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| x Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Literature and literary woks** | | | |
| Instructor:  Sarah | **Students Competency Level**  **Intermediate** | **Number of Students:**  **14** | **Lesson Length:**  **55 min** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  White Board & Markers  Pencils and Paper  Paper Cup or Basket  Pictures of Harry potter book cover  Movie cover of Harry potter | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  -Improve speaking skills by in-depth discussion with group and teacher  -Increase interest and make students think from another perspective and understand both sides.  -Improve listening skills by listening to other group and discussion, responding to teacher.  Improve writing skills by planning the in depth discussion.   * Improve writing skills by planning the debate. * Improve interaction and communication skills by having discussion in a group and planning a debate | | | |
| 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?)**   discussion, note taking  Introduction, some novels are made as movie of dramas   * Listening:**(Where did listening occur in the lesson?)**   Teacher talk, during the discussion   * Speaking: **(Where did speaking occur in the lesson?)**   discussion, small group discussion, answering teacher   * Writing: **(Where did writing occur in the lesson?)**   Notes, planning a discussion | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   discussion, teacher talk   * Function:**(situation)**   Students do not know which side they will have to prepare   * Lexis: (meaning)   Vocabulary about literature and literary works   * Grammar:**(language structure)**   Be verbs and description, positive and negative sides   * Discourse: **(communication)**   Discussion, responding the teacher | | | |
| 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 Ss probably have read some literature and watched some novel made in movie. * All Ss have opinion about literature and literary work. * All students see positive and negative aspects of literature. | | | |
| 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 ss may not have many ideas. > Solution: T gives them little examples. * If activity lasts too long > Solution: T cuts the unnecessary parts. * If ss finished too soon> Solution: T makes suggestion and shares ideas. * If Ss may not understand > Solution: T shows demonstration * If Ss are shy > Solution: T encourages them and gives positive feedback. | | | |
| References: | | | |

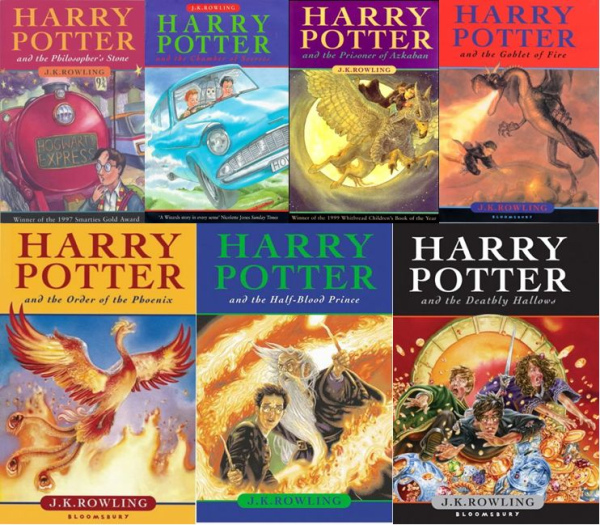
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| **Lead-Inor Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1 min  5 min  6 min | Whole  Whole  Ss | Ss greet the teacher.  Ss listen to teacher.  Ss talk about their stories. | Greeting.  Tell T’s stories about Pride and Prejudice. BBC version, movie and book.  Elicit the stories form Ss.  Ask student about if they can name some of the novels that were made into movies.  Let’s do a discussion about 'Is literature better as a book or as a movie?' |

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| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting 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 Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**   * White Board & Markers. * Paper and Pencils. * Paper Cups * Harry Potter books covers * Harry Potter movie covers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3 min  2 min  4 min  5 min | Whole  Group  Group  Whole | Ss listen what T says.  Ss move into group members.  Read the topic written on the board and share with group members  Ss prepare for debate | Introduce the discussion and the topic. Is Harry potter better as a book or Movie? Let’s do a discussion about 'Is literature better as a book or as a movie?'  Divide Ss into group. They will withdraw 1or 2 and will be group 1or 2 they do not know which side they will have to prepare. 2nd withdrawn they will know if they are finding pro and cons for movie or novel. (both group have to come up with 3 positives and negative side of movie or novel  Write the topic on the board and tell Ss. T facilitates. Make notes to help plan discussion.  Transition time to present discussion. |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher 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 Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**  -White Board & Makers  - Papers and Pencils | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2min  7min  5 min | Whole  Groups  Whole | Ss gets ready to discuss  Ss do activity both group at the same time. Each group listen to each other’s case and take notes.  Ss listen to T says Ss app | T gives instruction to both group to come front and relocate the desks and chairs.  T monitors discussion. Gives encouragement to each group and facilitates class feedback to discussion.  Gives ss positive feedback, and comments. Facilitates class members’ feedback |

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| **Post Activity or Post Task Part (Wrap-Up PartClose 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 & Makers  Pencils and Papers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1 min  3min  7 min  6 min | Whole | T & ss discuss if literature is best as written work or as visual (such as movie or drama topic: Harry potter, have you seen the movie that were made better than novel?)  In each group discuss and find pro and cons and write down case of arguments  Ss do activity. Both group with come up and one group will start discussion and other will disagree and will have to back up their augment  Ss listen to what T say.  Ss applaud other students. | T gives instruction. T helps ss start to brain storm.  T move around and check how ss are doing if any group have no ideas help.  T monitors discussion. Giving encouragement to each group and facilitates class feedback to debate to both groups.  Give positive feedbacks and comments. Facilitates class members’ feedback. |

[](https://www.google.co.kr/imgres?imgurl=http://vignette2.wikia.nocookie.net/vsbattles/images/5/55/Harry_Potter_Saga.jpg/revision/latest?cb%3D20141007180042&imgrefurl=http://vsbattles.wikia.com/wiki/Harry_Potter_(verse)&docid=V7R-VbpYCdqbYM&tbnid=eiTjHqoslUKnVM:&vet=1&w=2396&h=1597&bih=674&biw=1366&q=harry%20potter&ved=0ahUKEwiWrIOfv6bRAhVBCcAKHUx2CUAQMwg-KBcwFw&iact=mrc&uact=8)

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