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| Listening  ***Speaking***  Reading  Grammar  Writing |
| **Topic: Making Dreams** |

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| Instructor:  **GIRI YI** | Level:  **Upper-Intermediate** | Students:  **17** | Length:  **30 Minutes** |

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| **Materials:**   * Wall chart – Example dialogue “Encouraging friend’s dream”. * Paper Card – Unscramble “Making Dreams”. * White board, board makers & tape. * Pictures of animals & pictures of famous people in the world.   - White board, board makers, board easers, tape, papers. |

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| **Aims:**  1. **Main aim:** To encourage students’ **speaking fluency** by taking about dreams.  2. **Secondary aim**: Students will **speak English** by practicing English with dreams.  3. **Personal aim**: I want to **improve** my time management. |

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| **Language Skills:**   * **Reading:** Students will read the wall-chart of dialogue. * **Listening:** Students will listen to the teacher’s dialogue. * **Speaking:** Students will speak each other about their dreams. * **Writing:** Students will write their dreams and reasons on the papers |

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| **Language Systems:**  - Lexis: Idioms used in describing people’s personalities and various situations.  - Function: Self-PR and advertisement for a lifetime partner.  - Grammar: None to discuss.  - Discourse: Find someone compatible with lesson and conversation.  - Phonology: None to discuss. |

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| **Assumptions:**  Students already know:   * Most students have a dream what they want to do. * All students are high school students. * Students have abilities to say about their dreams. * Some of students can write on the board what they make a dialogue. * Most of students can write on the papers. |

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| **Anticipated Problems and Solutions:** | |
| **- Students don’t want to say each other.**  **- Students may not be able to speak English very well.**  **- Students may need more time to write for topic.**  **- If time is short.**  **- If students finish their tasks earlier than anticipated** | → Remind them to encourage each other.  → Give the chance to speak easily with teacher’s help.  → Give them one or two more minutes to write.  → Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner  → Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a spouse. |

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| References:   * TESOL 01 Language & Learning P 73~77 (Times Media) * Google Image (Pictures) - <https://www.google.com/> |

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| **Lead-In** | | |
| Materials: | | |
| Time | Set Up | Procedure |
| 1 min | Whole Class | **(Greeting)**  **Hello everyone, how are you doing?  It’s a beautiful day, isn’t it?**    (2 Guiding Questions) **How do you feel today?**  **Did you sleep well?** |

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| **Pre-Activity** | | |
| Materials: Board, marker, wall-chart of dialogue, tape | | |
| Time | Set Up | Procedure |
| 1 min  2 min  2 min  2 min  **3 min**  **2 min** | Whole Class  Whole Class  Whole Class  Whole Class  **In Pairs**  **In Pairs** | (Elicit the important qualities & write them on the board)  **Eliciting**  **[A picture of Steve Jobs]**  **Who is this?**  **Did he have a dream?**  **What did he do?**  **CCQ’s**  **Is having a dream reality?**  **No.**  **Is having a dream the same as to imagine?**  **Yes.**  **Is a dream accomplished?**  **No.**  **\* Roll-play**  **Demonstration**  **(Wall-Chart of the Dialogue)**  **Dialog “ Encouraging friend’s dream”**  *Giri: I want to be an English Teacher but I don’t have any abilities.*  *Ben: Why do you say like that?*  *Giri: I have been studying English since 1994 but I don’t know a lot.*  *Ben: Giri! I’m a native speaker but I’m still studying now.*  *You can be an English Teacher if you do best for your dream.*  *Giri: Thanks for your encouraging.*  *Ben: Your welcome. You will get it!*  **Instruction**  1. **Get pairs** of students **to make a dialogue of “Dreams”** in the class **for 3 minutes**.  2. A Teacher will give papers and then students will write on the paper what they have dreams when the teacher says “You may do.” or “**Go**.”.  3. In 3 minutes, some of students will say about their conversation.  **ICQs**  **What are you going to do?**  **How much time do you have?**  **Are you working individually or pairs?**  \* Don’t start until I pass out all the paper and I say “**Go**”.  **Explicit ICQ’s**  **Are you going to start when I give you the paper? No.**  **Are you going to start when I say “Go”? Yes.**    [Students will talk about their dreams for 3 minutes]  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning:**  **Timing! (Say to students “3 min, 1 min, 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.)**  Be flexible with time. Give 1 more minute if they need it.  **[Some of students will do the dialogue of dreams.]** |

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| **Main Activity** | | |
| Materials: Board, marker, tape | | |
| Time | Set Up | Procedure |
| 1 min  1 min  1 min  3 min  1 min  5 min | Two  Groups  Whole Class  Whole Class  Two  Groups  Two  Groups  Two  Groups | **Creative Grouping**  1. A teacher makes two groups which Steve Jobs Group and Psy Group to play.  2. Students will get the paper that is written the name of group from the cup, they will move to their groups.  **“Making Dreams List”**  **Instruction**  **(1st step) – Making List of Dream.**  1. There are two groups to play and each group will choose one helper **to write the list of member’s dream on** the paper.  2. A teacher will give papers to two helpers to write on the paper what students talks about their dreams.  3. Each group members will talk about their dreams **for 3 minutes** and two helpers write on the paper.  4. The teacher will gather the papers what they wrote about dreams to conform.  **Demonstration**  A teacher will show how to make the list of dream on the board.  **ICQs**  **What are you going to do?**  **How much time do you have?**  **Are you working individually or groups?**  **Explicit ICQ’s**  **Are you working individually?**  **Are you working in groups?**  **[Students will make the list of Dream.]**  **(2nd step) – Play Game Instruction**  1. The two helpers will be in front of the board.  2. One of groups will start first when a teacher says **“Go”.**  2. The teacher will check the time that **how long each group takes the time to finish writing of dreams list on the board**.  3. All members will explain their dreams one by one but they can’t say their dreams and **the helpers will write the names and dreams on the board.**  4. The faster team to write about dream’s list on the board will be winner.  **Demonstration**  A teacher will show how to play with one or two students.  **ICQs**  **What are you going to do?**  **Are you playing individually or groups?**  **Explicit ICQ’s**  **Are you playing when you want to start?**  **Are you playing when I say “Go”?**  **Are you playing individually?**  **Are you playing in groups?**    [Students will play.]  **Monitor**  A teacher helps students to play easily and help them if there are some students who don’t know how to do during the game. |

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| **Post Activity** | | |
| Materials: Board, marker | | |
| Time | Set Up | Procedure |
| 1 min  3 min  1 min | Whole Class  **Individually**  Whole Class  Whole Class | **“Stealing Friend’s Dream”**  **Instruction**  1. There are names and dreams on the board, so students know what they have dreams.  2. One student will choose one dream to **steal from the other friend’s dream** on the board and then The student will say what the dream is and reason.  3. The student who is stolen will steal the other student’s dream.  4. Students can’t steal same dreams what someone stole and they will do **individually.**  5. Some of students will do **for 3 minutes** because it’s not enough time to do all of them.  **Demonstration**  A teacher will show how to steal the dreams with students.  **ICQs**  **What are you going to do?**  **How long time do you do this play?**  **Are you working individually or groups?**  **Explicit ICQ’s**  **Are you doing for ten minutes?**  **Are you doing for five minutes?**  **Are you giving your dreams?**  **Are you stealing your friends’ dreams?**  [Students will play the Stealing Friend’s Dream Game for 3 minutes.]  **Monitor discreetly**.  Answer students if they ask questions.  ***A teacher must check the time to finish.***  [To finish the class, the teacher will stop the game.]  **Error Correction**  I didn’t hear any mistakes. *(Correct one major mistake if necessary.)*  Can you unscramble this word?  **kignaM raeDms → Making Dreams**  **II. Conclude lesson**  **Wow, well done everyone.**  **I’m glad be with you today.**  **It’s time to finish, thanks for your attention and doing well.**  **See you next time, goodbye!** |
| **SOS Activities** | | |
| Materials: Board, marker, paper, pens | | |
| Time | Set Up | Procedure |
| 2 min  3 min | Whole Class  **Individually** | ***(A teacher has done the lesson 3~5 minutes earlier, he/she can use this SOS Activity.)***  **\* Bingo Game with Dreams List**  **Instruction**  1. A teacher gives the papers to students to make the boxes(5x5) on the paper to play Bingo Game.  2. Students will write the dreams list on the paper from the board what students wrote and students will do **individually**. They will start when the teacher say “**Go**”.  3. They will say and mark one by one **for 3 minutes.**  4. The teacher will stop the game in 5 minutes to finish the class.  5. The winner will be one who has many marked by cross, up and down.  **Demonstration**    A teacher will make the boxes (5x5) on the board and show how to play for students. Most of students know how to play the Bingo Game, it doesn’t need to explain a lot of details.  **ICQs**  **What are you going to do?**  **How much time do you have?**  **Are you working individually or pairs?**  **Explicit ICQ’s**  **Are you working when I give the paper?**  **Are you working when I say “Go”?**  **Are you working individually?**  **Are you working in pairs?**    [Students will play game for 3 minutes]  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning:**  **Timing! (Just let students know the finish time.)** |