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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Expressing Your Gratitude to Someone** |

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| Instructor:  LEE | Level:  Intermediate | Students:  14 | Length:  **30 Minutes** |

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| Materials:   * White board, board markers & tape * Picture #1 (in which 3 people are expressing their gratitude) * Work Sheet #1 (what are you grateful for today?) (15 copies) * Picture #2 (the calendar of May) * Work Sheet #2 (what were you the most grateful for?) (15 copies) * Picture #3 (a gift box) |

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| Aims:  - Main Aim: Students will practice and develop their speaking skills by sharing their own ideas about how to express their gratitude to someone  - Secondary Aim: Students will improve their speaking skills by working on worksheets individually, and discussing with their groups.  - Personal Aim:   * I want to encourage students to share their own ideas freely. * I want to increase STT. * I want to use fluent English. |

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| Language Skills:   * Reading : Students will practice their reading skills by reading worksheet * Listening: Students will practice their listening skills by listening to the others ideas about the topic. * Speaking: Students will practice their speaking skills by sharing ideas in groups and individually. * Writing: Students will writing skills by writing their experiences about the topic |

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| Language Systems:   * Lexis: Students will learn the word gratitude, grateful. * Grammar: Students can create and answer the sentences using past-tense to say their experiences relate to the topic * Phonology: Students will be able to pronounce the word gratitude and grateful * Functional: Students will be able to discuss about their experiences through sharing ideas to others. * Discourse: None to discuss |

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| Assumptions:  Students already know:  - the teacher’s style of teaching and the pace of the course  - most students have their own experience related to expressing their gratitude  - how the class is set up |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Problem | Solution | | 1. Stronger students might dominate the class | 1. Allow every Ss to talk by using a material or giving equal chances | | 2. The class may run out of time. | 3. In this case, I will shorten my post activity part, and instead of asking everyone, choose 1 or 2 students to present their work. | | 3. Students may finish their tasks earlier than anticipated. | 3. Apply S.O.S activity | |  |  | |

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| References:  - <http://elizabethhageninspires.com/?tag=speaking>  - <http://blisshabits.com/2012/04/speaking-of-gratitude/>  - <http://endic.naver.com/>  -Collins Cobuild English Ditionary for Advanced Learner |

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| **Lead-In** | | | |
| Materials:  board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole Class | Open class conversation | **Procedure**  **Greeting:**  *Hello everyone. Did you do anything special last night?*  (Invite Ss to answer freely)  *Well, last night, I got a call from one of my student. He told me he has got perfect score on his mid-term and thanks for my help. I was really happy because he got perfect score as well as he said me “thank you” in person.* |

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| **Pre-Activity** | | | |
| Materials:  board, markers, tape, blown-up pictures, and pictures (for Eliciting and Prediction), wall chart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  5min | Whole class  Whole class | Predicting the answer    Sharing Ss’ idea | **Procedure**  **Prediction and Eliciting:**  ***I.Prediction***  Instructions  *Before we start, can anyone tell me what these guys are saying?*  (Show a picture in which people seem to say thank you)  (Ss answers , teacher corrects it if necessary)  (Tape the pictures on the board)  ***II.Eliciting***  Instructions  *So, when you say “thank you!”, what kind of feeling is in your mind?*  *(thankfulness, gratitude, and appreciation)*   * **Gratitude : Grateful** * **Appreciation :** An appreciation for something that someone does for you is your gratitude for it   **CCQs**   1. *Is gratitude bad feeling? No.* 2. *Is gratitude thankfulness? Yes.*   ***III. Activity***  Instruction  (Hand out a worksheet “what are you grateful for today?”)  (Each Student reads one sentence.)  (Ask a question “what are you grateful for today?” to 3~4 Ss)  *What are you grateful for today?*  (Ss answer, teacher correct it if necessary) |

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| **Main Activity** | | | |
| Materials:  board, markers, tape, wall chart, blank worksheet, agree/disagree wall chart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  8min  4min | Whole class/ individual  answer  Group Work | Board ideas/Brainstorming    Share own opinions | **Procedure:**   1. **Special day on May**   *Can anyone tell me what it is?*  (Show the calendar of May to Ss, Ss answer “it’s the calendar of May!”)  *Right! In Korea, May is the month of family. And you can have a chance to express your gratitude to someone on special day.*  *Can anyone tell me special days you can find on the calendar?*   * **May. 5th** Children’s Day * **May. 8th** Parents’ Day * **May. 15th** Teachers’ Day * **May. 21st** Day for a husband and his wife  1. **Activity**   Grouping  *(Grouping ‘A’, ‘B’, ‘C’, ‘D’)*  Instruction  *Now, we are going to talk about what you were the most grateful for in your life and how you expressed your gratitude to someone for it. And you can share your experiences with your team members. You can have 5 minutes.*  Demonstration  *Before we start, let me tell you my story. In my case, I was really grateful to my mother for looking after me in the hospital for 8 months recovery period.*  *10 years ago, I had a severe surgery on my eyes. And it took 8 months to get back to normal life. During 8 months, my mother dedicated herself to helping her almost blind son recovering.*  *After recovering, I wrote a gratitude letter to her to show her how much I thank her and how much I love her.*  ICQs   * *What are you going to do??* * *How many minutes do you have?* * *Are you working individually?*   *(Hand out worksheet to discuss what you were the most grateful for)*  (Monitor the Students. Be flexible with time.)  *2 minute left. / 30 seconds left.*  *And, time’s up!*  *Group A. could you tell me your story??*  *(listen to the story of Group A~D)*  *Get back to you seat please.* |

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| **Post Activity** | | | |
| Materials:  board, markers, post it, world map | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  2 min  1 min | Whole Class |  | **Procedure**  Instruction  *Can anyone tell me what it is?*  (Show Ss the picture of a gift box)  If there is someone who you are grateful to, you can give him a present. Right?  So now, we can talk about what gift you prefer to give someone who you are grateful to. You have 1 minute to think about.  Demonstration  *For example, I will give my mother a pair of glasses as a gift because she is complaining her bad eye-sight these days.*  ICQs   * *What are we going to do?* * *How many minutes do we have?* * *Are you working individually?*   (Invite Ss to share their opinion)  **Error correction**  (Go through mistakes, if necessary)  *Since I see no mistakes from today’s*  *lesson, let’s unscramble one word before*  *we wrap up.*  (Board the word r.t.t.i.u.d.e.g.a.  (Answer : gratitude)  *Well done everyone. I hope you enjoyed today’s topic. If you have no further question, this will conclude my micro teaching. Thank you for all.* |
| **SOS Activities** | | | |
| Materials:  board, markers, worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Individually | Boarding | **Procedure**  Instruction  *Now, We are going to board the gift that you really want to receive*  Demonstration  *(Board flight ticket to New Zealand.)*  *I want to receive a flight ticket to New Zealand because it’s my dream to travel around the country)*  **ICQs**  *What are you going to do?*  *Are you working individually?*  *Okay. And Go!*  **Monitor discreetly**  (After boarding, ask 2~5 Ss for sharing their idea) |

