|  |
| --- |
| Listening Speaking **Reading** Grammar Writing |
| **Topic: North Korea vows nuclear buildup** |

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

|  |
| --- |
| Materials:  - White board, board markers  - A picture of a mushroom, Hiroshima, a mushroom cloud and a nuclear bomb  - 6 sets of matching definition worksheets  - 13 passages  - A picture of the U.N.  - Sample role-play wall paper  - 17 blank papers  - Quiz wallpaper |

|  |
| --- |
| Aims:   * Main Aim: To teach Ss to improve their reading skills by having students to read and comprehend the article about North Korea vowing nuclear buildup in class. * Secondary Aim: Ss will learn more about reading and comprehending passages by completing matching definitions, composing role-play dialogues and playing a quiz related to the subject. * Personal Aim   - I want to improve my modeling by writing neatly on the board.  - I would like the students to understand my instructions better by speaking clearly.  - I want to increase STT by reducing commentaries. |

|  |
| --- |
| Language Skills:   * Reading: Ss will read written stories. * Listening: Ss will listen to readings of other students’ writings. * Speaking: Ss will speak in reading their stories and creating sentences. * Writing: Ss will write stories after reading an article. |

|  |
| --- |
| Language Systems:   * Phonology: None to discuss * Lexis: Sovereignty, sanction, reiterate * Function: None to discuss * Grammar: None to discuss * Discourse: Dialogue |

|  |
| --- |
| Assumptions:   * Ss already know:   - How the class is set up and run.  - The teacher’s style of teaching and the pace of the course.   * All the Ss are college graduates (Age 23 and up) * Ss have the basic understanding of North and South Korean relationship. |

|  |
| --- |
| Anticipated Problems and Solutions:   * Students may not be able to pronounce some words.   - Use repetition and drills |

|  |
| --- |
| References:   * *Learning Teaching* by Jim Scrivenener * http://www.koreaherald.com/ |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: White board, board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 Min | Whole Class | Giving a brief answer to a question | “Good evening, class! Isn’t it a wonderful day today? How was everyone’s meal?”  “\_\_\_\_\_, do you have friends living in other counties?”  “\_\_\_\_\_, did you watch the news this morning?” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: White board, board markers, a picture of a mushroom, Hiroshima, a mushroom cloud and a nuclear bomb, 6 sets of matching definition worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 Min  3 Min  2  Min | Whole Class  Pairs | Answering the teacher’s eliciting  Matching the definitions  Ss present their answers | = Elicit **“Nuclear weapon”**  - (Show a picture of a mushroom.)  “What is this? When this explodes, it makes a scene similar to this?”  (Show a picture of Hiroshima.)  (Then, show a picture of a nuclear bomb and a mushroom cloud.)  “Does this thing make a cloud that looks like a mushroom when it explodes? Can it also destroy a city in a flash like this? What is this called?”  = **CCQ’s**  - “Are nuclear weapons used in Olympic games or Worldcup?”  - “Can a nuclear weapon singlehandedly kill many people and destroy a city?”  **Matching Definitions**  = **Instructions**  - “Let’s start with simple matching definitions that may have some relations to our topic of the day. You will be given 14 strips of definitions to match with 14 words. Please go ahead and match the correct definitions for each word. I’m going to pair you up for this activity and give you three minutes to complete the exercise.”  = **ICQ’s**  - What are we going to do?  - Are we working individually?  - Are we working in pairs?  - How many minutes do you have?  (Pair students in their original seats.)  - Now please do not start before I say “go.”  - Are you going to start when I give you these strips?  - Will you start when I say “go?”  (Distribute worksheets.)  - “You may begin.”  = **Monitoring**  - Carefully monitor the class circling around. Answer students if needed.  - Alert Ss with 1 minute, 30 seconds and 10 seconds left.  - “Time’s up.”  - Ask Ss to read their answers to the class. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: White board, board markers, 13 passages, a picture of the U.N., sample role-play wall paper, 4 blank papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 Min  3  Min  5  Min  4  Min | Whole Class  Individually  Four  Groups | Reading an article  Ss read the article  Composing a dialogue  Presenting the dialogue | **Delegation Role-Play**  = **Instructions**  - “Now that you have learned some new words, let’s read an exciting article about our country. I will give each of you 3 minutes to read and understand the article as possible.”  = **ICQ’s**  - What are we doing?  - Are we reading in groups?  - Are we reading individually?  - How many minutes do you have?  - Now please do not start before I say “go.”  - Are you going to start when I give you these articles?  - Will you start when I say “go?”  (Distribute articles.)  - “You may begin.”  = **Monitoring**  - Carefully monitor the class circling around. Answer students if needed.  - Alert Ss with 1 minute, 30 seconds and 10 seconds left.  **= CCQ’s**  - “What do you call the people who represent a country to other countries?  - “Do they work for a company?  - “Can they meet in the U.N. to discuss about national security?  = **Instructions**  - Based on your reading, North and South Korea have a high tension between them. If diplomats from two countries met in the U.N. with an U.N. officer, we might have a conversation similar to this.”  (Show a picture of the U.N. to the class.  Put up a sample dialogue. Have Ss read it.)    - “I am going to divide you into groups to come up with a conversation similar to this. I will give you 5 minutes to work on it.”  (Use North/South/Korea to divide the class into groups. Ask them to move to their designated seats with their pens.)  = **ICQ’s**  - What are we doing?  - Are we working in individually?  - Are we working in groups?  - How many minutes do you have?  - Please do not start until I say “go.”  - Are you going to start when I give you these papers?  - Will you start writing when I say “go?”  (Distribute blank papers)  - “You may begin.”  = **Monitoring**  - Carefully monitor the class circling around. Answer students if needed.  - Alert Ss with 3 minute, 2 minute, 1 minute, 30 seconds and 10 seconds left.  - “Time’s up.”  - Ask Ss to read their dialogue to the class. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: White board, board markers, Quiz wallpaper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 Min  5  Min | Whole Class  Two Groups | Listening  Quiz | **Quiz-Quiz**  = **Instructions**  - “We’re now going to have a competition. It is a QUIZ.  (Put up a quiz wallpaper.)  - “You will be divided into two groups and compete. Each question has different points. You will not see how many points they are worth until I open the question for you. After I read the question, the group will have 10 seconds to answer. If you are correct, you can choose another one. If you go over 10 seconds or do not answer correctly, the other group will get the chance.”  = **Demonstration**  - “Let me show you by doing a sample round.”  (Read a sample question and answer it.)  - “Now, you all see how this is done, right?”  (Divide the class in half using the name of the students.)  = **ICQ’s**  - What are we doing now?  - Are we working in pairs?  - Are we working groups?  - How many seconds do you have to answer?  - “Let’s begin.”  (Run the quiz.)  = **Error Correction**  - Correct mistakes if there were any.  - If none, “I did not hear any mistakes. Can you unscramble this word?”  - Write “polidamt” on the board.  “This concludes the reading lesson, and thank you all for the great work.” |
| **SOS Activities** | | | |
| Materials: White board, board markers, 13 blank papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 Min  1 Min | Whole Class  Individually | Listening  Ss write the favorite actor or actress and why they like that person. | **Favorite Book**  = **Instructions**  - “I have one last activity before I let you go. I want you to write down your favorite book and the author why you love the book and the author so much. You will work individually for 1 minute.”  = **ICQ’s**  - What are we doing?  - Are we working in pairs?  - Are we working individually?  - How many minutes do you have?  - Please do not start before I say “begin.”  - Are you going to start when I pass out these papers?  - Will you start writing when I say “begin?”  (Distribute blank papers.)  - “You may begin.”  - “Time’s up.”  - “\_\_\_\_\_, please share with the class what you just wrote.” |