SB: 93

Reading Lesson Plan

Topic: Ex-boy friends

Length:

25 minutes

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Students:

19

Level:

Intermediate

Instructor:

Sharon

**Materials:**

* Pictures for prediction and learning words (22pieces)
* 9 pieces of paragraph for ordering a story for each team
* A sheet of paper for agony aunt (19peices)
* White board, board markers

**Aims:**

**Primary aims**: Ss will be able to understand the story by ordering paragraph.

**Secondary aims**: Ss will learn many expressions and vocabularies by guessing and seeing the pictures.

**Personal aims**: I want to improve my eliciting, ICQ and CCQ delivery and time management skill.

**Language Skills:**

* Reading: Ss will read 9 pieces of paragraph and order them.
* Listening: None to discuss
* Speaking: Ss will talk about each type in the story and their boy friend’s problem
* Writing: Ss will write down their partner’s ideal type.

**Language Systems:**

* Lexis : words and idioms used in describing personalities and various situations
* Function: asking for solution about the current partner’s problem
* Structure: relative clauses (usage of *who*)
* Grammar: None to discuss
* Phonology: pronounce the words

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 4 student groups at each table)
* the teacher’s style of teaching and the pace of the course
* all students are single and college graduates (Age 23 and up)
* most students have memories of ex-boy friends

**Anticipated Problems and Solutions:**

* Ss may not be able to follow the words and idioms easily

🡪 Show the image pictures until they get the gist of them

* Ss may not need more time to work on ordering paragraph and giving the answers

🡪 If it takes longer than 3 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board

* If time is short

🡪 Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner

* If students finish their tasks earlier than anticipated,

🡪 Do an icebreaker activity

**References:**

* *Storybird:* [*http://eltandtech.pbworks.com*](http://eltandtech.pbworks.com)
* [*www.*google](http://www.google). com
* www. naver.com

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| **Lead-In** | | |
| Materials: **none** | | |
| Time  1 min | Set Up  Whole Class | **Procedure:**  *Hello, everyone. It’s me, Sharon. Nowadays, it blows hot and cold and we are also depressed. What do you usually do when you’re run out of your power?* |

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| **Pre-Activity** | | |
| Materials: **Board, Pictures** | | |
| Time  8 min | Set Up  Whole Class | **Procedure:**  Instruction  *OK, guys. Look at this picture. What do you think are they doing? And tell me what their relation seems like. Do they look comfortable?*  (Elicit Ss thoughts)  OK, today we are gonna talk about ex-boy friends  **CCQ**:  Have you ever fallen in true love?  Who was your worst ex-boy friend?  How many boys have you met?  OK, first we will learn some words and expressions by pictures.  (Write each words and expressions on the board)  Guess what the first word means.  (encourage Ss to guess and write down the meaning of it)  And then we will guess what the next word means.  (Go on encouraging Ss to guess like this until Ss understand the meaning of whole words)  Now, let’s pronounce the words loudly by looking at the pictures (Showing pictures) |
| **Main Activity** | | |
| Materials: **a piece of paragraph, pictures** | | |
| Time  10 min | Set Up  Group  Whole Class  Whole Class | **Procedure:**  OK, guys. Now we will learn about the story by ordering 9 pieces of paragraph. I want to divide you into 5 groups. And each team will have to make the order. I’ll give you just 2 min.  **ICQ**:  What are we gonna do?  Are you working alone?  How many times do you have?  (make 5 groups and distribute pieces of paragraph)  In 2 min, check the answer by having Ss call the answer wholly to save time.  And then attach pictures of each man to the board and talk about them.  OK, guys. Now let’s talk about each type.  How was the first guy in the story? Was he smart?  (encourage Ss to talk by asking some questions like that) |

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| **Post-Activity** | | |
| Materials: A worksheet for agony aunt | | |
| Time  5 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  OK, guys. Now we will talk about problems of current boy friend or husband. We’re gonna work in pairs. One man is a counselor and the other man is a person in agony. If a person in agony tells about her boy friend’s problem and asks for a help, the partner should give her a solution as a counselor. I’ll give you 3 min.  **ICQ**:  Are you working alone?  How many times do you have?  What is the person in agony going to do?  Monitor actively and participate within each group.  Share Ss’ opinions.  Take 2-3volunteers if running out of time.  **Conclude lesson**  OK, guys. I hope all singles here meet your Mr. Right and get married. If you are married or have a boy friend, why don’t you look on the bright side of your partner? I hope your happy days. OK, let’s call it a day. Thanks for joining my lecture. |

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| **SOS Plan** |
| **Materials:** none |
| Have Ss talk about the first impression of your boy friend by one sentence and connect the sentence.  (i.g) If one S say, “My boy friend was nerdy.” And the next S say, “Her boy friend was nerdy and my boyfriend was super-dynamic.” Like this, S connect the sentences after repeating the former sentences. |