Reading Lesson Plan

Topic : World Heritage in Korea

Length:

25 minutes

es

Students:

19

Level:

Advanced

Instructor:

Green

**Materials:**

* pieces of a picture(11 pieces)
* complete picture
* descriptions of world heritage in Korea(5 descriptions)
* White board, board markers, tape

**Aims:**

* The students will read and comprehend the description.
* The students will be scanning and skimming the description.
* The students will find the main vocabularies in the description.
* The students will talk each other and answer a question.

**Language Skills:**

* Reading: Students will read the article of world heritage site.
* Listening: Students will listen other team’s presentation.
* Speaking: Students will talk each other and present.

**Language Systems:**

* Lexis : idioms used in describing people’s personalities and various situations
* Function: self-PR and an advertisement for a lifetime partner
* Structure: relative clauses (usage of *who*)

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 5 student groups at each table)
* the teacher’s style of teaching and the pace of the course
* all students are college graduates (Age 23 and up)
* most students are interested in journey and know about world heritage

**Anticipated Errors and Solutions:**

* Students may not be able to follow the passage easily

🡪 Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content

* Students may not be able to pick up details from the listening

🡪 Chunk the listening (pause-play-pause-play)

* Students may need more time to work on the idioms

🡪 If it takes longer than 5 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,

🡪 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

**References:**

* *Web site : http://whc.unesco.org*

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| **Lead-In** | | |
| Materials: **Board, one piece of a picture, a complete picture** | | |
| Time  2 min | Set Up  Whole Class | **Procedure:**  “Hello guys, how was your weekend?”  Instruction  Teacher put one piece of a picture on the board using tape.  Teacher ask to guess.  Elicit  “What do you think it is a part of?”  “OK, so today, we will read descriptions about world heritage of Korea.” |

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| **Pre-Activity** | | |
| Materials: pieces of picture, a perfect picture, tape, board | | |
| Time  5 min | Set Up  Whole Class | **Procedure:**  **I. complete the puzzle**  Instruction  “You will have 4 students groups. I will give each group one piece. One student in your group comes out and puts the piece on the board and complete the puzzle. You have 2 minutes.”  ICQ  How many pieces do you have each group?  Where do the pieces put on?  Distribute one piece to each group.  Go! Timing : 30 seconds left.  Instruction  Students put the pieces on the board.  If they have done, show the students the perfect picture and put it on the upper right board.  Let the students compare with their puzzle.  “This is the world heritage Logo of UNESCO.”  If the puzzle is not completed, let one student rearrange the pieces to complete the puzzle. One volunteer student is student’s number, which is same with date of the day. |

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| **Main Activity** | | |
| Materials: **board, board marker, tape, descriptions** | | |
| Time  7 min  5 min | Set Up  Each group  Whole Class | **Procedure:**  Instructions  “You will have 4 students groups. you will have a description of world heritage in Korea. You should read carefully and find 10 main vocabularies. It is 4 minutes for reading the description.”  ICQ  How much time do you have for reading?  How many vocabularies do you find?  (Distribute the worksheet)  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1 minute left.  Be flexible with time. Give 1 more minute if they need it.  Preparation  Teacher draws lines on the board so that each group writes easily.  Timing: 30 seconds.  Time’s up.  Instructions  “Now, one student in your group comes out and write the 10 main vocabularies on the board.“  ICQ  Do you write or present?  Go!  If you have done, teacher point one vocabulary and let each group describe. |
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| **Post-Activity** | | |
| Materials : stripes of question | | |
| Time  5 min | Set Up  Whole Class | **Procedure:**  Instructions  “We have 50 vocabularies about the world heritage of Korea. Now, we will make a sentence using the vocabulary. You can choose the vocabulary. If you choose a cave, you can make a sentence like ‘A cave is dark’.”  ICQ  What do you make using a vocabulary?  Who does choose the vocabulary?  Let the left side student do first and do clockwise rotation.  **II. Conclude lesson**  Good job today. See you guys next week! |

SOS activity : Each group have one description included image of the world heritage. Teacher let each group present about the image of the description.