#### Reading Lesson Plan

**Social networking websites.**

Length:

**25minutes**

Students:

**19**

Level:

**Intermediate**

Instructor:

**Emily**

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**Materials:**

* Reading text for pre-activity(19 copies)
* Reading text for main-activity(19 copies)
* Reading text for post-activity(19 copies)
* 3 different picture
* Board and markers
* Homework sheets (19 copies)

**Aims:**

* Main Aim :
* Students will be able to develop reading skill by reading the text and answering comprehension check questions.
* Second Aim :
  + Students will be able to develop communication skill by discussing with groups
* Personal Aim
  + Eliciting…..

**Language Skills:**

* Speaking: Ss will discuss what like SNS with group members.
* Writing: Ss will write answer questions and taking notes of group discussion.
* Listening: Ss will listen to other people’s opinion during the discussion.
* Reading: Ss will read the passage about Facebook

**Language Systems:**

* Phonology : sound of lexis
* Lexis : social, interact, worries, banned
* Grammar : none to discuss
* Function :
* Discourse :

**Assumptions:**

* The teacher’s style of teaching and pace of the course.
* Ss are used to working individually and in groups of 3~4 or individually
* Ss know how to skim and scan
* Ss are able to vary language form to suit the situation

**Anticipated Errors and Solutions:**

* When eliciting, Ss probable cannot understand easily   
  -> I’ll help them understand by body language.
* There may not be enough time to complete the lesson  
  -> assign the post activity writing task as a homework assignment.
* Ss may not be able to understand reading passage  
  -> I’ll give Ss hint by reorganizing the passage.

**References:**

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| **Lead-In** | | |
| Materials: board and marker, picture of connecting people | | |
| Time  3min | Set Up  Whole class | Procedure:  Hi everyone? How was your weekend?  If something good happens, What do you do?  가까운 사람에게 좋은 소식을 알리거나  **Eliciting**  (picture on the board)  What do you think this picture?  (Ss answer connected, interacted, ….)  OK, it’s a picture of connect and relationship.  How do we keep in touch with our friends?  How to get our friends news?    Right, It’s a social networking websites.  My husband’s older sister gave birth to a baby girl last week. This is very hot news for my family. So I took a picture and share in my kakao story(social network system) and send message to my family. 신비롭고 행복한 순간. |

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| **Pre-Activity** | | |
| Materials: board and marker, picture of vocabulary | | |
| Time  7min | Set Up  Whole class | Procedure:  Write ‘*Facebook’ & ‘Twitter’* on the board and ask students what they know about these social networking websites. (They are the most popular international social networking websites.)  *Do you know any similar websites?*  *Are you on Facebook?*  *Do you know any people who are famous for social Networking?*  *I’ll pass out the handouts. It’s story about ‘Ivy Bean’.*  *I’ll give you a time limit of two minutes to scan the text in tast 1.*  *Pass around these handouts, please.*  Don’t read it 다른 사람들이 받을 때까지.  ICQ  What will you do?  When you get the paper, 바로 task읽는가?  How many times do you have?  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  (After they read the task)  *what is the text about?*  In **task 2** students read the text again in more detail. They could work in pairs to underline the numbers and say each one refers to. I will give you 1 minute 30 seconds.  *You will read the text again in more detail and you could work in pairs to underline the numbers and say each one refers to.*  ICQ  *What are you going to do?*  *Are you going to work alone?*  *Are you going to work in pairs?*  How many times do you have?  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  Students answer the Task 2.  **CCQ**  *What’s the meaning of 2008?*  What’s the meaning of 130(2010, 5000, 4962, 56000)? |
| **Main Activity** | | |
| Materials: Reading passages (15), T/F worksheets (15) | | |
| Time  4min  6min | Set Up  Individual | Procedure:  **Instruction**  Divide 5 groups with 가까이 앉아 있는 사람들끼리 seat with same team.  칠판에  **What is Facebook and how do I use it?**  **What should I post on Facebook? What should I keep offline?**  **How can I post information and still protect myself?**  **How do I control my Facebook profile’s**  **presence in search results?**  **What should I know about meeting people on Facebook?**  5가지 주제 쓰기 and 함께 읽기  I’ll give you text about ‘face book’  다 받았으면, 종이를 한번 보세요. 그룹들에게 give you 2 minutes read the text and find the name of the paragraph . It’s an groups work.  (Pass the reading text)  다 맞은 팀에게는 작은 선물.  **ICQ**  Are you working alone?  How much time do you have?  What do you do during reading text?  let’s start.  (monitor discreetly)  **Time warning:**  1 minute left  Time’s up  Did you find right answer?  각 그룹별 문단 맡아서 그 내용에 대해 다시 자세히 읽고, key words 3~5개씩 뽑아내서 그룹별 한 명씩 나와서 적고, 간단히 내용 요약 발표. |

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| **Post-Activity** | | |
| Materials: board and marker | | |
| Time  5min | Set Up  Whole class | Procedure:  **Instruction**  페이스북은 자신의 상태를 실시간으로 다른사람들에게 전해주는 것으로 벽이라고 적는 곳이 있는데   그곳에 자신이 추가한 친구들의 소식과 자신이 올린 것들을 볼수 있죠. 그리고 바로 그곳에서 올릴수도  있죠.  · Display or hand out **task 5** and tell students that they have to listen carefully  and follow your instructions. They shouldn’'t write anything yet. This task works  like a game of ‘'consequences’' and mimics a Facebook wall.  · Ask students to complete part 1 of task 5. They should introduce themselves  using the information from the FriendPage profile (task 3). Demonstrate with an  example on the board if necessary, e.g., *Hi I’'m Ruby. I’'m 14 and I’'m a girl. I live*  *in London but my hometown is…………*  · When everyone has completed their introduction, ask students to fold over the  paper on the dotted line and then write a question next to ‘'2 Write a question:’'  · Now everyone passes their paper to the person on their left. If students can sit  in a circle that’'s great. If not –- set up a figure of 8 passing system.  · Students write a reply next to ‘'3 Answer the question:’' and again fold the paper.  They now write another (different) question. Next to ‘'4 Write a question:’'  · Everyone passes their paper to the person on their left.  · Continue like this until finished. Students can now unfold their paper and read  what’'s on their ‘'wall’'. You could display the ‘'walls’' in the classroom for everyone  to read.  · To follow up –- collect some common errors from students’' questions and  answers for a class correction activity. Write up extracts containing errors on  the board and have students correct them in pairs.  writing up some topics on the board  and eliciting questions that students could ask each other about these topics.  Here are some suggestions:  *Mobile phones*  *Sport*  *School*  *Friends*  *TV*  *Games*  *The future*  *Family*  *Holidays*  *Football*  *Do you like……?*  *What’'s your favourite…….?*  *Where do you…….?*  *Where did you…….?*  *When do you……..?*  *Do you ever…….?*  *Are you………….?*  *Would you like to……..?*  **Conclude**  **Feedback**  Did you have fun today?  We have assignment/ what is this?  Fill out the your own facebook page and we will present it tomorrow. Have a nice day. |