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| **Topic: Sleeping with a fan could be bad for us** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Mindy Kim | Upper Intermediate | 27-45 | 3 | 40 min |
| **Materials:** - Board and markers  **-** 6 sequential pictures  - Blown- up picture  - Article (3 copies)  - Phonetic symbol (Visual Aids)  - The meaning of vocabulary (Visual Aids)  - Strips of parts of sentences | | | | |
| **Aims: -** To describe the 6 sequential pictures and make a story (Groups)  - To describe the blown-up picture related to the topic (Whole Class)  - To discuss whether a fan could be bad for our health and students heard about the superstition that sleeping with a fan could cause death (Groups)  - To read out the article in turns and repeat vocabulary (Phonology emphasized).  - To learn the usage of if conjunctions and have them converse with each other using ‘if’  (Whole Class & Groups)  - To discuss the same and different opinions after reading the article comparing with students’ previous opinions about a fan’s effects (Whole Class)  -..To make a complete sentence by matching strips of parts of a sentence and read it  out (Groups)  - To discuss how to stay cool in the summer (Groups)  - To brush up vocabulary (Whole Class) | | | | |
| **Language Skills:**  - Reading : Reading the article and repeating vocabulary  - Listening : Listening to the teacher’s eliciting, instructions, etc. and other students’ opinions  - Speaking : Making up stories and discussion  - Writing : Making sentences with ‘if conjunctions’ learnt from the article | | | | |
| **Language Systems:**  - Grammar : If conjunctions  - Lexis : The meaning of asthma, asthmatic, pollen, cramp, respiratory  - Phonology : How to pronounce vocabulary especially, ‘asthma’ and ‘asthmatic’ to be emphasized  - Function : Giving information with quotations of experts  - Discourse : Discussing whether sleeping with a fan affect human’s body and how to stay cool in the summer | | | | |
| **Assumptions:**  **-** Some students may have difficulty with making up stories with the sequential pictures ‘cause  it requires instant reaction and creativity  **-** Some students may already know the vocabulary and the usage of if conjunctions presented  in the article | | | | |
| **Anticipated Errors and Solutions**  - Students may need more time to understand a certain sentence in the article  • Allow more time (2min) for students to read over the article again so they can understand its meaning by guessing from sentences before and after the certain sentence  - If time remains before the end of the class ‘cause students finish their tasks earlier, etc.  • Ask students to discuss (Topic will be given) | | | | |
| **References: Sleeping with a fan could be bad for us (July 31, 2018). In Breaking News English. Retrieved from** http://breakingnewsenglish.com/1807/180731-fans-5.html | | | | |
| **Notes:** Check whether students understood the meaning of the new words  Give students as many chances as possible for speaking | | | | |

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| **Pre-Task:** Icebreaker | | | | | |
| **Aims:** To draw students’ attention to the class | | | | **Materials: -** Board and markers  - 6 sequential pictures | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| 5 min | Groups | **-** To describe 6 sequential pictures | | | **-** To monitor if all students are participating and give help if needed |
| **Notes: [Greeting & Brief Rapport] (Groups \_ 5 min)**  *Hello, did you all have a good lunch?* (Students answer) *Good. All of you seem ready for this lesson. Before going into today’s main topic, we will do Ice Breakers to describe*  *6 sequential pictures.*  (Give them 6 pieces of sequential pictures)  [Eliciting]  *Have you ever done describing sequential pictures?*  (Depending on students’ answers, Yes or No, I respond to them flexibly)  [Instructions]  *Here, you can see 6 sequential pictures. Make up a story by describing them.*  *Try to describe two pictures per person and make a complete sentence. You can make more than one sentence for each picture. You are given 4 minutes.*  (Make a group and monitor if all students are participating in the game) | | | | | |
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| **Task Preparation:** Introduction of Task | | | | | |
| **Aims: -..**To describe the blown-up picture related to the topic  - To discuss possible effects of a fan on human’s body while sleeping and  superstition related to it. | | | **Materials: -** Blown-up picture  - Board and markers | | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| 8 min | Whole Class & Groups | - Describe the picture and predict  the main topic  -..Discuss whether a fan could cause bad effects on human’s body while sleeping and talk about superstition related to it | | | **-** Elicit students’ interest by showing the blown-up picture and respond to their answers so they can participate more actively  -Give students a discussion topic as a continuation of the picture and monitor them |
| **Notes: 1. Describing the blown-up picture (Whole Class \_ 3 min)**  [ICQs]  (Showing the picture)  *What can you see in this picture?*  (Students answer and I respond to them to elicit more response from them.  Give them as many chances as possible for speaking)  *What do you think today’s main topic is?*  (If students’ answers are not right, give them hints to elicit the right answer and if the right answer comes out, move on to discussion)  **2. Discussion (Groups \_ 5 min)**  [Instructions]  *Give your own opinion whether a fan could cause bad effects on human’s body and also whether you heard about superstition that a fan operating all the way while sleeping could cause people to death. Discuss it for 4 minutes.*  (Monitor if all of them are participating in discussion and give help if needed)  [ICQs]  *Do you know what you have to discuss?*  (If there’s a student who doesn’t know about it, repeat the discussion topic.  Monitor if all students are giving their opinions. If there’s a shy student, ask her about the subject to encourage her to speak) | | | | | |
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| **Task Realization:** Read the article and learn vocabulary & grammar | | | | | |
| **Aims:..**-..To read out the article in turns  **-..**To learn new words and how to pronounce them  **-** To learn the usage of if conjunctions and practice speaking by using it  - To compare their opinions to the actual content of the article  -..To make complete a sentence by matching strips of parts of a sentence | | | **Materials: -** Article (3 copies)  - Board and markers  - Phonetic symbol (Visual Aids)  - The meaning of vocabulary  (Visual Aids)  - Strips of sentences extracted from the article | | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| 22 min | Whole Class & Groups | - Read out the article in turns  - Learn..the..meaning..and..pronuncia-  tion of vocabulary  - Learn the usage of if conjunctions and practice speaking by using it  -..Discuss whether their opinions are mentioned in the article and what other opinions are there  - Match strips of parts of a sentence to complete it and read out each sentence in turns | | | - Teach the meaning and pronuncia-  tion of vocabulary  - Teach if conjunction and have them converse with each other using ‘if’  - Have them discuss whether their opinions were mentioned in the article and what advices are given  - Have them read out a complete sentence matched with strips |
| **Notes: 1. Reading the article and learning vocabulary & grammar**  **(Whole Class & Groups \_ 13 min)**  [Instructions]  (Distribute the article)  *First, let’s read out this article together, 4 sentences per person and we’re going to learn vocabulary and grammar points afterwards.*  (Give students a chance to read out the article as a practice of speaking)    <Vocabulary>  [ICQs]  *What does this verb mean? Can you read this out?*  (Showing the visual aid on which the meaning of ‘asthma’ is written)  *Do you know how to pronounce this word?*  (showing a different visual aid on which its phonetic symbol is written)  (If their pronunciation is right, give them a compliment and emphasize its pronunciation again. If wrong, teach them how to pronounce it and move on to the next word)    <Grammar>  [ICQs]  *Do you know how to use if conjunctions?*  (Explain how ‘if’ is used)  [Instructions]  (Make a group)  *Now, make one short question using ‘if’ for 2 minutes.*  (After they finished it)  *One of you ask the ‘if’ question first and the rest of you answer to it using ‘if’, too.*  *Take turns and do the same.*  (Monitor if they are using ‘if’ in the right way.  **2. Discussing the same and different opinions after reading the article comparing with students’ previous opinions about a fan’s bad effects**  **(Groups \_ 5 min)**  [Instructions]  *Discuss whether the article is the same as your opinions. If there’s a different opinion, what is it? Also, what are the advices to use a fan in the right way while sleeping? Discuss it for 4 minutes.*    [ICQs]  *Do you understand what has to be discussed?*  (Check if they know what they have discuss and monitor if all students are participating)  **3. Making a complete sentence by matching strips (Groups & Whole Class \_ 4 min)**  [Instructions]  (Distribute strips of parts of sentences extracted from the article)  *Turn over the article and make a complete sentence with the strips for 2 minutes.*  [ICQs]  *How much time do you have?*  (Monitor them if they’re doing right and check the time)    *Alright, I can see you’ve completed matching them. Can you read out one sentence each?*  (Point out one student, if there’s no volunteers. Have them read it out in turns) | | | | | |
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| **Post Task:** Discussion & Brush-up | | | | | |
| **Aims:** - To discuss ways of staying cool in the summer (Groups) | | | **Materials:** n/a | | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| 5 min | Groups | - Give their own tips to stay cool in the summer  - Repeat vocabulary taught in the lesson | | | **-** Listen to their discussion  **-** Brush up vocabulary |
| **Notes: 1. Discussing how to stay cool in the summer (Groups \_ 3 min)**  [ICQs]  *Do you have your own way of staying cool in the summer?*  *Discuss it for 3 minutes.*  (Monitor if all students are giving their ideas)  **2. Brush-up (Whole Class \_ 2 min)**  [CCQs]  *Do you remember the meaning and the pronunciation of the words you learnt earlier this lesson?*  (Show them visual aids and have them pronounce the words. After that, close the lesson with saying good-bye) | | | | | |