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| **Topic:** Cold noodles help nuclear-free Korea talks | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Hoheon kim(Jenny) | Difficult | Adult | 3 | 40 minutes |
| **Materials:**   * Pictures of cold noodles, nuclear, Kim Jong-un, Moon Jae-in * ‘nuclear’, ‘denuclearization’, ‘peace treaty’ letter card with picture * Article paper (cold noodles help nuclear-free Korea talks) * ‘Questions’ worksheet * White board, board markers * Computer | | | | |
| **Aims:**   * SWBAT guess and answer questions about nuclear-free Korea talks so they can predict the subject and what they need to do * SWBAT express their ideas and use vocabulary through discussion with group * SWBAT share in their own words what they are thinking about war and what things can help to prevent war * SWBAT recall ideas presented in the article related to the topic by answering questions. | | | | |
| **Language Skills:**   * Reading : reading the article and check key words * Listening : teacher’s example of vocabulary, Ss’ opinions in discussion * Speaking : discussion in group * Writing : writing their ideas on the worksheet | | | | |
| **Language Systems:**   * Phonology : correct pronunciation of vocabulary * Lexis : nuclear, bilateral, denuclearization, peace treaty * Function : discussion * Discourse : discussing with group | | | | |
| **Assumptions:**   * Some Ss may already know this article from the news * Ss may need more comprehension during the class | | | | |
| **Anticipated Errors and Solutions:**   * If Ss may not be able to follow the script easily * Let them listen to the tracks again * If Ss don’t know some vocabulary * Encourage them to speak vocabulary and let them understand through activities | | | | |
| **References:**  Cold noodles help nuclear-free Korea talks. (Sean Banville.). Retrieved 2018, Aprill 30 from <https://breakingnewsenglish.com/1804/180430-cold-noodles.html> | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:**  SWBAT guess and answer questions about nuclear-free Korea talks so they can predict the subject and what they need to do | | | **Materials:**  White board and marker  Pictures of cold noodles, nuclear, Kim Jong-un, Moon Jae-in | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min.  3 min. | Whole class  Whole class | Answering teacher’s questions  Looking at the pictures | | **Greeting**  *Good morning everyone, how are you? Did you eat breakfast? What kind of food did you eat this weekend? If you like to eat noodles, do you like cold noodles or hot noodles?*  **Eliciting**  (Displaying pictures of cold noodles, nuclear, Kim Jong-un, Moon Jae-in to elicit the topic)  *What do you think of when you look at these pictures? What is the relationship between these pictures?*  (Get Student’s ideas and write them on the board)  *Now we are going to listen to the article and think about our topic.* |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:**  SWBAT express their ideas and use vocabulary through discussion with group | | | **Materials:**  Article paper, computer  White board and marker  ‘nuclear’, ‘denuclearization’, ‘peace treaty’ letter card with picture | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min.  5 min.  7 min. | Whole class  Whole class  Individually | Listening to the article and circle the key words and talk about key words in the article  Pronouncing words and answering word’s means  Making sentences with words | | **Speaking for the main idea**  **Instructions**  (Distribute the article paper)  *Let’s listen to the script and draw a circle on the word if you think the word is the key word of an article.*  (If they are not able to follow the article, let them listen to the tracks again or play slowly until they get the gist of the content)  **CCQ**  *What should you do if you don’t understand?*  *Which word do you think is the key word of this article?*  (Encourage each person to say after listening)  **Vocabulary**  (Write ‘nuclear’ on the board)  *Which words did you hear? Has anyone heard of this word? Can you tell me what it means?*  *Yes, it is a powerful weapon used in war.*  (Write ‘denuclearization’ on the board)  *Has anyone heard of this word? Can you tell me what it means?*  *Yes, it means never to use nuclear weapons in the future.*  (Write ‘peace treaty’ on the board)  *Has anyone heard of this word? Can you tell me what it means?*  *Yes, it means an agreement to live in peace with each other.*  **Instructions**  (Displaying ‘nuclear’, ‘denuclearization’, ‘peace treaty’ letter card with picture)  *As you know these words, we are going to make our sentences with these 3 words.*  *We have 5 minutes.*  **CCQ**  *How much time do we have?*  *Are you making sentences in a group?*  **Sharing ideas**  *Now tell us what sentence you created.*  (Encourage Ss to speak their sentences) |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:**  SWBAT share in their own words what they are thinking about war and what things can help to prevent war | | | **Materials:**  ‘Questions’ worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min.  4 min. | Group  Whole class | Discussing with group  Sharing their ideas with whole class | | **Speaking for the detail**  **Discussion**  **Instructions**  *At this time I want you to arrange your seats so you can have a group discussion.*  (Arranging seats for discussion)  *Read the questions, talk with your group right away, and write down your answer in A and the other person’s answer in B or C.*  *We have 10 minutes.*  **CCQ**  *How much time do we have?*  *Are you working alone?*  (Teacher guides students to go through with discussion)  **Sharing ideas**  *Tell us your answers to each question.*  (If there is no time, let them divide such as, one person from 1 to 3, and another from 4 to 6, and another from 7 to 10.) |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims:**  SWBAT recall ideas presented in the article related to the topic by answering questions. | | | **Materials:**  N/A | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min. | Whole class | Recalling ideas and receives feedback | | **Feedback**  What did you learn?  Do you have any questions?  Did you enjoy today’s activity?  (listen to Student’s feedback)  **Error correction**  (Write Ss errors on the board that the teacher noticed during the class. Let them try to correct.)  *Today’s topic was a useful one to be interested in. I hope you enjoyed your class. Today there is no homework. Thank you.* |
| **Notes:** | | | | |

GIFTS

What gifts would you buy these people, and why? Complete this table with your partner(s). Change partners often and share what you wrote.

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|  | What? | Why? |
| Your country’s leader |  |  |
| Kim jong-un |  |  |
| A soldier |  |  |
| Your favourite actor |  |  |
| Your favourite teacher |  |  |
| Someone you secretly like |  |  |

**STUDENT A’s QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'Korea'?
3. What do you think of cold noodles?
4. What do you know about relations between the Koreas?
5. How historic are the talks between the two leaders?
6. What are the chances of North Korea going nuclear-free?
7. What do you think of Kim Jong-un giving a gift of cold noodles?
8. How significant was it that Kim Jong-un stepped into South Korea?
9. What bilateral issues do the two leaders need to talk about?
10. What advice do you have for Kim Jong-un?

**STUDENT B’s QUESTIONS (Do not show these to student A)**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'noodles'?
3. What do you think about what you read?
4. Which are better - cold or hot noodles?
5. What do you know about Kim Jong-un?
6. What advice do you have for Moon Jae-in?
7. What will signing a peace treaty change between the two Koreas?
8. What are the benefits of Korean unification?
9. What will happen in the Koreas over the next year?
10. What questions would you like to ask the two leaders?

1. historic (e)

e. Famous or important in the past or possibly from now.

2. dish (c)

c. A particular variety or preparation of food served as part of a meal.

3. range (b)

b. A set of different things of the same general type.

4. bilateral (f)

f. Having or relating to two sides; affecting both sides.

5. ensured (a)

a. Made sure that something shall occur or be the case.

6. counterpart (g)

g. A person or thing holding a position or performing a function that corresponds to that of another person or thing in another place.

7. trending (d)

d. A topic that is the subject of many posts on a social media website within a short period of time.

8. optimistic

n. Hopeful and confident about the future.

9. summit

h. A meeting between heads of government.

10. technically

k. According to the facts or exact meaning of something; strictly.

11. courage

m. The ability to do something that frightens one.

12. declaration

i. A formal or clearly-stated announcement.

13. seek

l. Attempt to find something.

14. separation

j. The action or state of moving or being moved apart.