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| **Reading Lesson Plan** |
| **Topic : Spain Mayor Steals Food for The Poor** |

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| Instructor:  Kate Pyo | Level:  Upper-inter | Students:  12 students | Length:  **20 Minutes** |

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| **Materials:**  - 12 copies of articles  - Pictures (for eliciting the Topic)  - Vocabulary worksheets #1 (12 copies)  - Questions worksheets #2(12 copies) :True & False  - Worksheets #3(12 copies)  - White board, Board makers, timer |

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| **Aims:**   * To develop reading skill by seeking for answering the questions * To learn vocabulary and expression by filling in the blank worksheet & quiz * To practice speaking own opinions by discussing with pairs/group members. * To improve writing skill by creating & writing dialogue * To develop communication skills by learning the real-world article stuff |

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| **Language Skills:**   * Reading: article/matching worksheets, quiz * Listening: the teacher’s explanation about new vocabulary and listen to the other students’ saying through the discussion * Speaking: partner discussion to answer questions and share own opinion * Writing: writing answers & creating one’s own dialogue. |

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| **Language Systems:**   * Lexis: key vocabulary and expressions used in worksheet * Phonology: Practicing new words by repeating teacher’s pronunciation * Function: expressing own pro and cons thoughts * Discourse: communicating & discussing with other Ss |

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| **Assumptions about students**:  Students already know:   * how the class is set up and run (there will be 4 student groups at each table) * the teaching style of teaching and the pace of the course * how to work with pairs or groups * most students have own opinion about the topic |
| **Possible Problems and Solutions:**   * Students may be unfamiliar with the new vocabulary   **→** Read the vocabulary and make them repeat. Ask the definition and tell directly  if needed   * Students may need more time to work on the activity   **→** Give them 1 more minute to finish but still it takes longer than that, cut it and move on. You can give them an answer directly and go to the next activity.   * If students can’t finish their post-tasks due to short of time limit,   **→** Give students homework and let share their opinion as many as possible in writing |

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| **References:**   * <http://www.breakingnewsenglish.com/1208/120817-robin_hood.html> * [http://en.wikipedia.org/wiki/Juan\_Manuel\_S%C3%A1nchez\_Gordillo#Robin\_Hood\_raids](http://en.wikipedia.org/wiki/Juan_Manuel_S%C3%A1nchez_Gordillo" \l "Robin_Hood_raids) * <http://www.dailymail.co.uk/news/article-2189003/Juan-Manuel-Sanchez-Gordillo-Spanish-Robin-Hood-mayor-cult-hero.html> * <http://en.wikipedia.org/wiki/Robin_Hood> * Pictures searched by *Robin Hood, Juan Manuel Sanchez Gordillo* at Google |

**Procedures**

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| **Lead-In** | | |
| Materials: board, pictures | | |
| Time | Set Up | **Description of activities** |
| 2 min | Whole class | Hello! Everyone. How was your Chu-Seok? Did you have good time with your family? It was a long rest, I am happy to see you all today.  **<Eliciting>**  *(Showing Ss a Robin Hood* *picture to elicit topic)*  Do you know who is he?  Why is he famous?  Tell me who is our famous ‘Robin Hood’ in Korea?  Do you have any experience of stealing? Why?  What do you think of stealing? Is it moral? Is it accepted in our sociality? |

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| **Pre-Activity** | | |
| Materials: Vocabulary worksheet #1, Board and Makers | | |
| Time | Set Up | **Description of activities** |
| 5 min | Whole class  Individually  Whole class  Whole class | **1. Pre-teach vocabulary**  Let’s learn vocabulary first that will help you to read the article.  *(Distribute Worksheet #1)*  \*austerity  *(Write “austerity” on the board)*  **<Demonstration>**  When economics down, how’s government pocket? Can government spend lots money/budget to public services?  Austerity is government policy which refers that government reduces spending money. Reduction in the amount of benefits and public services provided  Which of these things could you not cut down on? Rank them by yourself. Put the things you need most at the top. I will give you 1 min.   |  |  | | --- | --- | | * chocolate and sweets * drinks * restaurants * phone and text use | * hobbies * clothes * going out * English lessons |   **<CCQ>**  Do you work alone?  How many minutes do you have?  Share 2 of Ss’ opinion.  Pronounce clearly the word let Ss repeat  Ask Ss what antonym of austerity is. \*anti-austerity  \*immunity  **<Demonstration>**  It means you are not being charged of your acting illegal. What you did is wrong, but you don’t go to jail if you have immunity.  In the crime drama, the criminal asks the immunity to FBI by giving them more interesting source and a deal.  \*prosecution  **<Demonstration**  The institution and conduct of legal proceeding against a defendant for criminal behavior  e.g) I have immunity from prosecution so I wasn’t arrested.  **<CCQ>** When you have immunity, are you being prosecuted?  \*exploit  **<Demonstration>**  VERB. 1) If you **exploit** something, you use it well, and achieve something or gain an advantage from it.  2) If you say that someone **is exploiting** you,  you think that they are treating you unfairly by using your work or ideas and giving you very little in return.  NOUN. If you refer to someone's **exploits**, you mean the brave, interesting, or amusing things that they have done.예문예문예문예문  **2. Guiding questions**  “If someone steals food to help the poor, is he a good thief?”  *(Write the question and distribute reading article)* |

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| **Main Activity** | | |
| Materials: Reading article, Worksheet #2 and #3, Board and Makers | | |
| Time | Set Up | **Description of activities** |
| 6 min  4 min | Whole class  In pairs  Whole  class  Whole class  Individually  Whole class | **1. Activity #1 (Literal Comprehension)**  **<Instruction>**  You will read the article individually. Think about the answer as you read. Also you will have a worksheet. There are true or false questions. After the reading text, check the answers with your partner. I will give you 4 min.  **<CCQ>**  Do you read alone?  What should you do after reading?  Do you work with your partner?  *(Distribute worksheet#2)*  Monitor discreetly. Help students if needed.  Give time warning: 1 min left!  Okay, time’s up! Let’s see your answers.  Read each question and check a to f answers.  **<Feedback>**  Is it difficult to find the answers?  Was it funny?  Ok, You did a great job!  **2. Activity #2 (Interpretive Comprehension)**  **<Instruction>**  What do you think of the mayor? Is he a good person? After help stealing food at supermarket, the mayor is getting more popular. And many people like him more. I will give you the worksheet. You will agree or disagree with each question. You freely give points according to your agreement. And we will share your thoughts. I will give you 2 min.  **<Demonstration>**  For example, see no.1 question “To help the poor, I can steal in this case.” If you agree this, you can give 5 points. If you totally disagree with this, you give 0point. You can give 0 to 5 point each of questions.  **<CCQ>**  How many points can you give?  How much time do you have?  Let’s see Ss’ thought about the mayor. Compare 2 of Ss’ opinion. |

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| **Post Activity** | | |
| Materials: n/a | | |
| Time | Set Up | **Description of activities** |
| 3min | Whole Class  Whole Class | **1.More on to Production task**  **<Instruction>**  Most of Ss disagree the mayor’s stealing even he helped the poor.  You will write a letter to the mayor, Mayor Juan Manuel Sanchez Gordillo. Include imaginary interviews with people who are for him and those who are against him. You will share your work to your classmates in the next lesson.  **<CCQ>**  Whom are you writing a letter to?  Until when do you finish homework?  **2.Conclude lesson**  Elicit the most common expressions learned today.  Did you get some information? Was it helpful? Did you enjoy our activities?  Any Question?  (If students don’t have any questions, close the class.)  Good job, you guys! See you tomorrow! |

**(Reading Ariticle)**

**Spain Mayor Steals Food For The Poor**

A mayor in a small Spanish town has become a hero after helping steal food from supermarkets to give to the poor. The modern-day Robin Hood is Juan Manuel Sanchez Gordillo, 59, the elected leader of the southern town of Marinaleda in Andalusia. Mayor Gordillo has immunity from prosecution under Andalusian law and so can break the law without being arrested. He has so far orchestrated several raids on supermarkets to hand out the stolen food to poor families. Unfortunately, those helping him are not immune from prosecution and seven have been arrested for theft. Gordillo has been mayor for 30 years and his recent exploits have seen his popularity skyrocket, with crowds gathering to see his food grabs.



Many Spaniards are facing severe economic conditions. A quarter of Spain's workforce is jobless and austerity measures mean many now live in poverty. Things are even worse in Andalusia where unemployment is over 30 per cent. Mr. Gordillo defended his role in stealing food for the less well-off. He said: "There are people who don't have enough to eat. In the 21st century, this is an absolute disgrace." Spain's conservative government has criticized Gordillo, accusing him of taking part in publicity stunts to boost his own popularity. The mayor retaliated by saying he would happily accept being arrested. He is currently leading a three-week anti-austerity protest march to Spain's capital Madrid.

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**(Worksheet#1)**

Which of these things could you not cut down on? Rank them by yourself. Put the things you need most at the top.

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| * chocolate and sweets * drinks * restaurants * phone and text use | * hobbies * clothes * going out * English lessons |

**(Worksheet#2)**

**1. TRUE / FALSE:** Read the article. Answer if a-f below are true (T) or false (F).

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| a. | The people in a small town are angry their mayor is stealing food. | T / F |
| b. | The mayor cannot be arrested for stealing the food. | T / F |
| c. | The mayor only organizes the stealing but does not actually steal it. | T / F |
| d. | The mayor said prices have skyrocketed for 30 years. | T / F |
| e. | Around 25% of Spain's workforce is unemployed. | T / F |
| f. | Unemployment in the mayor's region is double the national average. | T / F |

**(Worksheet#3)**



