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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Short story - The Case of The Lower Case Letter** |

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| Instructor:  **Jenna** | Level:  **Intermediate** | Students:  **8** | Length:  **40 Minutes** |

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| Materials: 9 copies of ‘The Case of The Lower Case Letter’ story (1st part + 2nd part)  1 copy of several ‘homophones’ words’ images |

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| Aims:  Ss will read a short story and be able to get the main idea as well as details  Ss will work cooperatively in a group and improve speaking and listening by discussing and guessing the next story together  Ss will be familiar with key vocabulary through T’s explanation and C.C.Q |

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| Language Skills:  Listening : Teacher’s elicitation, key vocabulary explanation, instruction, other Ss’ response to question, other student’s opinion in discussion  Reading : reading a short story ‘The Case of The Lower Case Letter’  Speaking : discussing with teammate for next story guessing, answering teacher’s questions  Writing : Summarizing the story and predicting the next storyline |

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| Language Systems:  Phonology : correct pronunciation of key vocabularies  Function : homophones words  Discourse : discussing about the actual meaning of letter and what’s going to happen next |

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| Assumptions:  Most Ss won’t have much difficulty to read a story and understand the main story  Some Ss already know most of the grammars and vocabularies  Ss enjoy guessing the meaning of letter and predicting what’s going to happen |

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| Anticipated Errors and Solutions:  Ss may finish reading earlier than expected   * Give more time to individually guess the next storyline   Ss may take longer to complete the reading than expected.   * Give enough time to read and shorten the time for team discussion |

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| References: http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml |

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| **Pre-task** | | | |
| Materials: Pictures of several ‘homophones’ words | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | Whole Class | Ss guess what homophones’ is  And think about several examples of it. | **Greeting**  **Eliciting :**  Have you heard the word ‘homophones’?  Let me give you a hint what it is with some example pictures.  (After showing several examples)  ‘Yes. So ‘homophones ‘means 2 words with similar sound but different meaning or spelling.    **Topic introduction :**  Today we are going to read a short story related to such ‘homophones’ words. |

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| **Task Preparation** | | | |
| Materials: 1st part of ‘The Case of The Lower Case Letter’ story | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5  10  10 | Whole class  Individual  Group  of 3-4 | Think about the meaning of key vocabulary  Read the story (1st part)  Discuss within a group about  CCQ and story line | **Distribute 1st part of story sheet**  **Explain key vocabulary**  - lexical semanticist, verdict, suicide, worth a fortune, clue, whereabouts, lower case, cellar, manor  **Give Ss to read for 10 mins**  **Ask Ss some CCQ + ask Ss to guess next story-line**  1) find some ‘homophones’  Words in ‘Professor Edgar’s letter’.  2) Why ‘I’ asked Edith about her wedding ring?  3) Guess what’s going to happen next in the story |

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| **Task Realization** | | | |
| Materials: 2nd part of ‘The Case of The Lower Case Letter’ story | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5  5 | Individual  Whole class | Read the story (2nd part)  Summarize the conclusion of story  Ss ask questions about unknown vocabulary or expression. | **Distribute 2nd part of story line and give Ss 5 mins to read**.  **CCQ & Summary about conclusion of story:**  - So what actually happened in the story?  - Did professor really commit suicide?  - What is the real intention of the letter?  Anyone have any question about vocabulary or expression? |

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| **Post Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 | Whole class | Give teacher feedbacks about activity | Did you all have fun with reading the story?  Give feedback about Ss’ accuracy during activity |

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| **SOS Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | Pair | Discuss within a group about the answer for CCQ | Ask additional CCQs about story  - Why do ‘I’ and Mrs. Edith become suspicious about lower case and homophones?  - Why did professor used several ‘homophones’ in his letter?  … |