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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Dish Soap for Dinner** |

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| Instructor:  ( Hye min) | Level:  intermediate | Students:  6 students | Length:  35 minutes |

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| Materials:   * Board & Marker * Dish soap for Dinner story (6 copies each) * 1 main picture of Dish soap for Dinner * Work cards - vocabulary check * Worksheets (Comprehension / Grammar) (6 copies each) * Question Stick (14 question) * Handouts (For Role play) (6 copies) * Realia (Free samples, labels) |

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| Aims:   * To practice intensive reading through the story Dish soap for Dinner * To predict and infer the story using clues / prompts * To practice literal, inferential, critical, and appreciative comprehension levels * To present and give practice with new vocabulary words |

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| Language Skills:   * Reading- Intensive reading * Speaking-narrating a story, discussion, role-play * Writing-answering comprehension questions |

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| Language Systems:   * Vocabulary : Free sample, try, label, carefully * Grammar: Simple past verb |

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| Assumptions:   * Students are familiar with teacher’s lesson style and how the classroom works * They are mostly active. The class will work in groups * Students are familiar with simple present, present continuous, future and simple past |

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| Anticipated Errors and Solutions:   * Students may not come up with answers   -Suggest prepared information.   * Student may read at different speeds and some students finish early   - Give time limits / allow slow students to finish / have fast students reread   * Students may have difficulties expressing themselves in discussion   - Assist when necessary, helping students with words / expressions   * Students may not know the remaining vocabulary words   - Encourage students to guess from context, prepare!   * Students may finish their activity early (SOS plan)   -Give students writhing another worksheet when their finish. |

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| References:  <http://www.liskorea.co.kr>  <http://www.google.co.kr> |

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| **Lead-In** | | | |
| **Materials: picture of Dish Soap for Dinner, Board (Write the title of the story)** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole Class | Greeting, Answering the questions | Procedure  **Greet students**  Hello every one. How are you today?  What did you do yesterday?  Did you do anything fun? And what did you eat dinner yesterday?  (Listening to Ss’ answers)  Yesterday I went to steak house. I ate T born steak and Ricota Cheese salad as well. Those foods were so delicious!  Do you like salad?  What kind of Dressing do you prefer?  Today we are going read a story about Dish Soap for Dinner.  (Write the title of the story on the board) |

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| **Pre-Activity** | | | |
| **Materials: Board, vocabulary work cards, Realia (Free samples, labels), main picture of Dish Soap for Dinner.** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  5min | Whole class  Whole class | Show picture and ask question.  Listening to teacher’s instruction, guessing the word meaning. | Prediction  Give instructions:  - Show students picture of Dish Soap for Dinner and give brief information.  Look at this. (Show main picture )  What do you see?  What is the man putting on his salad?  Why do you think he is doing that?  - Read the title of the story. Look at the picture again.  What do you think this story about?  Can you guess what happens?  What do you think you will read?  **New vocabulary**  Before reading the text, we will learn new vocabulary related to the Dish soap for dinner.  Look at the board! I will show the vocabulary card and word meaning card.  Think about what is this word and meaning.  (Attach a word card and a word meaning card on the board)  SS find meaning of the word card and draw a matching word and draw line.  - Give 1min. ( Guessing about vocabulary )  I will give you 1min. guessing about vocabulary  - present the following words the class:  1. **free sample** - visual (realia), check questions  Look at this. Have you ever used?  This is free samples all of them.  A free sample or "freebie" is a portion of food or other product  (For example, beauty products) given to consumers in shopping malls, supermarkets.  2. **try** - miming, example, check questions  Look at me. (mime)    In this case, "Can you try on it?"  - taste / attempt / put (bring) something to the test    3**. label** - visual (realia), check questions    Look at this. Have you ever seen? This is labels of inside my clothes. A label is a piece of paper or plastic that is attached to an object in order to give information about it.  (Ex- handing with care, directions for the use... etc.)    4. **carefully** - mime, example, check questions  Look at me.  (Mime) read carefully. / listen carefully /  I carefully checked the list.  Do you listen carefully to what I say?  As each word is presented, it is attached on the board.  CCQ  How much time do you have?  Are you working alone? |

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| **Main Activity** | | | |
| Materials: **Dish soap of dinner (8copies), Question stick, role-play worksheet (8copies)** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  5min  5min | Whole Class  Whole Class  /Individually  Whole Class | Listening to teacher’s instruction, read Dish soap of dinner story.  Listening to teacher’s instruction and Discussion  Role play with partner | Instructions  Let's begin to read the story. When you read the story, I want you to see if your guess were correct.  **1. Reading**  - Give students 1copy each of Dish soap for dinner.  - Students read in turn  Let's read one person one paragraph.  **2. Check Questions**  Ok! Frist, we are going to the selecting a question stick and answering about the question.  (Pick it up the question stick in the order)  **Question Stick**  1. What is he's name?  (Joe)  2. Do you know Free samples?  (give free a product sample)  3. How did he get to Free sample?  (in his mailbox)  4. Why did they mail to people to free samples?  5. Have you ever used a Free sample?  6. What is label?  (Give to directions for the use.)  7. What is on the label's picture?  (two lemons )  8. Do you believe that "Dish soap will taste good on my dinner"?  9. What has got him after eat to dish soap? ( felt sick)  10. Can you guess taste of dish soap?  11. What would you do if you get same Free sample?  12. How did this story make you feel?  13. What can we learn from Joe's story?  (Read labels carefully)  14. Do you have a story about a mistake you made?  **3. practice**  Instructions  Now, in pairs, We can discuss the following questions on the question stick.  - Check instructions  - Divide students in pair  - Full class discussion  All right! Times up  Let’s check together!  **4. Role play**    You'll start working the dialogue script.  Instructions  In pairs, play a dialogue the part of  (Doctor /Joe).  - Check instructions  - Divide students  - Monitor students work and progress  When students have finished, volunteer can present their  dialogues / role-plays to the class  CCQ  - Are you working alone?  - Are you in a group?  - Are you discussing for 13 minutes?  <Discreetly Monitoring> |

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| **Post Activity** | | | |
| Materials: **worksheet (6 Copies)** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  1min | Individually  Whole class | Doing the worksheet | Instructions  Conclude today's activities  -Review vocabulary / story  Last, I will give some worksheet about dish soap for dinner. One word in each sentence is not correct. Find the word and cross it out. Write the correct word.  You have 5 min  CCQ  -How much time do you have?  - Are you in a group?  -Are you working alone?  conclude lesson  Today, We studied about "Dish soap for dinner". A soap company mailed soap to millions of people. Some people thought the soap was Lemon juice. So, they ate it and got sick.    T: What can we learn from Joe's story?  "Read labels carefully!"  Next time, We will learn about story telling.  That's all for this time. Good-bye everyone.  See you next class. |

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| **SOS Activity** | | | |
| Materials: writing worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | individually | writhing | (If students finish their tasks earlier than anticipated)  After finish activity, they write the  Worksheet. |