|  |
| --- |
| Listening  Speaking  Reading  Grammar  Writing |
| Topic: Comparatives |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Rebekah | Level:  Upper Intermediate | Students:  7 | Length:  30 Minutes |

|  |
| --- |
| Materials:   * White board, board markers * Visual aid of MBTI or personality * 8 Vocabulary worksheets * 8 Reading article sheets * 8 Reading comprehension worksheets * 8 MBTI Test sheets * 8 MBTI types sheets |

|  |
| --- |
| Aims:   * Main Aim: To enable students to practice reading comprehension skills and strategies by   reading about MBTI   * Secondary Aim: Students will practice reading skills by doing MBTI test * Personal Aim: I want to manage reading class with effective and interesting resources by using specific personality test |

|  |
| --- |
| Language Skills:   * Reading: Students will read the paragraphs about MBTI, MBTI test and worksheets * Listening: Students will listen to another students’ speaking * Speaking: Students will speak about answers for worksheets and their own MBTI result. * Writing: Students will write the answers of questions and MBTI points |

|  |
| --- |
| Language Systems:   * Phonology: Correct pronunciation of vocabulary words * Lexis: vocational, psychotherapy, evaluate, adolescents, assess, administer, facilitate, estimate, psychological, introversion, intuition, perceiving, spontaneous, abbreviation * Function: Finding out personalities * Grammar: None to discuss * Discourse: Question and Answer, Monologue |

|  |
| --- |
| Assumptions:   * Students already know: * How the class is set up and run * How to answer speaking questions * Students have had scattered ideas about their own personality * Students are interested in knowing more clear idea for their personality |

|  |
| --- |
| Anticipated Problems and Solutions:   * Students may have difficulty in understanding the meaning * Students will do pre-activity to know the meaning of vocabularies * Students may not answer on their activities * Monitor and help to find out * If students need more time to finish their activity * Be flexible with the time as giving student more time to finish their activity * If students finish their tasks earlier than anticipated * Give students more time on final activity and additional explanation paper |

|  |
| --- |
| References:  Small Business Encyclopedia  Children's Health Encyclopedia  http://www.answers.com/topic/myers-briggs-type-indicator  http://www.myersbriggs.org |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Answering teacher’s questions | Hello everyone! How are you today?  Have you ever worked with someone who gets along with you very well or too hard?  How about yourself? Can you get along with others easily or hard? What makes that happen? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Board, Visual Aid, Vocabulary worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  1min  3min  3 min | Whole class  Whole Class  Pairs  Pairs | Students compare things on the pictures and listen explanation.  Answers elicited  questions  Students match words and definition with partner.  Students answer about right definition. | Show some pictures  “Look at the picture. What are all those words showing about? Yes, personality.”  “Who do you see in the picture? Do you know them? There is word on top of picture. Do you know what that means?.”  “Do you know these two women? You will figure out who they are later.”  “Have you ever tested what type of personality you have? Any test do you know? MBTI test is one of them. MBTI is type of indicator for personality.”  Model  -personality, MBTI  Elicit the word, “ MBTI”  CCQ  -“Do you use MBTI to check your health?”  - “What can you know from the MBTI test?    Instructions  “I will give you worksheet that has some vocabularies. Find correct definition and match with word. You will work with your partner. You may use dictionary. I will give you 3 minutes.”  (Distribute the vocabulary worksheets)  ICQ  -So what are we doing?  -Are you working by yourself?  -How much time do you have?    “Now begin”  Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up”  Ask the students to share their answer.  Error correction |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Board, Board marker, reading article, comprehension worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min  2 min | Pairs  Pairs | Students read about MBTI and answer for comprehension questions.  Students will share the answers. | Instructions  “Here are articles about MBTI. Read it through. Also I am giving you comprehension worksheet too. Find out the answers with your partner too. You have 8 minutes to do it.”  ICQ  -“What are you doing now?”  -“Are you working by yourself?”  -“How much time do you have?”    “Let’s begin”    Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up”  Ask the students to share their answer.  Error correction |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: Board, Board marker, MBTI test sheets, Blank paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  4min | Individually  Individually & in groups | Student will do MBTI test.  Students share about their result from the test. | Instructions  “Now you have the idea about MBTI. This time let’s find out your own type. This test is brief one. Answer each column without thinking too much. I will give you 4 minutes to do.”  ICQ  -“What are you supposed to do now?”  -“Are you working by yourself?”  -“How much time do you have?”    “Let’s begin”  Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up. Let’s share what you get. Before the student share, the others guess first.”  Error Correction |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: Board, Board marker, MBTI Table sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  3min | Groups and individually  Group | Students guess classmates’ MBTI type.  Students will share in group. | Instructions  “I will give you the MBTI table. You will guess your classmates’ type. Fill the blank table for others and share about it. Let’s divide to 2 groups. I will give you 3 minutes”  Demonstration  “\_\_\_\_\_\_\_, can you guess \_\_\_\_\_\_’s type?”  (Distribute blank paper.)  ICQ  -“What are you supposed to do now?”  -“Are you working by yourself?”  -“How much time do you have?”    “Let’s begin”  Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time.  “Times up. Now share in your group”  Error Correction. |