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| **Topic: Pet dog lowers stress in Kids** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Jeyoung Lee (Jay)** | **Intermediate** | **Adults** | **7** | **25 mins** |
| **Materials:**   * **Numbers from 1 to 7 for drawing lots** * **Dog, cat, pig, hamster, horse, crocodile, snake, lamb pictures.** * **Timer (Online-stopwatch.com)** | | | | |
| **Aims:**   * **Ss will be able to discuss their pet experiences.** * **Ss will be able to identify their target animals through the game.** * **Ss will be able to exercise the role play to convince others.** | | | | |
| **Language Skills:**   * **Listening: Group or Class discussion** * **Reading: Article that each student provided.** * **Speaking: Brainstorm of ideas with visualized materials.** * **Writing: Individual homework** | | | | |
| **Language Systems:**  **- Function: acquiring information in given article.**  **- Discourse: expressing ideas and opinions, listening to other’s ones.**  **- Lexis: Learn new words and idioms used in the article.** | | | | |
| **Assumptions:**  **Students already know:**  **-> The teacher’s style of teaching and the pace of the class**  **-> Students are at an upper intermediate level**  **-> Students are able to express their ideas and opinions in English**  **-> Students are at certain English Comprehension level** | | | | |
| **Anticipated Errors and Solutions**  **\*Students may be not interested in this topic**  **-> Demonstrate Eliciting and CCQ by presenting visual material (people in Low Social Status)**  **\*If Students enjoy an activity**  **-> Give a chance to two volunteers win gifts by reciting at the front.**  **\*Students don’t correct the worksheet well**  **-> Demonstrate how to answer the questions and show some examples.** | | | | |
| **References: Lamb rights for all: Bernardi (Oct 18, 2018). In Conservatives. Retrieved Dec 27, 2018, from https://www.conservatives.org.au/lamb\_rights\_for\_all\_bernardi** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **- Ss will be able to discuss their pet experiences.** | | | **Materials:**   * **Numbers from 1 to 7 for drawing lots** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3mins** | **W.C** | **We’re great.**  **Yes.**  **Dog, Cat.**  **Student’s come and pick the number.** | | **Hello everyone,**  **Great. For me, I didn’t feel very well today since my pet ‘nyangi’ took piss in my blanket so I had to be bit hurry for my class after taking it to the laundry shop.**  **Have you ever raised any animals as a pet in your life?**  **What animals have you raised as a pet?**  **That’s interesting.**  **Here’s what we’re going to do.**  **I want all of you join the drawing lots so that you can choose the number for the next activity.** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**   * **Ss will be able to identify their target animals through the game.** | | | **Materials:**   * **Dog, cat, pig, hamster, horse, crocodile, snake, lamb pictures.** * **Timer (Online-stopwatch.com)** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **21mins** | **W.C** | **Ss are involved in the activity.** | | **So here are some animals in the photo. It’s hidden and random. I want each one of you choose one photo and you can just say ‘yes’ or ‘no’ when your classmates asks you hints until they will figure out what animal you have in your given picture.**  **When your classmates get the answer, please kindly show the picture to everyone and put it on the board and write the name of the animal you got beside.**  **Each person will have maximum three mins.**  **Let’s Start.** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**   * **Ss will be able to exercise the role play to convince others.** | | | **Materials:**  **- Board and marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5mins** | **G.W** | **Ss work on a group.** | | **(Role Play)**  **Now, I will devide you into two groups.**  **This time, Just assume that you’re actually the animal you chose earlier at the front and now you will convince your groupmates why your groupmates should choose you as their pet.** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **- Ss will be able to share their feedbacks about the class.** | | | **Materials:**  **- Board and Marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1min** | **W.C** | **Yes.**  **Role-play and the animal quiz.** | | **Times up everyone.**  **How was it to play your role?**  **What did you enjoy the most during the class?**  **Very Good.**  **I’m glad that everyone so impressively did your work.**  **For your homework, here’s your article and circle the vocabulary words that you found unfamiliar with you in your note.**  **That’s it everyone!**  **Now you’re free. Class dismissed!** |
| **Notes:** | | | | |