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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 itout (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 presentedin 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 predictthe 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) |