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| Reading Lesson Plan96WD\_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 boardSpeaking: discussion, questioning, answeringListening: the teacher’s instructions and ICQ, discussion, questioning and answering Writing: writing answers  |
| Language Systems:Phonology: pronouncing new vocabularies and idiomsLexis: learning new vocabularies and idiomsGrammar: 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 wordsexplaining what words mean | Aims:By this activity,to help Ss think and find out for themselvesto help Ss get ready and motivated for the lesson  | Materials: Board |
| Time | Set Up | Students | Teacher  |
| 2min8mins | Whole class  | Listening to instructionsAnswering to ICQ Thinking and finding outExplaining the meanings of the words  | Giving Instructions ICQWriting 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 CCQPositive 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 meaningsTo 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  |
| 2mins8mins | Whole classGroup | Listening to instructions and answering to ICQReceiving handoutsReading Dialogues and answering to Q1,2Discussing and guessing why of Q3 | Giving instructions and ICQDistributing handouts Monitoring and questioningMonitoringPositive 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 questionsTo help Ss get the desire of getting new schema by providing interesting readings | Materials: Handouts(‘schema up’), board |
| Time | Set Up | Students | Teacher  |
| 2mins18mins | Whole class Group  | Listening to instructions and answering to ICQReceiving handouts Reading passageDiscussing to solve the questions Answering  | Instructions and ICQDistributing handoutsMonitoring 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  |
| 1min9mins | Whole class | Listening to instructions and answering to ICQExplainingAnswering | Instructions and ICQEliciting why context and schema are importantAsking today’s words and expressionsPositive 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. ( )*