left and do it again with their role switched. |
| 1min | Whole | Take their seat. | Finalize the activity. Clap hands to let students notice the time is up. Let students take their seats. |

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| **Post Activity or Post Task Part** **(Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  White Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 5min | Whole | Listen and answer to the teacher. | Teacher pick up Four students and ask how are their patients. What Stress Route Map they have took, and how could they release their stress. |
| 5min | Whole | Listen to the teacher and respond | Close the lesson by summarizing expressions they learned. Teachers let the students repeat after their sentences. |

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| **Word Cards** | |
| [http://www.bodybuilding.com/fun/images/2010/during-workout-shakes-help_a.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjrtI3Lq5jNAhUqAsAKHUzGDzcQjRwIBw&url=http://www.bodybuilding.com/fun/during-workout-shakes-help.htm&psig=AFQjCNFvoLYsDImm026dprFQdmfY63Hbdg&ust=1465472079710909)  Work out | https://s-media-cache-ak0.pinimg.com/736x/b2/78/b6/b278b687e76b8b38c37fe507fc965fd5.jpg  Watch movies |
| [http://www.hellawella.com/sites/hellawella.com/files/styles/default/public/images/vitals/Vitals_Music.jpg?itok=vVe6dLDJ](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj9htmUrpjNAhVsC8AKHVV-AdsQjRwIBw&url=http://www.hellawella.com/quiz-what-inspirational-song-should-you-listen-right-now&psig=AFQjCNE5kqrewkvn81Rqzg1YOWLTULwImw&ust=1465472313670051)  Listen to music | [http://www.theclassroomkit.com/images/read.gif](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjYoYa9rpjNAhVIJMAKHR1UAPgQjRwIBw&url=http://www.theclassroomkit.com/reading-booklets.html&psig=AFQjCNG8f8kwiihzCJszooB8-ieWNv2CLw&ust=1465472990778401)  Read a book |
| [http://3.bp.blogspot.com/-u54T9dlrbkM/UlX4boUh-CI/AAAAAAAAEqU/2-IxBAQHBww/s296/mullet-dresskid-playing-piano.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwiT9KfirpjNAhUpJcAKHb6WANAQjRwIBw&url=http://azpianonews.blogspot.com/2010/07/learn-piano-using-midi-songs-youll-play.html&psig=AFQjCNEOb5eWK2OizfjeXeqAJsd16MSRpw&ust=1465473069972855)  Play piano | [http://previews.123rf.com/images/milanmarkovic/milanmarkovic1506/milanmarkovic150600035/40814799-A-small-group-of-young-people-hang-out-at-the-house-party-chatting-with-each-other-while-their-frien-Stock-Photo.jpg](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiTiKCYr5jNAhXqB8AKHZprB5kQjRwIBw&url=https://www.123rf.com/photo_40814799_a-small-group-of-young-people-hang-out-at-the-house-party-chatting-with-each-other-while-their-frien.html&psig=AFQjCNGkG6r0t00lsk62cMtnKjtZjm_ocA&ust=1465473118529731)  Hang out with friends |
| [https://fthmb.tqn.com/qKgXMHBCwwgcu9ArSgCLlVmTNlw=/768x0/filters:no_upscale()/about/womandrinkingbeer-56cfc3a73df78cfb37adf47b.jpg](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjy7Yrgr5jNAhVGAsAKHVAdAUgQjRwIBw&url=https://www.verywell.com/can-i-drink-alcohol-when-training-for-a-marathon-2911302&psig=AFQjCNE1I0iB2AdiBFBmUiQlbgrWlq-WEg&ust=1465473265671752)  Drink beer | [https://musicfunaticinc.files.wordpress.com/2013/03/sponge-bob.jpg](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjgytznsJjNAhViDcAKHcxkCxoQjRwIBw&url=https://musicfunaticinc.wordpress.com/tag/sing/&psig=AFQjCNGR3jtEwmyMQ25kOBEIFkrqt-YF4A&ust=1465473449372017)  Sing a song |

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| **Stress Route Map** |
| C:\Users\danikaKIM\Desktop\프레젠테이션2.jpg |