|  |
| --- |
| ✓ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Groundhog Day** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Warren Kim | Level:  Low Intermediate | Students:  6 | Length:  40 Minutes |

|  |
| --- |
| Materials:  White board, erasers, markers  A desktop for accessing internet and the presentation (PowerPoint).  Pictures for Groundhog Day to elicit students.  Vocabulary flash cards for key words.  Audio stream 1 from YouTube.  Self-dictation notes for Students to write.  Audio stream 2 from YouTube.  Flashcards for note-taking.  Q&A worksheets.  \*Listen to the Groundhog Day Songs for the post activity. |

|  |
| --- |
| Aims:  To discover and understand new knowledge about the Groundhog Day.  To learn about the Groundhog Day including new vocabularies.  To be able to listen to actual speeches from celebrations of Groundhog Day in the U.S.  To practice writing down the information from audio stream (Note-taking).  To practice dictation by listening audio stream.  To talk about what they’ve listened from audio stream by individually or in groups. |

|  |
| --- |
| Language Skills:  Reading: read dictation notes and note-taking notes loudly with partner.  Listening: the speakers’ speech from the Groundhog Day  Speaking: by answering questions after listening & by having a discussion about it.  Writing: by writing down answers to the questions and from notes. |

|  |
| --- |
| Language Systems:  Discourse: Listening to speeches & read their notes.  Function: Having a group/pair discussion & answering to questions  Grammar: Make a full sentence when writing down the ideas and information.  Lexis: Lean new vocabularies from speeches.  Phonology: Check Ss pronunciations, accents, and intonation by speaking and listening. |

|  |
| --- |
| Assumptions:   1. Students are confident with pair and group work. 2. Students already know the teacher’s style of teaching and pace of lecture. 3. Students are aware to speak only English in the class. 4. Students are unfamiliar with the Groundhog Day. |

|  |
| --- |
| Anticipated Errors and Solutions:   1. by writing down answers to the questions and from notes to check errors to correct them. 2. If Ss ever find it difficult in listening to the speeches. Have Ss listen them over time. 3. When Ss are unable to understand details from the speech. Use chunk the listening (Pause-play-pause). 4. If students need more time to finish their main activity (cut-off plan). Cut the post-activity. 5. If student finish their activity early (SOS plan)   Make students to listen one more time and have them organize their thought about it. |

|  |
| --- |
| References:  <https://en.wikipedia.org/wiki/Groundhog_Day>  <https://www.collinsdictionary.com/dictionary/english-thesaurus>  https://www.merriam-webster.com/  <https://www.youtube.com/watch?v=Mrt3xoE0pOc>  <https://www.youtube.com/watch?v=TUDnrsk1Ap4>  https://www.youtube.com/watch?v=wYng6OJe6dY |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  A picture of a Marmota monax (groundhog). | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Min | Whole  Class | Answer to a question  Look at the picture.  Guess and answer to questions | Good morning everyone. How are you today? What did you do in this morning?  Oh, great! What do you all see here?  Well today is a special day in the U.S, Canada and Germany!  (Show a picture of a Marmota monax & elicit Ss)  Why do you think I’m showing you a picture of an animal?  (write on the board what Ss say as answers)  Well. So today I’ll show you two clips from You Tube about a celebration of the Groundhog Day! At first let’s learn some new vocabularies that is used in the clip. |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials:  A picture of a Marmota monax (groundhog).  A picture of a people holding a groundhog at the of Punxsutawney, Pennsylvania.  7 copies of vocabulary sheet  Board & markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10Min | Whole  Class | Listen and pay attention to the teacher  Discover and understand the key vocabularies | **Words**  There are 5 key words that we are going to learn. First, I will explain the word ‘prognostic’ and is similar to the word ‘indicating, indication’.(word-building) So this word means something that foretells and of, relating to (definition)  <Teach 4 more words ‘hibernation(definition), a picture of Marmota monax (groundhog), equinox(demonstrate), winter solstice (is a shortest period of daylight and the longest night of the year. And it is a noun form of the word midwinter.)  I will give you a handout which has the list of words that we just learned now. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Audio stream 1 from YouTube  Listening worksheet for Students.  Board & markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 Min  8 Min  8 Min | Whole  Class  Whole  Class  Whole  Class  Individually  Whole  Class | Pay attention to the teacher.  Answer to CCQ’s  Listen to the clip  Answer to questions  Pay attention to teacher  Answer to CCQ’S  Have Student do a note-taking  Listen carefully on instructions  Write down answers at the back of the page.  Tell the answers to the Ss  Have students to state their opinions of answers to the questions. | **1. Listening to the Main Idea (general understanding)**  Instructions  Clear all your hands and Listen to the clip. Think about what information you can find from celebration.  CCQ  Can you see a shadow?  When do you hold the groundhog?  (Play the track from pause)  Do you want to listen again?  (Yes- have them listen again  No- have them share their thoughts)  What did they talk about?  What else did you listen from the conversation about the Groundhog Day?  **2. Listen over time with focusing on details**  Instructions  Now let’s listen to the clip again. Also please do take a note-taking after your dictation while listening. Focus on the details.  CCQ  What do you need to do while listening?  Can anyone find the key points in the clip?  Play the track again  Do you need to listen again?  (Yes- have them listen again  No- have them share their thoughts)  **3. Answering to Questions**  Instruction  Now I will hand you out a work sheet to fill out some answers. These are the questions relate to or nearly possible answers so don’t get stressed out. I will give you about 5 minutes to fill this in.  (Give handouts to Ss)  CCQ  Is there only one correct answer for every question?  How much time do you need?  You may begin now!  (Make sure monitor my students)  (Check whether Students are finished and help them out)  Did you all finish?  Let’s see how you did.  It seems like everyone finished already so!  Alright everyone, let’s check out the answers from the back of the page!   1. What is a nature of representing Groundhog? (continue with more questions).   Make sure to write every possible answers to the white board that Ss say. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials:  Access to You Tube  Listen to the Groundhog Day Songs | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10Min | Groups | Listen to the audio stream  Tell your partner what is it like to have spring in the early year. | Let’s listen to the very last song called I Got You, Babe by Groundhog Day.  How do you think about the seasonal change especially people welcoming a beginning of Spring? |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials:  Access to You Tube | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Extra Time  If needed | Individually | Just to enjoy listening about more details of groundhogs | Everyone! It is now a time to just enjoy listening!  And try to gain more details about groundhogs!  Enjoy! And have a good rest of the day! |



**Groundhog Day**

These are vocabularies from the stream. And the new vocabularies to teach my students before my class.

Prognostic (adjective) – Something that foretells. Of relating to.

Indication (noun) – Something that serves to indicate. Something that is indicated as advisable or necessary.

Hibernation (verb) – to pass the winter in a torpid or resting state (bears hibernating tin their dens)

Equinox (noun) – either of the two points on the celestial sphere wher the celestial equator intersects the ecliptic. Or either tow times each year (about from March 21 & September 23rd) when the sun crosses the equator and day and night are everywhere on earth of approximately equal length.

Winter solstice (noun) - The winter solstice (or hibernal solstice), also known as midwinter, is an astronomical phenomenon marking the day with the shortest period of daylight and the longest night of the year

**The questions of groundhogs.**

What is a Groundhogs Day for?

When is a Groundhog Day in the U.S.?

Is Groundhog Day is celebrated in other countries around the world? What country are they?

Do you believe in superstition?