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| **Reading Lesson Plan** |

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| **The Best Doctor** |

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

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| **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 |

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| **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 |

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| **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 |

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

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| **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 |

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| **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 |

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

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| **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 |

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| **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 pair  So, 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〉**  -Grouping  The lady was afraid of a bear. I am afraid of a dog. Because I was bitten by a dog when I was young  What 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)**

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**Picture #2(teacher’s use)**

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**Worksheet #1(reading text)**

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| **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)**

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| 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 ( )** |

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

**Worksheet #3(Discussion)**

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

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

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| **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 )** |