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| **Topic:** Certain smells take you back to your childhood | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Hoheonkim(Jenny) | Level 4 | Adult | 3 | 40 minutes |
| **Materials:**   * Pictures of crayons, school bus seat, play-doh, rubber balls * Realia (snacks, toys) * Piece of paper, Cup, Eyepatch, Snacks, boxes * A large sheet of paper * White board, board markers * Computer and video clip | | | | |
| **Aims:**   * SWBAT guess and answer what they’re thinking while teacher using pictures and asking question. * SWBAT share their ideas and discuss with group while practicing worksheet. * SWBAT practice and use the simple past sentences through the guessing game. * SWBAT express their thoughts and recall ideas what they learned through interacting with teacher. | | | | |
| **Language Skills:**   * Reading : Read the article, read what teacher wrote on the board. * Listening : Listen and watch the video that related to the topic. * Speaking : Express their ideas and speak of their experiences in childhood. * Writing : Write answers to the worksheet. | | | | |
| **Language Systems:**   * Phonology : Pronunciation of vocabulary * Lexis : Regular, Irregular verb * Function :Discussion, guessing game * Discourse : Discussion with group, sharing Ss experiences | | | | |
| **Assumptions:**   * Some students may have different opinion about the data. * Some students may have childhood experiences that are different from other students. * Students learned the past simple(regular & irregular verbs) in the previous lesson. | | | | |
| **Anticipated Errors and Solutions:**   * If students find it difficult to guess from pictures * Ask questions that lead to finding clues to the subject. * If some words are unfamiliar so students has words that are difficult to read * Read words again and encourage Ss to pronounce again. * If students want to know about technical terms * Show pictures searched by Google helps Ss understand. | | | | |
| **References:**   * Certain smells take you back to your childhood. (December 28, 2017). In Breaking news English. Retrieved from <https://breakingnewsenglish.com/1712/171228-smells.pdf> * 21 Smells That Will Bring You Back to Childhood. (May 15, 2014). Brian Koerber. Retrieved from <https://mashable.com/2014/05/15/nostlagia-smell/#k1FJfNmuXsqA> * The lion king // when I was a young warthog. (March 23, 2017). Vanessa Martinez. Retrieved from   <https://www.youtube.com/watch?v=zggqZCpuyjo&feature=youtu.be>   * When I was young. (Jun 25, 2011). Arianey. Retrieved from   <https://en.islcollective.com/resources/printables/worksheets_doc_docx/when_i_was_young/past-simple-/7650> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  SWBAT guess and answer what they’re thinking while teacher using pictures and asking question. | | | **Materials:**  Pictures of crayons, school bus seat, play-doh, rubber balls, etc  White board, board markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min.  2 min.  4 min. | Whole class  Whole class  In group | Answering teacher’s questions.  Looking at pictures and speaking their ideas so Ss can approach to the topic.  Making past sentences with pictures | | *Good morning, how are you?*  *Do you remember the smell of your grandmother’s house? What she cooked?*  *What are some of the memories that come back when you smell something?*  **Eliciting**  (Displaying pictures of crayons, school bus seat, play-doh, rubber balls, etc.)  *Look at these pictures. What can you see?*  *What do you think when you look at these pictures?*  (Interacting with Ss. If students find it difficult to guess from pictures, Ask questions that lead to finding clues to the subject)  *Yes. It reminds us our childhood.*  *What do we usually use to explain what happened in the past?*  *For example,*  *“When I was a young..” is it what is happening now, or in the future or in the past?*  *Yes, This sentence is simple past tense. The simple past is used to talk about completed actions in the past.*  **Making sentences on the board**  *So we are going to make past tense sentences with these pictures on the board. Discuss with your group, and choose one of these pictures, and write your experiences with past tense.*  **ICQ**  *What are you supposed to do?*  *Are you working along? Or discussing with your group?* |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  SWBAT share their ideas and discuss with group while practicing worksheet. | | | **Materials:**  Computer and monitor, video clip, board and markers, worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min.  7 min.  7 min. | Whole class  In group  In group | Watching video clip and repeating simple past tense sentences  Discussing with the group and write sentences on the large sheet of paper.  Discuss with group and write on the worksheet. | | **Drilling**  *Now we are going to watch this video.*  “When he was a young warthog.  When I was a young warthog”  *Did you hear what he said? What did he say? Can you say it in his voice? Say again!* (Repeating)  **Writing on the poster**  (Showing poster with “When I was a young” sentence)  *Now use this sentence to write down your childhood experiences on the large sheet of paper. That experiences should related to smell. I’ll give you 5 minute.*  **ICQ**  Are you working alone?  *How many minutes were given to you?*  **Demonstration**  For example, when I was a young, I often ate spicy rice cake, which was sold in front of school. The smell of spicy rice cake reminds me of my childhood.  (Underlining “ate”, “sold”)  *As we learned before class, there are regular verb, and irregular verb. Use both way so we can practice for worksheet.*  **Grammar lesson for main idea**  **Worksheet**  *I’m going to give you this worksheet with toys. Make a group to write regular or irregular verb. And make sentences with these past verb, and also you can use toys. I’ll give you 5 minutes.*  **ICQ**  *Are you working alone?*  *How many minutes were given to you?*  **Checking answers**  (Check the answers for each questions)  *Can you present that you created sentences?* |
| **Notes:** | | | | |
| Assumption :Students learned the past simple(regular & irregular verbs) in the previous lesson. | | | | |
| **Production:** | | | | |
| **Aims:**  SWBAT practice and use the simple past tense sentences through the guessing game. | | | **Materials:**  Piece of paper, Cup, Eyepatch, Snacks, boxes | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min.  8 min. | Whole class  Individually | Arranging Ss seats for guessing game and answering teacher’s CCQ  Playing guessing game | | **Grammar lesson for detail**  **Guessing game**  *Now at this time I want to arrange your seats so we are going to play “guessing game”.*  (Arranging Ss seats)  *There are three sheets of paper with the names of your names.*  *One picks a piece of paper from a cup and a student whose name appears on the paper comes forward.*  *And covers Ss eyes with an eyepatch.*  *And next just smell the food in the box and say what it is.*  *I will limit the time by one minute per person.*  **Demonstration**  (Writing on the board)  So first, pick a piece of paper.  Second, cover your eyes.  Third, smell the food and say what it is.  (Explain with using realia, and write on the board the rule of the game. If Ss don’t understand, try to say again.)  **ICQ**  *Can a student whose name is called look in the box when she comes forward?*  *How many minutes are given per person?*  (Displaying items and ask students what they smell and what them make remind their childhood)  *Can you write on the board?*  (Encourage Ss to write on the board what their experiences with that snack.)  **Error correction**  (if there are any errors with sentences, correct it.) |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  SWBAT express their thoughts and recall ideas what they learned through interacting with teacher. | | | **Materials:**  White board and marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min. | Whole class | Recalling ideas and receives feedback | | **Feedback**  *Do you have any questions?*  *What did you learn?*  *Did you enjoy today’s activity?*  **Error correction**  (Write Ss errors on the board that the teacher noticed during the class. Let them try to correct.)  *I hope you enjoyed your class. Today there is no homework. Thank you.* |
| **Notes:** | | | | |