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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| Topic: What is success to you |

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| Instructor:  Celine & James | Level:  Upper Intermediate(Adult) | Students:  15 | Length:  30 Minutes |

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| Materials:  White board & Marker  Work sheets  Video |

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| Aims:  Ss will be learning vocabularies from the topic.  Ss will be practicing speaking by sharing their opinions & agreeing/disagreeing  SS will be working cooperatively in a group by sharing their thoughts & how to convince others. |

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| Language Skills:  Speaking: Asking & answering during the discussion.  Listening: Listening to each Ss reason of why it is a success to them.  Reading: Reading description of each category. |

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| Language Systems:  Function: The way of giving opinions and agreeing & disagreeing.  Lexis: Pioneer, Industry, Fortune, Legacy.  Discourse: Discussion and pair work. |

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| Assumptions:  Ss will enjoy the topic.  Ss have done discussions before.  Ss mostly are aware of people in the picture. |

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| Anticipated Errors and Solutions:  Grammar errors while Ss are speaking by their thoughts and opinions during the pair/group discussion.   * Monitoring during the pair/group work and note down errors. Then let Ss correct them during the post activity. |

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| References:  Web page: Youtube - “You will never hear successful people say this 15 phrases” :  <https://www.youtube.com/watch?v=Bp-h3hdwTV0&feature=youtu.be> |

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| Pre-task | | | |
| Materials:  White board & Marker& Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  2 min | Whole class | Ss will be answering the eliciting questions.  Ss will listen to the instruction and answer ICQ questions, before starting activity. | Procedure:  **<Greeting & Brief Rapport>**  Hello everyone. How are you all doing? Let’s start class with interesting questions. Do you all want to be a successful? Who is the most successful person you can think of?  **<Eliciting the vocabulary>**  Let’s go over some vocabularies before be begin the activity.  (Writing down vocabularies for eliciting on the board, one by one: Famous, fortune, Pioneer…etc. and asking eliciting questions)  **<ICQ>**  Can you give a name of one famous soccer player? Who is the # 1 person having the most fortune in the world? Steve Jobs is a pioneer of what?  **<Introduction of Task>**  Now, we are going to do a ranking activity. We’ll hand out the worksheet and there are 6 options with different kinds of people. You have to mark down 1 to 6. 1 for the most successful people and 6 for the least successful people you think. You will work individually first. After you finish with your own work, you will work as pair then group.  **<ICQ>**  What number do you have to write down for most successful people category?  Who do you have to work with first?  (Handing out work sheets)  T: On each category, there are pictures for your reference. Let’s go over the each category quickly.  Num1 is people who are famous and had established their reputation.  Num2 is people who became the leader of their own country.  Num3 is people who have inspired, human kind for decades with a great legacy.  Num4 is people who have invented things for people, to help or to have growth in our life.  Num5 is people who have been living for others, helping and teaching for world peace.  Num6 is people who have earned a lot of fortune, and became rich. |

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| Task Preparation | | | |
| Materials:  Work sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  7 min | Individually  Pair | Ss will work on worksheet.  Ss will work on worksheet as pair | Procedure:   1. **Working on individually**   **<Instruction>**  Read carefully each category and write down your ranking under ‘individual ranking'. And think about reasons for your top 3 while you are ranking. If there are vocabularies that you don’t know, you can ask your group members. But you have to explain/describe the words in English. You will have 3 min. to work on this.  **<ICQ>**  Where do you have to write down your ranking? What do you have to do if you don’t know the vocabulary?  (walk around the classroom and monitoring students’ working)   1. **Working on pairs**   **<Instruction>**  Now, when you are done with your work, start working with your partner. Your task is to agree on the ranking. You must discuss and agree. After the discussion with your partner, please write down your agreed ranking under ‘pair ranking’. You have 7 min.  **<ICQ>**  What do you have to do with your partner?  (Walk around the class room and monitoring pair discussion. Note down speaking errors for later correction ) |

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| Task Realization | | | |
| Materials:  Work sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Group | Ss will be discussing in a group, and agree on group ranking | Procedure;   1. **Group discussion**   **<Instruction>**  Now I want you to gather in 3 groups of 5 people. This time, you will be discussing in groups, to share your pair ranking and reasons. After discussion, I want you to agree on 1 group ranking and write down under ‘group ranking’ column. You have 10min.  **<ICQ>**  What do you have to do with group? How much time do you have?  (Walk around the classroom and monitoring pair discussion. Note down for speaking errors for later correction ) |

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| Post Activity | | | |
| Materials:  White board & Marker  Work sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Share their group ranking with whole class and feedback on activity  Ss will learn on error correction and functions. | Procedure:  **<Share rankings and feedback>**  (Students will share their group rankings  with whole class)  T: Did you enjoy the activity today?  ( Listen to Ss feedback on the activity)  **<Language Focus>**  <Error correction>  (Write Ss errors caught during the  discussion, on the board. Let the Ss  try to correct as a whole class.)  <Function>  (Ask whole class what is the function of this activity and write down on the board; giving opinions & agreeing/disagreeing. And also ask students for examples of it such as  I think..., In my opinion…etc.) |

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| SOS Activity | | | |
| Materials:  Videos: ‘ You will never hear successful people say these 15 phrases’ | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Watching the video and sharing their favorite phrases. | Procedure;  (Play the video and let Ss watch. Then ask  class for their favorite phrases) |

<Worksheet>

What is Success means to you?

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| Category | Reference | Individual  Ranking | Pair  ranking | Group  ranking |
| 1. Become a famous and establish a reputation |  |  |  |  |
| 2. Become a president of countries |  |  |  |  |
| 3. Inspire other for decades with great legacy |  |  |  |  |
| 4. Pioneers of new industries and invented something to upgrade our life to next level. |  |  |  |  |
| 5. Live for others/ world peace for their whole life and have high respect from all over the world. |  |  |  |  |
| 6. Earned lots of fortune and became world rich people. |  |  |  |  |

Direction: Please rank below category as you think of whom successful people are. Please rank 1 to 6. 1 is for the most successful and 6 is the least successful.