|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Telling about my story** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Stilla Kim | Level:  **Intermediate** | Students:  **2** | Length:  **35 Minutes** |

|  |
| --- |
| Materials:   * 2 copies of frame shape sheet * Color pencils or Crayon * Mark and board * Power point presentation * Computer and projection * Students phone or computer which access to the internet |

|  |
| --- |
| Aims:  - To practice speaking and listening by telling own story and asking or listening other stories.  - To improve ability of telling stories  - To develop speaking fluency |

|  |
| --- |
| Language Skills:   * Listening: Listening instructor’s explanation, other students’ story. * Speaking: Telling own story to other students, asking questions to others * Reading: Reading several quotes the instructor writes on the board related to story (in SOS activity) * Writing: Writing a short script for presentation to tell own story to other students if necessary. |

|  |
| --- |
| Language Systems:   * Phonology: Different and confused pronunciation while speaking to own story to other students * Lexis: New vocabulary used in speaking * Grammar: Grammar sentences used while making a story * Function: Drawing, storytelling * Discourse: Discussion, conversation |

|  |
| --- |
| Assumptions:  Students already know:   * All students are college students or graduates (Age 18 and up) * Students can express verbally how do they think or what they think somehow. * Students know how their seats are arranged during the class: a pair group but sometimes individual works * Students share their opinion frequently and try to speak out the sentences what they want to share |

|  |
| --- |
| Anticipated Errors and Solutions:   * Students may not be able to understand the meaning of vocabulary * Explain again by using some examples, realias and so on. * Students are not participated in the drawing or conversation * Ask the first question to them in advanced to help their vagueness * Students feel embarrassed when they tell the story and stop speaking all of sudden because of nervous or their mind go blank * Wait for them to make feel confident to speak or help them to explain what they want to deliver |

|  |
| --- |
| References:  Work sheet frame: <http://www.oneminutepresenter.com/2009/12/frame-your-presentation/>  Illustration : https://www.shutterstock.com/ko/image-illustration/childs-drawing-happy-family-on-car-71104492 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-task** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class |  | Procedure:   1. Greeting and introduction   Instruction  *Hello everyone, how was your weekend? Did you do something memorable or want to share with others?*  (Repeat some important things or words the students use when they share the opinions)  It seems that you have great weekend and it might remain as a good memory of your mind. Today, what will we do is related to this good memory of own life. Then why don’t you figure it out from now on? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Preparation** | | | |
| Materials:   * Computer and projection * Sample frame using power point presentation | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class |  | Procedure:   1. Power point presentation   Instruction  (Show the ppt through projection with computer from the first page of ppt)  *Can you see the picture of it?*   1. Guess   Talk about the frame that this is magic frame. Then click to the next slide of ppt and explain about the slide and try to guess what is it.  Instruction  *Can you see a slide?*  (students talk and answer seeing the slide.)  This is a magic frame that allows a person see own self at any time in own life- the past, present or even future. *So what I draw is my family driving last month when I went to ~~~*  *(Explain instructor’s own story to the students)*  Eliciting  Write on the board of elicit questions or repeat to the students to mention it while they are guessing the slide and further conversation activity.  Such as:  *What can you see from the slide?*  *How do you feel when you see the slide?*  *Do you think who are they?*  *Who is there?*  *Where are you?*  *When does it happen?*  *Why are you there?*  *What do you say? What did you do?* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Realization** | | | |
| Materials:   * 2 copies of frame shape sheet * Color pencils or Crayons | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min  15min | Individuals  Pair  (Whole class) |  | Procedure:   1. Drawing   Give a frame sheet to the students each and let them to visualize their life or memorable story using color pencils or crayons.  Instructions  *From now on, I will distribute one sheet of paper which is the same frame sheet as the first slide of ppt. Then you draw any memorable time or you expect. I will give you 10 minutes for this activities first and if it is not enough I will give you more.*  *(Distribute the worksheet)*  Demonstration (if it needs)  (Show the slides again)  *Look at the last slide of ppt. you can draw what you think of your mind like me on this work sheet. Just feel free to draw it.*  CCQ  *- (if the students hesitate to draw) Don’t you remember any episode something you had eaten delicious or miss the school bus when you were student?*   1. Story telling   Let the students to share their story of work sheet with other students. Instructor uses elicit questions and lead the activity first from the beginning depending on the class atmosphere.  Instruction  *It Seems that you draw really nice for your memorable episodes. Why don’t you share with others? Who want to share it first?*  (Listen the student’s storytelling and help them to speak or correct the right meaning or expressions if needs)  CCQ  Can use the elicit questions for CCQ.  *What can you see from the slide?*  *How do you feel when you see the slide?*  *What did she say:*  *Who are they?*  *Who is there?*  *Where it is?*  *When does it happen?*  *Why does she there?*  *What does she say?*  *What did she do?* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class |  | Procedure:   1. Feedback each other   Ask students about the storytelling.  Introduction  *Did you enjoy the activity today?*  *(Ask several questions such as below and share the student’s opinions)*  *- Can you remember who had a romantic story?*  *- - Whose story was the most exciting?*  *- Whose story had the happy ending? and What was about it?*  *- Which was your favorite story? and Why?*   1. Closing   Say good bye with ending ments and end the class. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials:  - Mark and board  - Students phone or computer which access to the internet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole |  | Procedure:   1. Finding quotes   Instruction  *Let’s find any quotes about stories. Or please share it if you have any.*   1. Sharing   (Instructor write the quotes which students found on the board)  Instruction  *There are some quotes you found. And let’s consider what does it mean.* |