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| ☐ Listening ☐ Speaking **√Reading** ☐ Grammar ☐ Writing |
| **How has technology affected your life?**  **[Living outside the box]** |

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| Instructor:  HAYOUNG | Level:  Intermediate | Students:  7 | Length:  40-45 minutes |

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| Materials:  ▷White board, board markers  ▷Article sheet(7 copies)  ▷Reading comprehension worksheet(7 copies)  ▷Vocabulary worksheet(7 copies)  ▷Warming-up questionnaire sheet(7 copies)  ▷Questionnaire discussion sheet(7 copies) |

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| Aims:  ▷Students will practice reading comprehension skills and strategies by recalling and summarizing main ideas.  ▷Students will be able to pick up details from the reading by answering questions on a worksheet.  ▷ Students will work cooperatively in a group by sharing their opinions.  ▷Students will practice speaking by discussing with group members. |

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| Language Skills:  ▷Reading – article and all kinds of worksheet  ▷Listening – teacher’s elicitation and classmate’s responses, opinions  ▷Speaking – comparing answers within groups  ▷Writing – opinion sentences and filling in the blanks |

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| Language Systems:  ▷Lexis – vocabulary words from the text  ▷Phonology – correct pronunciation for words  ▷Discourse(context)- discussion by asking and answering |

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| Assumptions:  ▷Students already know how the class is set up and run.  ▷All students are in high school.  ▷Students may not have thought about how technology has affected their lives. |

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| Anticipated Errors and Solutions:  ▷Students may need more time on vocabulary activity. If it takes too long, just verbally share the answers instead of having students check them with partners.  ▷If there is a shortage of time for the lesson, cut post-activity discussion short or worksheet activity.  ▷If they finish tasks earlier than anticipated, ask as many students as possible about their ideas and let them talk about differences between their own opinions and partner’s.  ▷It is **fine to be flexible with time managing during the whole activities, because students may take longer or shorter than expected to complete the tasks**. Only the total length of class should be managed. |

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| References:  [Q: Skills for Success] (level 3) |

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| **Lead-In** | | |
| Materials  : warming-up questionnaire sheet | | |
| Time | Set Up | Procedure |
| 7-8min | Pairs  &  Whole class | **Greeting and warm-up**  Distribute the handout.  T: I’ll give you a handout with some questions on it. You can see some activities on the sheet, and what you have to do is check your spending time for each activity. You have 2 min.  Students answer the question.  T: Check your spending time with partners next to you for about 5 min.  Students discuss.  T: Can I have any volunteer to share their answers? |

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| **Pre-Activity** | | |
| Materials  : vocabulary worksheet | | |
| Time | Set Up | Procedure |
| about  10min | Individually  &  Whole class | **Vocabulary worksheet**  T: Work individually. Match the words with the correct definitions. You have 3 min.  Distribute the worksheet.  CCQ  Are you working alone?  How much time do you have?  T: If you all finished the worksheet, here’s another vocab worksheet. I want you to complete this email message by using each word once. I’ll give you 3 or 4 min.  Distribute another worksheet.  Monitor discreetly.  Check the answers as a whole class.  Elicit topic from the previous activities.  T: The title of article you’re going to read is ‘living outside the box’. You have discussed some activities to spend your free time. What kind of leisure activity do you think this ‘box’ means?  Distribute the article sheet.  **Prediction**  T: You’re going to read an article from online newspaper. In the article, the author describes her experience living without a TV for one full winter. Look at the photos next to the paragraphs. Do you think the author will say that giving up watching TV was a positive or negative experience? I’m not gonna tell you the answer, you can check your prediction as you read the article. |

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| **Main Activity** | | |
| Materials  : article and reading comprehension worksheet | | |
| Time | Set Up | Procedure |
| about  15min | Individually  &  Whole class | **Reading**  T: Read the article on your own first. I’ll give you 5min.  CCQ  Are you working alone?  How much time do you have?  **Main ideas**  T: If you finished the reading, I want you to check the main ideas by doing this worksheet.  Distribute the worksheet.  T: Read the sentences on the sheet. Number them in the order that the ideas appear in the article.  Check the answers as a whole class.  T: Can somebody read the sentences in the proper order?  **Details**  T: Read the statements and write true or false. Then, correct each false statement to make it true.  If students need more time, give students more time to finish the worksheet.  Check the answers as a whole class. |

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| **Post-Activity** | | |
| Materials  : questionnaire discussion sheet | | |
| Time | Set Up | Procedure |
| about8min | Groups  &  Whole class | **Writing and discussion**  T: Choose one question and write your own opinions for the response about that question. Discuss your note with partners who have responded to the same question. You have 5 min.  Distribute the questionnaire sheet.  Check if students need more time and if students finish their discussion, have students share their opinions with the class.  **Conclude lesson**  Interaction feedback  T: You all did good job today. I hope you guys can use technology in moderation by controlling your spending time, and live better life. See you next time. |