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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Four Countries of UK** |

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| Instructor:  Yearang Lydia Lee | Level:  Intermediate | Students:  16 | Length:  45 minutes |

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| Materials:   * 5 pictures for lead-in (Harry Potter, Sherlock Holmes, Peter Rabbit, Winnie the Pooh, and Peter Pan) * Worksheet for pre-activity (Including map of United Kingdom and reading material / 18 copies) * 17 sheets of blank A4 paper for icebreaker * 17 sheets of blank A4 paper for main-activity * Video Clip for post-activity (Showing a part of ‘Peter Pan’) * Whiteboard and markers, Tape |

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| Aims:  At the end of this lesson, student should   * Have learned what UK stands for and which countries are included in it through working with handouts and T’s explanations. * Be familiar with geographical & general information of four countries of Britain by reading. * Have deeper understanding of the country they chose by researching and studying in groups. * Have acquired knowledge of other countries by presenting and sharing their expertise. * Have thought of what make Ss happy and talk about it with peers. |

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| Language Skills:   * Reading: Reading the material of UK from worksheet and contents that obtained by researching * Listening: Listening to the presentations of other groups. Watching the video clip of Peter Pan * Speaking: Discussing in groups and presenting what they discussed in front of Ss. * Writing: Writing when Ss prepare group presentation. Writing own ideas in post-activity. |

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| Language Systems:   * Grammar: General observation (by reading materials) * Phonology: Ss can learn pronunciation and British accent through a video clip * Lexis: Clarifying meaning of vocabularies by reading contents in worksheet. * Discourse: Ss can understand the meaning of sentences in the context of entire passages. * Function: Acquisition of general information of four countries(England, Scotland, Wales, and Northern Ireland) |
| Assumptions:   * Ss are familiar with shown images of Harry Potter, Sherlock Holmes, Peter Rabbit, Winnie the Pooh, and Peter Pan and able to elicit which country can be associated with them. * Ss are familiar with finding sources by using their smart phones. * Ss are well aware of Jigsaw Activity which will be done in main-activity. |

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| Anticipated Errors and Solutions:   * Electronic problems: Video clip might not work   🡪 Tell Ss a brief story of Peter Pan and elicit how characters in Peter Pan could fly to link to the follow-up activity.   * Things might go wrong during the class (or if Ss finish their tasks earlier than anticipated)   T needs SOS activity (supplementary, about 10 minutes)  🡪 Ask Ss does UK have same type of politic with South Korea?  Ask Ss how they are different from each other.  Re-arrange groups into two. (Divided into two groups) and let them compare political types  between UK and South Korea. One group will look for Constitutional Monarchy of UK and the  other group will search on Presidential system of South Korea.  A student of each group will explain what they found later. |

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| References:   * Google & Wikipedia research for worksheets * Youtube Video Clip of ‘Peter Pan’   (http://www.youtube.com/watch?v=zf00mEe9EOs)   * Web site of Travel Council of British |

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| **Lead-In** | | |
| Materials: 5 pictures for Lead-in (Harry Potter, Sherlock Holmes, Peter Rabbit, Winnie the Pooh, and Peter Pan) and tape, Board and Markers. | | |
| Time | Set Up |  |
| 5 min | Whole Class | **Procedure**  **Greeting**  Make Ss sit in groups. (4-5 people in one group)  **Elicit**  Showing pictures of Harry Potter, Sherlock Holmes, Peter Rabbit, Winnie the Pooh, and Peter Pan to all groups in order and then attaching them on the board so that everyone can see them.  Let Ss come up with a word (country) which relevant to the pictures.  Elicit UK or England and write down on the board if Ss elicit it.  Ask Ss whether they know the formal name of England and what UK stands for.  Write down on board with blanks.  'United Kingdom of \_\_\_\_\_\_\_\_ Britain and Northern \_\_\_\_\_\_\_\_\_'  Make Ss fill up the blank.  🡪 United Kingdom of Great Britain and Northern Ireland  **CCQ**  Do you know what UK stands for?  Link it to the topic which will be covered in today’s lesson and move on  to the next phase. |

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| **Pre-Activity** | | |
| Materials: 18 copies of worksheets for map of United Kingdom and information of each country, Whiteboard and Markers | | |
| Time | Set Up |  |
| 10 min | Whole Class | **Procedure**  **Instruction**  Tell Ss that UK included four countries and make let Ss guess them.  Give out worksheets and make them check the countries.  (Distributes the worksheets)  T reads first passage and gives CCQ.  **CCQ**  Which countries are in UK? Are they all same? How different?  Make group1 read next passage and other groups also will read the rest of the countries. Give questions or CCQ after Ss reading.  **Question and CCQ**  England: Do you know the meaning of "the bustling city life of London"  on the last sentence? (Elicit and checking)  Scotland: How many of islands does Scotland have?  Do people live in every islands?  Wales: What is the native language of Wales?  (And give examples of Welsh)  Northern Ireland: Do you know how much of the land does Northern Ireland occupies? Northern Ireland is capturing one-sixth of the entire Ireland. |

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| **Main Activity** | | |
| Materials: 17 sheets of blank A4 paper for Main-activity | | |
| Time | Set Up |  |
| 20 min | Whole Class | **Procedure**  **Instruction**  Check whether the Ss are all well aware of Jigsaw activity by asking a question. After Ss' responses, give a clear definition of Jigsaw activity and tell Ss we are going to do it.  Allow Ss to pick one paper out of four folded papers which are already prepared by T. One of four countries (England, Scotland, Wales, and Northern Ireland) would be written on the paper, which is to be the topic the group needs to cover accordingly. Once all group is done, let them research it for 10 minutes. Remind Ss of below should be included in their research.  - Main City  - Famous for? (such as tourist attractions)  - Festival  And advise that each group has to give a presentation later in front of the class.  **CCQ**  Do you research all countries?  Which things you must to research?  How long do you have?  (Distribute the sheets of blank)  **Monitor**  Monitor discreetly and answer students if they ask questions.  Give time warning: 30 seconds left. Give more minutes if Ss need it.  **Instruction**  Each group will be the expert of the topic they chose and will share it by presentation to others. The order will be England, Scotland, Wales, and Northern Ireland as read in the task done in pre-activity. |

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| **Post Activity** | | |
| Materials: Video Clip for Post-activity (Showing a part of Peter Pan) | | |
| Time | Set Up |  |
| 10 min | Whole Class | **Procedure**  Instruction  Play a video clip of Peter Pan and let Ss to watch it.  (Since we started with seeing characteristic of British movie, use Peter  Pan to wrap up the lesson.) Advise Ss to listen how the children in the  Movie can fly.  **CCQ**  What do you need to catch during watching the video?  (Play the video for 3 minutes 🡪 http://www.youtube.com/watch?v=zf00mEe9EOs)  Instruction  Ss can now answer on CCQ so let Ss to think of when they get happy or  what makes them happy and write them.  After writing them, Ss will talk about them with members in group.  If time is available, pick one or two Ss to tell them to the rest of Ss.  **Wrap-up**  - Elicit what we did today.  - Give homework: Read again distributed worksheet today. |