|  |
| --- |
| Listening Speaking Reading Grammar Writing |
| **Topic: Movie, “Life of Pi”** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: Beri | Level: Upper  Intermediate | Students: 13 | Length:  **30 Minutes** |

|  |
| --- |
| Materials:  - a concert picture  - a movie picture  - a wall chart (demonstration for pre-activity and post-activity)  - 30 white papers  - 14 plots of movie, ‘Life of Pie’, 14 questions papers, 14 answers papers  - a mike (fake)  - a white board and markers |

|  |
| --- |
| Aims:  - Main Aim; ss will improve their reading skills by reading a movie plot.  - Secondary Aim; ss will learn reading by writing ‘my favorite movie, and why?’, interviewing, and writing about the object that ss want to have if they are in the desert island.  - Personal Aim; I want to improve my time management. |

|  |
| --- |
| Language Skills:  - Reading; ss will read a plot of moive “Life of Pi”  - Listening; ss will listen other ss’ questions.  - Speaking; ss will answer other team’s questions.  - Writing; ss will write about their favorite movie, questions, answers. |

|  |
| --- |
| Language Systems:  - Phonology; none to discuss  - Lexis; mo.vie  - Function; identifying  - Grammar; none to discuss  - Discourse; interviewing others |

|  |
| --- |
| Assumptions:  Students already know:  - what is movie.  - All students have seen at least one movie in their whole lives.  - They know what survival is. |

|  |
| --- |
| Anticipated Problems and Solutions:  Students may not be able to follow the instruction easily   * Give them demonstration and ask ICQs one more time.   If students finish all their tasks earlier than anticipated,   * Run sos activity.   If students need more time to finish their tasks,   * Give them 1 minute more, then stop it and proceed the next activity. |

|  |
| --- |
| References:  - Learning Teaching, Third Edition, written by Jim Scrivener  - Techniques & Principles in language Teaching, Third Edition, written by Diane Larsen-Freeman and Marti Anderson  - <http://www.imdb.com/title/tt0454876/synopsis>  - www. Google.com |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class |  | Greeting  *Hello everyone,*  Two Guiding Questions:  *-\_\_(*student’s name)*\_\_, Did you have breakfast??*  *-\_\_* (student’s name) *\_, What did you do yesterday?* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: a concert picture, a movie picture, a wall chart(demonstration), 14 writing paper, a white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  1 min  3 min  3 min | Whole class  Individually | Eliciting  CCQ  Modeling & Lexis  Demonstration  Instruction  ICQs  Explicit ICQs  Writing  Ss presenting | Procedure:  Write about ss’ favorite movie title and reasons why they like it.  Eliciting  *Listen up! It has so many different kinds of it. It consists of many pictures. You should pay for seeing this either going to the place where is dark and has lots of chairs or buying a dvd. What is it?*  (ss answer “movie”)  *Yes!*  CCQ  *Is this movie?* (showing a concert picture)  (ss answer no)  *Is this movie?* (showing a movie picture)  (ss answer yes)  Modeling & Lexis  (modeling 'mo.vie’)  *Movie is also called by film, cinema, motion picture and moving picture.*  Demonstration  *Today you are going to write about your favorite movie.*  (put the wall charts that is written my favorite movie as an example)  *My favorite movie is ‘love actually.’ What I like about it is that has several different types of relationships. The surprising events that singing and playing various instruments during the wedding march is what I want for my wedding. Also I love Christmas song at the almost end of the movie.*  Instruction  *Here are the papers write about your favorite movies and why you like it. You are working individually. Please finish your writing in 3 minutes.*  ICQs  *What are we going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *Okay. Please do not start before I say 'Start'. Do not even touch this paper until I say ' Start''.*  *Are you going to start before I say ' Start''?*  (ss answer no)  *Are you going to touch this paper after I say ' Start''?*  (ss answer yes)  (pass out the papers)  *Stats now!*  (ss run activity)  (monitoring ss)  *One minute left!*  *30 seconds left!*  *10 seconds left!*  *Time's up!!!*  *\_(ss name)\_, Why don't you lead us?*  (throughout all ss)  *Great job everyone!* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: 14 plots of movie, ‘Life of Pie’, 14 questions papers, 14 answers papers, a mike, white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  1 min  6 min  1 min  3 min |  | Moving their seats  Instruction & Demonstration  ICQs  Explicit ICQs  Run activity  Explicit ICQs  Talking | Procedure:  A plot of movie, ‘Life of Pie’. Read and make questions and answer. Then interviewing each others.  Grouping  *Please repeat after this. movie/plot/ movie/plot …(through all ss)*  *All the movie's, raise your hand please move to this side.*  *All the plot's, raise your hand please move to this side.*  Instruction & Demonstration  *I will give everyone a plot of movie, ‘Life of Pi.’ First, read this plot very carefully. Then write 5 literal questions and 5 interpretive questions. Only questions in this questions’ paper.* (showing the questions paper)  *Do not write your questions and answers together in this questions paper or answers paper. All the answers should be written in this answers paper.* (showing the answers paper)    *Literal is what is actually stated in the plot of the movie. For example, what kind of business did Pi’s father run in India?*  *Interpretive is what is implied or meant in the plot of the movie. It is not what you can find in the plot, you have to think about it for the answers.*  (showing the questions paper)  *You work as a group to finish in 5 minutes.*  ICQs  *What are we going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *Are you going to write a question and an answer together in one paper?* (ss say no)  *Are you going to write a question and an answer separately?* (ss say yes)  *Are you going to write 3 literal questions and 7 interpretive questions?*  (ss say no)  *Are you going to 5 literal questions and 5 interpretive questions?* (ss say yes)  *Do not touch these papers before I say 'Start'.*  *Are you going to touch these before I say ' Start''?*  (ss answer no)  *Are you going to touch these after I say ' Start''?*  (ss answer yes)  *Okay!*  *Time starts now!*  *(ss run activity)*  (Monitoring ss)  *3 minutes left!*  *2 minutes left!*  *1 minute left!*  *30 seconds left!*  *10 seconds left!*  *Time’s up!*  *Who is the person has longest hair in your group. Now, you are the reporter of your group. You are going to choose any 5 questions and ask them to another team. You should come out here and interview them with hold this mike. When this team is interviewing, then other team is pretending your movie crews such as director, actors, actresses and so on.*  Explicit ICQs  *The interviewer is going to choose 8 questions?* (ss say no)  *The interviewer is going to choose 5 questions?* (ss say yes)  *Great! Let’s start with this qroup!*  *(ss run activity)*  *Good work, everyone!* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: my example paper, 20 white papers, color pencils, white board, and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  1 min  3 min  1 min | Whole class | Instruction & Demonstration  ICQs  Explicit ICQs  Run activity  Presenting  Error correction | Procedure:  Make your own advertising poster.  Instruction & Demonstration  *Now, imagine that you are in an uninhabited island. You have nothing in there but you can have one thing, not alive one, in order to survive in that island. Draw the object in front and write the reason in the back.*  (showing the my example)  *For example, I think I need a zippo lighter to survive in the uninhabited island. I don’t want to spend so much time and my effort on making a fire.*  *Like this, you work individually to finish up in 3 minutes.*  ICQs  *What are you going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *Are you going to draw the object and write the reason in one side of the paper?*  (ss say no)  *Are you going to draw the object and write the reason separately?* (ss say yes)  *I am going to give you this paper. Do not touch this until I say ‘go’.*  *Are you going to touch this paper before I say ‘go’?*  (ss say no)  *Are you going to touch this paper when I say ‘go’?* (ss say yes)  (pass out the papers)  *Go!*  (ss run activity and distribute color pencils)  *1 minute left!*  *30 seconds left!*  *10 seconds left!*  *Time’s up.*  *\_\_\_, please share your idea to everyone.*  (one student presents his/her poster)  *Thank you for your sharing.*  Error correction  *I did not hear any mistakes from everyone. So, guess what it is.*  (write o.l.p.t on the white board)  (ss say plot)  Great job, everyone!  *Thank you for your participations.* |
| **SOS Activities** | | | |
| Materials: white papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  2~3 min | Whole class | Instruction  ICQs  Explicit ICQs  Run activity | Procedure:  *Writing a movie review.*  Instruction  (Distribute the movie review paper first to all ss)  *You are going to criticize the movie you saw lately. And you are going to writ e them in this review paper. You work individually in 2 minutes.*  ICQs  *What are you going to do?*  *Are you working individually?*  *How long do you have?*  Explicit ICQs  *I am going to give you this paper. Do not touch this until I say ‘go’.*  *Are you going to touch this paper before I say ‘go’?*  (ss say no)  *Are you going to touch this paper when I say ‘go’?*  (ss say yes)  *Great!*  *Go!*  (ss run activity)  *1 minute left!*  *30 seconds left!*  *10 seconds left!*  *Time’s up.*  *\_\_\_, why don’t you explain your poster to us.*  (one student presents his/her poster)  *Thank you for your sharing.* |