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| Listening Speaking Reading Grammar Writing |
| **Topic: El Niño** |

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| Instructor:  **Suyoung Park** | Level:  **Intermediate** | Students:  **14** | Length:  **30 Minutes** |

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| Materials:  Visuals, worksheets for matching the words, a wall chart for main activity, a few cards of countries, 3 sheet of whole paper, color pens, a wall chart for post activity, 14 pieces of paper, board and markers |

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| Aims:  Main Aim: To enable students to improve their reading skills by having students talk about El Nino.  Secondary Aim: Students will talk about El Nino by having students match the words, make weather forecast, and present bad weather experiences.  Personal Aim: I would like to improve my teacher’s pace and time management. |

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| Language Skills:  Speaking: Ss will present their weather forecast and their experiences  Writing: Ss will write their weather forecast and experiences.  Listening: Ss will listen to others’ presentations.  Reading: Ss will read the article about El Nino.. |

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| Language Systems:  Lexical: wacky, reel in, wet suit, climate shift, brew up, disrupt, currents, atmosphere, dry spell, trade winds, churn out  Phonological: None of discuss  Grammatical: None of discuss  Functional: Make weather forecasting using topic words of El Nino.  Discourse: Present their experiences about bad weathers. |

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| Assumptions:  Some Ss might know the topic “El Nino”  Some Ss might not know how to make presentations for weather forecast.  Most Ss have memories about bad memories about weather and disasters. |

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| Anticipated Problems and Solutions:  Ss may not understand how to do the activity   * Show more demonstrations   Ss may not be able to understand the topic word in this lesson   * Read one article about the topic word   Ss may not be able to make their own sentences   * Let the student help each other as a partner.   If time is short   * Cut post activity short start SOS activity. |

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| References:   * [www.google.com](http://www.google.com) |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | T-WC | Greeting | Hello, everyone.  How is it everything?  **2 questions for lead-in**   * Han, when is last time you went to the hair shop? * Iris, what is your favorite brand you wear? |

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| **Pre-Activity** | | | |
| Materials: Visuals, worksheets for matching the words, board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | T-WC | Answer eliciting questions  Ss answer  Answer ICQ’s  Answer explicit ICQ’s  Do activity | 1. **Eliciting**   (I show Ss one visual)  What can you see in this picture?  (Ss will say hurricane, disasters, tsunami….etc)  What causes this kinds of weather accidents?  (If Ss don’t know, I give a hint)  What is “the boy” in Spanish?  It starts letter E….  El Nino  (I write “El Nino” on the board)   1. **CCQ’s**   Is this El Nino? no (I show a picture of spring)  Is this El Nino? Yes(I show a picture of snowing in summer)   1. **Grouping**   OOO and OOO one pair! (I make Ss in pairs)   1. **Demonstrations**   (I tape one worksheet on the board)  First word is “wacky” so now I am connecting the right answer.   1. **Instructions**   I will give you worksheets each pair.  You match the words with the meanings  You have 2 min.   1. **ICQ’s**   What are you going to do? Matching the words  Are you working individually? No  Are you working pairs? Yes  How much time do you have? 2 min  I don’t want you to start when I give you this paper.  I want you to start when in say ‘ begin’   1. **Explicit ICQ’s**   Are you going to start when I give you this paper?  Are you going to start when I say ‘begin’?  And begin!   1. **Run**   I am monitoring  (I divide sections on the board for Ss’ answers)  Timing (1min/30sec/10sec)  Time’s up!  Who has shorter hair?  Come up to the board and write down your answers    (I tape a wall chart of the answers)   1. **Close**   Good job, everyone! |

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| **Main Activity** | | | |
| Materials: a wall for demo, a few cards of countries, 3 sheet of whole paper, color pens, board and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | T-WC | Answer ICQ’s  Answer explicit ICQ’s  Do activity  Move the seats  Answer ICQ’s  Answer explicit ICQ’s  Do activity and present | 1. **Instructions**   I will give you one article. You have 3 min to read it individually.   1. **ICQ’s**   What are you going to do? Reading an article  Are you working pairs? no  Are you working individually? Yes  How much time do you have? 3 min  I don’t want you to start when I give you this paper.  I want you to start when I say ‘begin’   1. **Explicit ICQ’s**   Are you going to start when I give you this paper? No  Are you going to start when I say ‘begin’ yes!  And ‘begin’!   1. **Run**   I am monitoring  Timing(1min/30sec/10sec)  Time’s up   1. **Creative grouping**   Step1  El, Ni, no (Make Ss say each word on by one)  All ‘El’s come to this side  All ‘Ni’s come to another side.  All ‘no’s come to the other side  And bring your pen!  Step2  (I draw pictures about arrangement of the desks)  You can put your desks together like this.  Please, make 3 groups   1. **Demonstrations**   (I pick up one card from the box and show Ss the card)  (I tape a wall chart about weather forecasting)  Anchor: Good morning, could you say what the situation is in the Northern California.  Caster: Yeah, I am in near the Northern California’ coast.  Here is cold ocean commonly but the temperature of the water is getting warmer. So surfers enjoy surfing boards.  Anchor: why the temperature of the water is higher than before?  Caster: It is because the El Nino appears recently.  Anchor: What will El Nino affect our daily life?  Caster: Tropical species from other ocean appears here.  Experts said it will affect our food all over the world.  Meanwhile, this effect will continue.   1. **Instructions**   Just like this, after you pick up one card, you make weather forecasting about the country based on your article.  Who has the smallest feet in your group?  You are anchors.  So all students make presentations about it.  You have 5 min.   1. **ICQ’s**   What are you going to do? Making weather forecasting a country based on the acticle  Are you working pairs? no  Are you working groups? Yes  How much time do you have? 5 min  I don’t want you to start when I give you this card and paper.  I want you to start when I say ‘begin’   1. **Explicit ICQ’s**   Are you going to start when I give you this card and paper? No  Are you going to start when I say ‘begin’? yes!  And ‘begin’!   1. **Run**   I am monitoring  Timing (1min/30sec/10sec)  Time’s up!  Which group has Mexico?  Can you stand up and present?   1. **Close**   Great everyone! |

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| **Post Activity** | | | |
| Materials: a wall chart for demonstration, 14 pieces of paper, board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | T-WC | Answer ICQ’s  Answer explicit ICQ’s  Do activity | 1. **Demonstrations**   (I tape a wall chart)  I have ever experienced bad weather in the Philippines.  At that time, It was sunny and hot but suddenly thunders and lightening appeared in the sunny sky. And then It was rainy heavily for about 5 min. Because of the rain, I was dripping wet from head to toe. Right after that, It was sunny again as if nothing had happened.   1. **Instructions**   Like this, you will have memories about bad weather or disasters. You write down your experiences individually. After this, you have your presentation.  You have 2 min   1. **ICQ’s**   What are you going to do? Writing down about bad weather memory and presenting  Are you working pairs? no  Are you working individually? yes  How much time do you have? 2min  I don’t want you start when I give you this paper.  I want you to start when I say ‘begin’   1. **Explicit ICQ’s**   Are you going to start when I give you this paper’? no  Are you going to start when I say ‘begin’? yes  And begin!   1. **Run**   I am monitoring  Timing (1min/30 sec/10sec)  Time’s up!  OOO, can you present?  (I make Ss present their experiences)   1. **Error Correction**   I didn’t catch any mistakes  (correct one major mistake if necessary)  ( I show the paper with unscrambles)  What is this word?  kcway eterhwa  It is “wacky weather”   1. **Close**   Thank you for joining my class!  Good bye, see you next time! |
| **SOS Activities** | | | |
| Materials:  worksheets of words search, board and makers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-WC | Answer ICQ’s  Answer explicit ICQ’s  Do activity | 1. **Demonstrations**   I am going to find words we learned.  (I show my figure I am looking for the words to Ss)   1. **Instructions**   I give worksheets of words search. I want you to do this activity individually. I will give 3min.   1. **ICQ’s**   What are you going to do? Words search  Are you working pairs? No  Are you working individually? Yes  How much time do you have? 3 min  I don’t want you to start when I give you this paper.  I want you to start when I say ‘begin’   1. **Explicit ICQ’s**   Are you going to start when I give you this paper? No  Are you going to start when I say ‘begin’ yes!  And ‘begin’!   1. **Run**   I am monitoring  Timing(1min/30sec/10sec)  Time’s up  OOO. How many words did you find?  (I ask some Ss how many words you found)  Good job, everyone.  I will give your solution about this activity  If you want to know the answer, check this paper!  (I tape the solutions on the board)   1. **Close**   Good job, everyone!  See you next time! |