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| **Topic: Sad movies help reduce pain  (Effects of watching movies)** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Soohyun (Sue) Jeon** | **Upper Intermediate (Level 5)** | **Adult** | **3** | **40 minutes** |
| **Materials:**   * Reading text (3 copies) * Comprehension question worksheet (3 copies) * Pictures related to the topic on the board * Pictures for activities * Realia (popcorn and coke package) * Foam boards or colored papers for comprehension questions and answers * Cards for comprehension questions * Whiteboard and markers * Flipchart papers, pictures, and markers * Word cards for the matching activity | | | | |
| **Aims:**  **Students will be able to:**   * Recall new vocabulary and expressions related to the topic and the reading text * Predict the main idea of the reading text by using the title * Find and tell the main idea by skimming the text * Answer the comprehension questions for details by scanning the text * Write a summary of their reaction to the argument presented in the text * Discuss and present their own opinions related to the topic | | | | |
| **Language Skills:**   * Reading: Read and understand the text and questions during the practice activities * Listening: Listen and understand the questions as well as the answers and opinions of others * Writing: Write the answers to the comprehension questions, and write and summarize their own opinions on the topic * Speaking: Express students’ own opinions on the topic with the rationale behind their ideas, and discuss the topic | | | | |
| **Language Systems:**   * Phonology: Pronunciation and stress of new vocabulary and expressions (e.g., /f/ - end**o**rphin, /k/-archae**o**logy) * Lexis: New vocabulary and idioms (i.e., tolerance, threshold, natural high, geology, archaeology, distress, trigger, endorphin, deal with) * Grammar: Relative pronouns (e.g., “The same areas in the brain that deal with physical pain...”) and prepositions (e.g., have an effect on, increase by OO%) * Function: Express opinions and explain why they think that way to others * Discourse: Question-and-reply sequences for knowing and expressing a person’s opinions; summarize and present their opinions in a coherent way | | | | |
| **Assumptions:**   * Students are upper intermediate level adult learners and the article is appropriately challenging to understand in terms of some new vocabulary and the complexity of some sentences. * All students already know the basic grammar points (e.g., present vs. past tenses) and grammar terms (e.g., tense, adjective, noun). Also, some students already know relative pronouns, but they might not have had many chances to use relative pronouns in their speaking and writing. * Students already know most of the vocabulary in the article. However, there is still some difficult new vocabulary. | | | | |
| **Anticipated Errors and Solutions:**   * Even though the levels of students are similar, there could be still individual differences in reading and understanding the text 🡪 Check students’ understanding, give more time to read if needed, and/or allow the students to read the text again when needed. * If only one student keeps talking and answering the questions, call another student’s name and ask the student to answer or let students take turns giving answers. * If some students finish their comprehension worksheet earlier than the others, give extra activities (ask the students to make their own questions about the text). * If the lesson finishes earlier than scheduled, play instant crossword puzzles using new vocabulary and expressions. * If all planned activities are not covered within the lesson time, some practice and production activities will be given as a homework assignment or will be carried over to the next lesson by saying that we will continue to work on it in the next class. | | | | |
| **References:**   * Sad movies help reduce pain(September 25, 2016)). In Breaking News English. Retrieved from https://breakingnewsenglish.com/1609/160924-painkillers.html * Banville, S. (September 24, 2016). Breaking News English - The Mini Lesson: Sad movies help reduce pain. Retrieved from <https://breakingnewsenglish.com/1609/160924-painkillers-m.pdf> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | | |
| Aims: SWBAT predict the main idea of the reading text by using the title | | | | **Materials:** Pictures, realia, whiteboard, and markers | |
| **Time** | | **Set Up** | **Student** | | **Teacher** |
| 1 min.  4 min. | | Whole class  In groups/ Whole class | Students’ responses to teacher’s greetings. Hello. I am good. How are you?  Students give an answer to the question (e.g., Movies! Movie theaters!).  Students listen to the instructions.  Students receive the 3 pictures.  Students choose one picture showing their favorite movie genre and talk about it with their classmates.  Students tell about their partner’s choice. | | Hello everyone, how are you today?  (Eliciting-show popcorn and coke packages)  What do you see here? What do these things remind you of?  Yes, that’s right. Today, we are going to talk about movies and the effects of watching movies using an interesting research article and discussion.  (Eliciting- ask questions)  Do you like to watch movies? Do you like fun movies like comedies or sad movies like tragedy dramas, or something neutral like a documentary?  (Teacher gives each student three different pictures showing different movie genres—comedy, tragedy drama, documentary.)  Could you choose your favorite genre among these three and share with your classmates why you like that particular genre? Listen carefully to what your classmates are saying and remember it. You will be asked to come up to talk about the classmate’s choice and her reason.  (Call the students’ names one by one)  Could you take the picture your partner chose and come up to tell us about it? |
| 3 min. | | Whole class  In groups | Students listen to teacher’s talk and look at the headline on the board.  Students answer the question. | | Look at these two keywords in the headline of the article that we are going to read shortly.  (Make students predict the main idea from the keywords of the headline.)  What do you think this article is about? Can you guess what the author wanted to say to readers through this headline? Please share your ideas with your classmates.  (Teacher monitors the students’ talk.) |
| **Notes:** | | | | | |
| **Practice:** | | | | | |
| **Aims:** SWBAT   * Find and tell the main idea by skimming the text * Answer the comprehension questions for details by scanning the text * Write a summary of their reaction to the argument in the text | | | | **Materials:** Reading comprehension worksheet and reading comprehension questions on the foam board or the colored paper, comprehension question cards, small foam boards for students’ answers, word cards, “Funny” or “Sad” pickets for the applied comprehension question | |
| **Time** | **Set Up** | | **Student** | | **Teacher** |
| 2 min.  4 min.  3 min.  5 min.  5 min. | Whole class  Individually  & In groups  Whole class & Individually  In groups  Whole class/in groups  In groups  Individually  In groups  Whole class & In groups | | Students listen to the instructions.  Students answer the ICQs.  Students read through the reading text individually.  Students write their answers on the foam board individually.  Students listen to the instructions.  Students receive and work on the comprehension worksheet.  Students look at the demonstration.  Students answer the comprehension questions using the cards.  Students read the text and circle the unknown words.  Students answer the applied question and share their ideas.  Students say unknown words they chose and do the matching activity together. | | Skimming for the Main Idea  (Give instructions)  Please read through the text individually for one minute. While you are reading, please check if your prediction matches with the text and answer what a new study revealed (a guiding question related to the main idea). You do not have to focus on details this time. Write your answers on the small foam board or the colored paper that will be distributed.  (Distribute the reading text and a foam board or a colored paper for their answer.)  ICQ: how many minutes do you have for reading the text? Do you need to focus on details?  Turn over the reading text. Write your answers on the small foam board.  1) Is your prediction right? Yes or No  2) What does the new study reveal?  Show your answer to your classmates and compare the answers with each other.  Look at the first (target) sentence (main idea) on the whiteboard. Read aloud together.  Scanning for Details (Specific Information)  (Give instructions)  This time, please look for the specific information in the reading text and find the answers to the questions on the worksheet. Work alone and you will be given two minutes. Once you have completed the worksheet, we will check the answers together.  (Distribute the literal and interpretive comprehension question worksheet)  Are you done? Why don’t we check the answers using the cards on the table?  (Give instructions)  Go around the circle, take turns drawing a card from the top of their deck until you run out of cards. After drawing a card, read aloud the question on the card and answer the question. If the answer is correct, the student can place the card in front of her/him. If not, other students can have a chance to answer the question and get the card if their answer is correct.  (Demonstration- show an example to let the students know how to play)  As an example, I will draw the first card. (Then read the question and answer it.)  (ICQ)  Until when are you going to do this activity?  After drawing a card, what are you going to do?  Are you ready? Let’s begin.  (Students answer the comprehension questions using the cards and teacher writes students’ answers on the prepared question board.)  (Teacher monitors while the students are answering the questions and gives them error corrections if any error occurs.)  (After all the questions are answered, check the 2nd and 3rd target sentences together which are related to the comprehension questions.)  Now, look at the reading text one more time focusing on meaning to answer the following question. While you are reading, circle any words you do not understand. You will be given 2 minutes.  (Give an applied question)  Do you agree that sad movies help reduce pain as the article suggested? Or do you think fun movies would work better to help reduce pain? Pick the ‘Funny’ or ‘Sad’ picket and write your reason in a sentence on the backside. Share your idea with your classmates.  (Check new vocabulary)  Could you please tell me what the unknown words you circled are?  (Pick the unknown word card and post it on the board and ask students to guess the meaning of each word in groups using the matching activity.) |
| **Notes:** | | | | | |
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| **Production:** | | | | | |
| **Aims:**   * Recall new vocabulary and expressions related to the topic and the reading text * Discuss and present their own opinion related to the topic | | | | **Materials:**  Pictures, a big form board or 3 colored paper boards, and markers | |
| **Time** | **Set Up** | | **Student** | | **Teacher** |
| 6 min.  2 min. | In groups  Whole class | | Students receive various pictures and listen to the instructions.  Students answer the ICQs.  Students work on the requested activity.  Students present their poster. | | (Distribute pictures and give instructions)  Instructions:  Now discuss what is best at relieving physical or psychological pain using the pictures given. Please choose three best ways and rank them based on group discussion and describe the ranking that your group made and the rationale behind your group’s choice by writing a complete sentence on the foam board. You can feel free to use the pictures for your poster. You will be given 5 minutes. Once you are done, you will be asked to present your poster. Everyone should participate in the presentation.  Demonstration:  (Teacher chooses one picture and makes and writes a sentence on the board).  ICQs:  How many minutes do you have for this activity?  Once you finish making a poster in groups, what are you going to do?  (Monitor students’ work discreetly) |
| **Notes:** | | | | | |
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| **Post Production:** | | | | | |
| **Aims:** Recognize the common errors and use the adjectives correctly | | | | **Materials:** Students’ poster, white board and markers | |
| **Time** | | **Set Up** | **Student** | | **Teacher** |
| 5 min. | | Whole class | Students have a look at the sentences on the poster.  Students pay attention to the error corrections by listening or participating.  Students answer the question. | | Error correction:  Let’s check together whether the sentences written on the poster are correct.  (Check what the students wrote on the poster together. If there are some errors, correct them. If not, write what the teacher prepared for the error corrections and check the errors together.  (CCQ)  What did you learn through the article today?  Could you make a short sentence by using this new vocabulary (natural high)?  Closing:  Great job today. Today’s homework is to make sentences using new vocabulary (at least one sentence per new word) you learned today. See you tomorrow! |
| **Notes:** | | | | | |