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| **Topic:** Dining in the Dark |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Sunmi Kim(Cindy) | Intermediate | Adults | 4 | 30 minutes |
| **Materials:**- Pictures for eliciting : Pre-Task- Video : Pre-Task- Power point : Task Preparation & Post Task- Worksheet#1 : Task Preparation- Blindfold: Task Realization- Foods(tomato, tangerine, banana, macaroon, rice-cake, noodle, drinks) : Task Realization- Mystery box : Task Realization- Worksheet#2 : SOS Activity |
| **Aims:**- Students will be able to use various expressions and express how they feel.- Students will be able to express a variety of senses of touch. |
| **Language Skills:**- Listening : Students will comprehend the audio during the video.- Reading : Students will read worksheets with expressions.- Speaking : Students will express a variety of senses of touch.- Writing : Students will take notes during video. |
| **Language Systems:**- Phonology : / final y -- long e/ (pointy, silky, slimy, squishy, etc)- Lexis : new words of sense of touch (gross, petrified, squishy, jagged, rough etc)- Grammar : adjectives describing feeling of foods and taste, simple present (It feels \_\_\_\_).- Function : describing- Discourse : conservation about Ss’ feelings  |
| **Assumptions:**- Students have eaten all the food used in the class.- Students are ordinary people who can feel the touch. |
| **Anticipated Errors and Solutions**- Students keep quiet for fear of making mistakes while speaking. → encourage them to speak with ease, not to correct their errors immediately- Students find it difficult to express their sense of touch.→ instruct them on various tactile expressions in advance |
| **References:**Jeannie and Amy Dine in the Dark.The Ellen Show(October 12,2011).In youtube. Retrieved January 3, 2019, from https://www.youtube.com/watch?v=YDlsNg1KSqw&t=98s |
| **Notes:** |

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| **Pre-Task:** Warm-up |
| **Aims:** Students will be interested in today’s topic. | **Materials:** Pictures, Video |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 5 | Whole ClassPair | *Nothing**Black(Dark)**Eating food(Dining)*- Take notes | - Greeting*Hello, everyone. Good morning. Did you eat breakfast? What did you have?*- Eliciting*What can you see in this picture?**What color is it?**What are they doing?**How do you think the people in the picture feel?**Right. Today’s our topic is ‘Dining in the Dark’. We’ll going to learn about the expression of sense of feeling and express what we feel.* Write the topic “Dining in the Dark” down on the board.- ICQ*Are you working alone?**What should you do as you watch the video?**Let’s watch a video together.**Write down all the words you can hear while watching the video with your partner.*(Monitor students. Make sure they are taking notes.)- After watching the video CCQ:*What happened in the video?**What were they doing?**Where were they?**How did they feel?**How can you tell?**Do you want to try dining in the dark?* |
| **Notes:** Focus on key expression when checking after video |
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| **Task Preparation:** Pre-activity (Vocabulary) |
| **Aims:** Students will learn various expressions about touch. | **Materials:** Power point, Worksheet#1 |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 5 | Whole ClassPair | - Brainstorm*Ice Cube**Cold**Hard**Wet**Dog and Cat**Soft**Fluffy**silky* | Put two pictures on the board.1. *Ice Cube*
2. *Dog and Cat*

*Today we are going to learn some new words we can use to describe how objects feel. Let’s begin. As I introduce the words, please listen and repeat with me.*- Show PPT(including CCQs)**Pointy :** sharp*Does it look like a shot?**The end of my pencil is pointy.***Rough :** not smooth*Can something rough scratch our skin?**A cat’s tongue feels very rough.***Jagged :** uneven shape or edge with lots of sharp points*Does a beard look jagged?**Rocks near the ocean are dangerous because they are jagged.***Smooth :** has no roughness, lumps, or holes*How can you describe something soft?**A snake’s skin feels smooth.***Gross :** something unacceptable or unpleasant*What do you call the smell you dislike?**Eating live octopus is so gross!***Petrified :** extremely frightened*What do you look like when you see a ghost?**Curtis was petrified when he saw Jayme’s Halloween costume.***Silky :** smooth, soft, and shiny*Which word expresses a very soft cloth (like silk)?**My hair feels silky and smooth.***Squishy :** soft and easy to squash*How does it feel to touch the jelly?**The octopus feels squishy like jelly!***Slimy :** thick, wet, and unpleasant*How do you feel when you touch the water-glue?**I hate worms because they feel slimy!**Let’s practice the words one more time. Let’s listen and repeat.**pointy, rough, jagged, smooth, gross, petrified, silky, squishy, slimy*-Worksheet*Let’s practice together. Write down the number of words that match the picture and read the word carefully with the pronunciation.* |
| **Notes:** pointy / rough / jagged / smooth / gross / petrified / silky / squishy / slimy etc |
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| **Task Realization:** Main-activity (Express Feelings) |
| **Aims:** Students will express feelings using a variety of senses of touch  | **Materials:** Blindfold, Foods(tomato, tangerine, banana, macaroon, rice-cake, noodle, drinks), Mystery box |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 10 | Whole Class | - Take turn | *Now we’re going to practice the words we learned by doing an activity!**Let’s use the expression* ***“It feels ~”****to say how you feel.* - Demonstrate*I’ll show you an example. First, cover the eye and pick up an object from this mystery box.*<tomato> *It is hard and It feels round. It is small. Is it a baseball?(N) Is it fruit?(N) I think it’s a tomato. Is it a tomato?(Y)*- ICQ*What expressions do you have to use?**Can you see the object when you touch it?**You can say the feeling and ask questions just like I did.**Who want to be a first?**Now, let’s talk about how things taste when drinking something while blindfolded.*Wrap up |
| **Notes:** pointy / rough / jagged / smooth / gross / petrified / silky / squishy / slimy etcIt feels ~  |
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| **Post Task:** Post-activity (Discussion) |
| **Aims:** Students will discuss and review what they have learned. | **Materials:** Power point |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 5 | Individual | *It was a little scary.**I was getting sensitive.**The touch feels stronger.**Smooth**Squishy / Slimy**Vodka* | - Asking about the lesson*How did you feel when you couldn’t see anything?**Now I’m going to put you into groups. I want you to discuss “Who do you want to have a Dining in the Dark?”[Significant other, friends, or family?]**Share your ideas with your partner. You have two minutes.**(Put students into partners)**- ICQ**What are you going to do?**How much time do you have?**Are you working in groups?**You may begin.*(Monitor.)Get each group to talk about their experiences.*Ok, group 1. Please share your ideas using the vocabulary what we learned today.**(Write ideas on the board)**Ok, Group 2. Please share your ideas using the vocabulary what we learned today.**(Write ideas on the board.)**Let’s do a quick review:**How does a snake’s skin feel?**How does jelly feel?* *Great job!**And, here is a bonus question.**Do you remember what the woman drank in the video you saw at the beginning of class?**If no one can remember, assign it for homework and get them to tell you in the next class.**Everyone did a great job today!**See you tomorrow!* |
| **Notes:** Significant other - People do not like to think of their partners only as lovers |

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| **SOS Activity** |
| **Aims:** Students will play puzzle related topics. | **Materials:** Worksheet#2 |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 5 | Individual |  | - Word Search Game*We have a little time left, so let’s play a game using the word what we learned today.*  |
| **Notes:** |

**Worksheet#1**

10/9/8/1/7/5/2/3/4/6

**Worksheet#2**

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| C | X | A | H | T | H | V | O | N | O |
| S | M | T | G | R | O | S | S | W | I |
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| S | M | Y | N | F | Y | L | R | N | T |
| I | O | L | K | I | E | P | Z | Q | Y |
| L | O | P | R | E | C | Y | M | X | H |
| K | T | V | I | D | S | L | I | M | Y |
| Y | H | D | Q | Z | R | O | U | G | H |