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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Hunting for Peru’s lost civilizations – with satellites** |

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| Instructor: Isabel  (Jungkyung Jang) | Level:  Intermediate | Students:  12 | Length:  50minutes |

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| Materials:   * 12 copies of worksheets * A map of Peru * A picture of Machu Picchu * Key vocabulary work sheet * Fill some of blanks work sheet * Video clip |

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| Aims:   * To learn vocabulary * To practice speaking by discussing with group members or partner * To improve listening skill by dictation & shadowing * To have interest and less stress for listening the speech. |

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| Language Skills   * Reading : understand the script of speech. * Listening: understand the speech by repeating over and over. * Speaking: shadowing the sentences and words to remember the pronounce * Writing: Fill in the blanks while watching video. |

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| Language Systems   * Lexis: key vocabulary & context vocabulary * Function: talking about self-adventure story with your partner * Discourse: video |

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| Assumptions   * Students have ever heard about what is Machu Piccu * Students have interest in the text of the speech * Students’ level is enough to understand the content by repeating * Students know how the class is set up and run (2~3 student group of each table) |

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| Anticipated Errors and Solutions:     * Students have some difficulty to understand the video without script.   -Repeat the video several time   * Students may not be able to pick up details from the listening   -Stop & pause so that helps students to listen and give time to think what it is.   * Students have some challenge about some of technical terms.   -pick some of key words and teaching by worksheet.   * A lecture time may not be enough to listen over and over   -cut off some of paragraph. Focus on key sentences. |

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| References:  https://www.ted.com/talks/sarah\_parcak\_hunting\_for\_peru\_s\_lost\_civilizations\_with\_satellites/transcript?language=en |

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| **Lead-In** | | | |
| Materials: N.A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class | Answer the questions  Greeting to each other  Answer the questions. | Hello everyone, how was your weekend? Anybody want to share?  (sharing, greeting)  Okay, so here is a question for all of you,  Have you ever heard about Machu Piccu?  Where is it?  When it came out into the world?  Yes, right It’s in Peru.  Machu Piccu is a 15th century Inca citadel situated on a mountain ridge 2,430metres.  And It was discovered a hundred years ago by one archeologist who named Hiram Bingham.  Today we are listening from an archeologist who is discovering especially in Peru. And Let’s see how archeologists discover and how they struggle to protect the historical sites. |

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| **Pre-Activity** | | | |
| Materials: a map of Peru, a picture of Machu Picchu, Board, worksheet2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class | Elicit from the picture.  Focus on new vocabularies to memorize and understand.  Answer the questions. | (show them picture)  Eliciting  -where is it?  -where the photograph took a picture?  -when was it?  (Waiting for answers and let Ss know the right answer)  Before see the video clip we are going to learn some of key words.  (Distribute the worksheet2)    Look at the 13 of key vocabulary.  Let’s check what does that means.  (explain the meaning of vocab using realia, L1 language)  During explain the vocabulary teacher should ask CCQ to student.  CCQ  -What kind of picture can you see in the National Geography?  -state-of-the-art weapons capability is bad or good?  -When we use the satellite? |

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| **Main Activity** | | | |
| Materials: work sheet1, video clip, projector, speaker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 25min | Whole class | Listen carefully  Fill in the blanks (work sheet1)  Listen and try to shadow the sentences | Now we watch the video ‘Hunting for Peru’s lost civilizations’ actually this video runs originally 6 minute, but I cut off to make shorter. so if you want to watch whole video please refer to the URL below your work sheet.  (show the video 2wice)  have you fill in the all blanks?  (Check how many Ss need to listen more, If the most of Ss seems done with listening, move next step.)  Now don’t worry if you didn’t fill it all, we can check the sentences one by one together.  (repeat some difficult sentences several times, and explain the meaning of words/sentences.)  To listen this vocabulary you have to know how to pronounce it properly. So speak loudly to shadowing with me!  (Encourage Ss to shadow some sentences from the work sheet)  (watch the whole video with a script) |

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| **Post Activity** | | | |
| Materials: video clip, | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | Whole class  With partner | Answer the questions.  Sharing experiences | (Review the whole video)  What do you think of speaker’s feel now? Is she look happy? or anything else?  (collecting answers)  Yes, she look so excited when she talking about her adventure. So I want you guys to share each other about something makes you excited.  Let’s start with your partner for 3minute.  (ring a bell to stop discussion)  Anybody want to share what makes your partner feel exited?  (collect some of answers)  Okay, well It was nice to listen your experiences, hope you guys enjoyed as well. please keep some efficient expression what we learn today and see you in next class. Bye! |