|  |
| --- |
| **Reading Lesson Plan** |

|  |
| --- |
| **The Best Doctor** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor :****Charllene****(Seohyun Lee)** | **Level :****Pre-Intermediate** | **Students:****9** | **Length :****20 minutes** |

|  |
| --- |
| **Materials :*** Whiteboard, board markers
* Picture #1+#2: Teacher’s use
* Worksheet #1 Reading passage : 9copies +1 extra
* Worksheet #2 Fill in the blank : 9copies +1 extra
* Worksheet#3 Discussion : 9copies +1 extra
* Worksheet #4 Homework writing : 9copies +1extra
 |

|  |
| --- |
| **Aims :*** To familiarize with key vocabulary through T’s explanation and CCQ
* To get the main idea by skimming the reading text and answering a guiding question
* To improve scanning skill by answering fill-in-the-blank
* To improve speaking and listening ability by sharing ideas in a group
 |

|  |
| --- |
| **Language Skill :*** Reading : Reading text “ the Best Doctor”/worksheet
* Listening : Listening to teacher’s presentation, instruction, demonstration/ classmates’ ideas
* Speaking : Sharing ideas in a group
* Writing : Answering making connections/Homework writing
 |

|  |
| --- |
| **Language Systems:*** Lexis: limp
* Phonology: limp
 |

|  |
| --- |
| **Assumptions :****student already know :*** The teacher’s style of teaching and the pace of the course.
* How the class is set up and run (usually work in a pair and in a group)
* All students are adults
* They enjoy group work and discussion.
* All students know bears are dangerous
* All students know how to skim and scan
 |

|  |
| --- |
| **Anticipated Errors and Solutions :**• Students may not able to understand the words ( surgery/ limp)* Explain by eliciting

• Students may know all the words but not be able to understand the text.* Ask questions to help them predict the main idea and details

• Students may need more time during activity* Encourage them to help each other, answer the questions when monitoring them.

• If time is short* Cut post-activity discussion short and ask only 2~3 students to share their opinions

• Students may finish their tasks earlier than anticipated* Ask students to share their ideas with the whole class
 |

|  |
| --- |
| **References :****Text p.42-45 <the New true stories >** |

|  |
| --- |
| **present** |
| **Materials : Board & Maker/Picture #1** |
| **Time** | **Set up** | **Procedure** |
| **3 min** | **Whole Class** | **〈Greeting〉**Hello, everyone. How are you today?**〈 Prediction〉 –Picture presentation**What do you see in the picture? (a bear)What does she/he look like? Friendly or unfriendly? (The answer can vary**)****<Activity>**1min. discussion in a pair – nature of bears; friendly/unfriendly**?****<ICQ>**How much time you’ve got?**<Feedback>**1or 2students to share their idea with the class**<Vocabulary>**Limp-eliciting**<CCQ>**Checking the meaning with students |

|  |
| --- |
| **practice** |
| **Materials : Picture# 2 + Worksheet #1 (text) +#2(Fill in the blank)** |
| **Time** | **Set Up** |  |
| **8 min** | **Whole Class****Individually****Individually****Whole class** | **Procedure :****1.<Prediction-Gist> -Picture #2 presentation**What’s the general feeling of the pictures?**<Instruction >**Individually, you read through the passage and try to get the changes of lady’s feeling. You have 2min. to read.**< ICQ>**Do you work in a group? How much time have you got?-**Worksheet #1 distributed and run the task****〈Feedback〉****Time-warning** **If** necessary, extra 30sec.**If** not ,share the ideas in a pairSo, how did the lady’s feeling change?**2.〈Instruction +Demonstration〉-scanning for the details**Show students worksheet#2.Write an example sentence “connie is having trouble……..”and show them where to find the answer in the reading passage.Warn them to finish within 2min**<CCQ>**Do you read the passage first? How much time have you got?**-Worksheet #2 distributed and run the task****<Feedback>****Time-warning****If** necessary, extra 30 sec.**If** not, share the answers in a pair**Talk about the answers** |
| **Produce** |
| **Materials : Worksheet#3(discussion)** |
| **Time** | **Set Up** | **Procedure**  |
| **7 Min****2Min.** | **Whole Class****Whole Class** | **〈Instruction+ Demonstration〉**-GroupingThe lady was afraid of a bear. I am afraid of a dog. Because I was bitten by a dog when I was youngWhat do you guys .fear of? Talk about your extreme fear about anything and why.You have 5min.**〈CCQs〉****Are you supposed to write about your fear? How much time have you got?****〈Feedback〉****Time warning****Share an interesting fear with the class****〈Closing〉****-Word “Limp” review-eliciting****-Text review -Why was the bear the best doctor?****-Homework (writing) distributed** |

**Picture #1(teacher’s use)**

|  |
| --- |
|  |

**Picture #2(teacher’s use)**

|  |
| --- |
|  |

**Worksheet #1(reading text)**

|  |
| --- |
|  **The Best Doctor****Connie is having trouble with her knee. Her knee hurts, and she walks with a limp.** **Her doctor tells her, “You need surgery on your knee.” So Connie has surgery.** **After the surgery, Connie’s knee feels better. It doesn’t hurt. But she still walks with a limp. Connie goes to many doctors.”Please help me,” Connie says. “I don’t want to walk with a limp.”But the doctors can’t help Connie. She still walks with a limp.** **One morning Connie is walking to work when she sees something big and brown. What is it? Is it an animal? Yes, it is! It is a bear, and it is running toward Connie.** **Connie lives in Alaska. In Alaska, bears come into the city sometimes. The bears are dangerous. They can kill people.** **Connie runs toward a building, and the bear runs after her. The bear runs fast and Connie runs fast, too; she doesn’t think about her knee. Connie runs into the building and closes the door. The bear stands outside and growls.****Connie walks to a phone to call the police. She does not walk with a limp.** **Connie never walks with a limp again, and she never has another problem with her knee. Connie went to many doctors, but the bear was the best doctor!** |

**Worksheet #2 (Fill in the blank)**

|  |
| --- |
| 1. **into a building e. with her knee**
2. **into the city f. with a limp**
3. **in Alaska**
4. **toward Connie**

**nnono**1. **Connie is having trouble ( )**
2. **She walks ( )**
3. **Connie lives ( )**
4. **Sometimes bears come ( )**
5. **The bear runs ( )**
6. **Connie runs ( )**
 |

|  |
| --- |
|  **Discussion ( In a Group)****Share your story about what you fear the most and explain why.** |

**Worksheet #3(Discussion)**

**Worksheet #4(Homework-writing)**

|  |
| --- |
| **Writing****Bears are dangerous. Sharks are dangerous.** **But why do bears have friendlier image than sharks?** **Write in a paragraph.( within 10 sentences)** |

|  |
| --- |
| **Worksheet #2- answer sheet****a. into a building e. with her knee****b. into the city f. with a limp****c. in Alaska** **d. toward Connie**1. **Connie is having trouble ( e. with her knee )**
2. **She walks ( f. with a limp )**
3. **Connie lives ( c. in Alaska )**
4. **Sometimes bears come ( b. into the city )**
5. **The bear runs ( d. toward Connie )**
6. **Connie runs ( a. into a building )**
 |