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| Reading Lesson Plan 96WD\_SJ | | | |
| Title : Context and Schema in Reading | | | |
| Teacher | Student Level & Age | No of Students | Length |
| SJ | Intermediate&18 years old | 19 | 50 mins |
| Materials:Handouts, board | | | |
| Aims: To help Ss think Reading is interesting by providing interesting passages.  To help Ss develop their abilities to read and comprehend by getting them to answer to the questions of what they read.  To help Ss get to know the importance of context and the necessity and diversity of schema by getting them to share ideas through group work. | | | |
| Language Skills: **Reading**: texts in handouts, vocabularies and idioms written on the board  Speaking: discussion, questioning, answering  Listening: the teacher’s instructions and ICQ, discussion, questioning and answering  Writing: writing answers | | | |
| Language Systems: Phonology: pronouncing new vocabularies and idioms  Lexis: learning new vocabularies and idioms  Grammar: uses of Present Continuous Tense, Present Perfect Tense  Discourse: discussing the reason why those idioms have that meaning*(‘raining cats and dogs->raining heavily’, ‘break a leg->good luck’)*  Functions: explaining, comprehending, expressing weather, expressing wish, questioning, answering | | | |
| Assumptions: | | | |
| Anticipated Errors and Solutions: Some Ss may have difficulty in understanding Present Perfect Tense.  =>Teacher needs to clarify the rules, show some examples, and practice making sentences using Present Perfect Tense. | | | |
| References: <http://learningenglish.voanews.com/section/level-one/3774.html> *Catching on to American Idioms* | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title:Learning new words explaining what words mean | | Aims: By this activity,  to help Ss think and find out for themselves  to help Ss get ready and motivated for the lesson | Materials: Board |
| Time | Set Up | Students | Teacher |
| 2min  8mins | Whole class | Listening to instructions  Answering to ICQ  Thinking and finding out  Explaining the meanings of the words | Giving Instructions  ICQ  Writing words on the board  Getting Ss to answer(‘in sentence. Synonym is not enough.’)  Positive reaction(“Good try” or “closely”, not “Wrong” or “No”)  Making example sentences for CCQ  Positive Feedback |
| Notes: | | | |

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| Task Preparation | | | |
| Title: Have you ever heard? Reading dialogue and thinking the reason | | Aims: To give Ss the chances to share the ideas and grow more interested by group work(discussion)  To help Ss know the usefulness of context by letting them guess meanings  To help Ss realize that different schemas lead to different ideas by group work(discussion) | Materials: Handouts(‘No context, no meaning’) |
| Time | Set Up | Students | Teacher |
| 2mins  8mins | Whole class  Group | Listening to instructions and answering to ICQ  Receiving handouts  Reading Dialogues and answering to Q1,2  Discussing and guessing why of Q3 | Giving instructions and ICQ  Distributing handouts  Monitoring and questioning  Monitoring  Positive Feedback |
| Notes: Forming 4 groups. Each group has 4~5 Ss. | | | |

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| Task Realization | | | |
| Title: I got it!! Reading and getting schema | | Aims: To help Ss focus on reading by getting them to correct misspelled words  To help Ss comprehend by asking them to answer questions  To help Ss get the desire of getting new schema by providing interesting readings | Materials: Handouts(‘schema up’), board |
| Time | Set Up | Students | Teacher |
| 2mins  18mins | Whole class  Group | Listening to instructions and answering to ICQ  Receiving handouts  Reading passage  Discussing to solve the questions  Answering | Instructions and ICQ  Distributing handouts  Monitoring  Questioning  Positive Feedback |
| Notes: | | | |

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| Post Task | | | |
| Title: I know it!! -reviewing | | Aims: To help Ss keep in mind by getting them to explain what they have learned today. | Materials: Board |
| Time | Set Up | Students | Teacher |
| 1min  9mins | Whole class | Listening to instructions and answering to ICQ  Explaining  Answering | Instructions and ICQ  Eliciting why context and schema are important  Asking today’s words and expressions  Positive Feedback  Finishing the lesson |
| Notes: | | | |

**Vocabulary and idioms**

come down:(of rain, snow, etc) to fall. Ex)The rain came down.

come along: to arrive; to appear. Ex)When the right opportunity comes along, she’ll take it.

thatch[θæt∫] : dried straw etc used for making a roof. Ex)thatched roof

blow(-blew-blown) : (of wind) to cause to move.

-blown:to be moved by the wind, sb’s breath, etc. Ex)My hat was blown off by the wind.

superstition: the belief that particular events happen in a way that cannot be explained by reason or science. Ex)According to superstition, breaking a mirror brings bad luck.

**No Context, no meaning**.

Instructions: read the dialogues and answer Q1,Q2. About Q3, wait until another instruction.

**Dialogue #1**

A: Uh Oh- It is really raining hard…This is going to last all day…It is really coming down…

B: Yes, you’d better get your raincoat. It’s raining cats and dogs out there…

***Q1****: What does* “cats and dogs*” mean in “raining cats and dogs”? Write answers.*

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**Dialogue #2**

A: What are you doing this afternoon?

B: I have a really important job interview.

A: Well, break a leg!

B: ??.

***Q2****: What response can you expect in* ?? *Write answers.*

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***Q3****: What are the origins of “cats and dogs” and “break a leg”? Discuss & Guess.*

**Schema up!**

Instructions: read the passages and answer the questions.

**1. Raining cats and dogs**

Cats and dogs are not actually falling out of the sky, but for at least 500 years, English speakers have used the expression “raining cats and dogs” to mean that it is raining very heavily. This idiom goes back to 16th century England.

The story is… back then, many small cats and dogs would make their homes on the thatched roofs of people’s houses, and when windy stomry weather came along, these small animals were blown away with the wind. Some people back then probably saw these small cats and dogs fall from the roof during a storm and started saying this to dsecribe the weather. Five hundred years later, this expression is still around.

***Q1****. Find and correct 2 misspelled words*.

***Q2****. True/False*

*This idiom has been made because cats and dogs don’t get along so well. ( )*

*This idiom is not used any more these days. ( )*

**2. Break a leg!**

How would you react if a friend or a member of your family told you to “break a leg”? Why would someone who cares about you want you to break a leg? Beleive it or not, “break a leg” is actually quite a nice thing to say, depending on the context. Because the meaning is just the opposite of what you might think. In certain situations, “break a leg” means “Good luck.”

The tradition of telling performers to “break a leg” is very old, and there are many possible explanations for it. The most logical one appears to be a simple superstition that wishing someone good luck might cause the exact opposite to happen. And so, over time it has become traditional to tell actors and musicains to break a leg before they go on stage, hoping that they’ll have good luck instead. Nowadays you can still use “break a leg” in almost any situation where you want to wish someone good luck.

***Q1****.Find and correct 2 misspelled words*.

***Q2****. True/False*

*In all situations, “break a leg” means “Good luck.” ( )*

*Whenever you hear someone say “break a leg” to you, you should always be grateful for it. ( )*