**Reading Lesson Plan**

Five languages of love

Length: 25 minutes

Students: 9

Level: Upper Intermediate

Instructor:

Grace Lee

**Materials:**

A video clip

A board

Materials - Worksheet #1, 2 ( 9 copies)

A box, 9 slips of paper

**Aims:**

**SWBAT identify what the reading texts say about by finding key words, summarizing and unscrambling the paragraphs, and making a chart.**

**SWBAT describe their own love language by filling up the questionnaire and sharing experiences.**

**Language Skills:**

Reading: Ss read through the paragraphs and find a main idea and supportive ideas.

Writing: Ss summarize the given paragraphs.

Listening: Ss listens to what the teacher says and what the other Ss discuss what five languages of love are.

Speaking**:** Ss share experiences with regard to their love languages.

**Language Systems:**

Phonology : Practicing pronunciation by reading aloud.

Lexis : Understanding of the meanings of some words and idioms by worksheets.

**Assumptions:**

Ss are at an upper intermediate.

Ss can talk to one another in English.

Ss can summarize the paragraphs with one sentence.

**Anticipated Errors and Solutions:**

Some Ss don’t know words.

* Contextual guessing and flash cards.

Ss would not have understanding about worksheets

* Pair work and peers’ correction

**References:**

[Gary Chapman](https://en.wikipedia.org/wiki/Gary_Chapman_(author)) (1995). *The Five Love Languages: How to Express Heartfelt Commitment to Your Mate*. [Northfield Publishing](https://en.wikipedia.org/wiki/Moody_Publishers#Northfield_Publishing). [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number)[1881273156](https://en.wikipedia.org/wiki/Special:BookSources/1881273156)

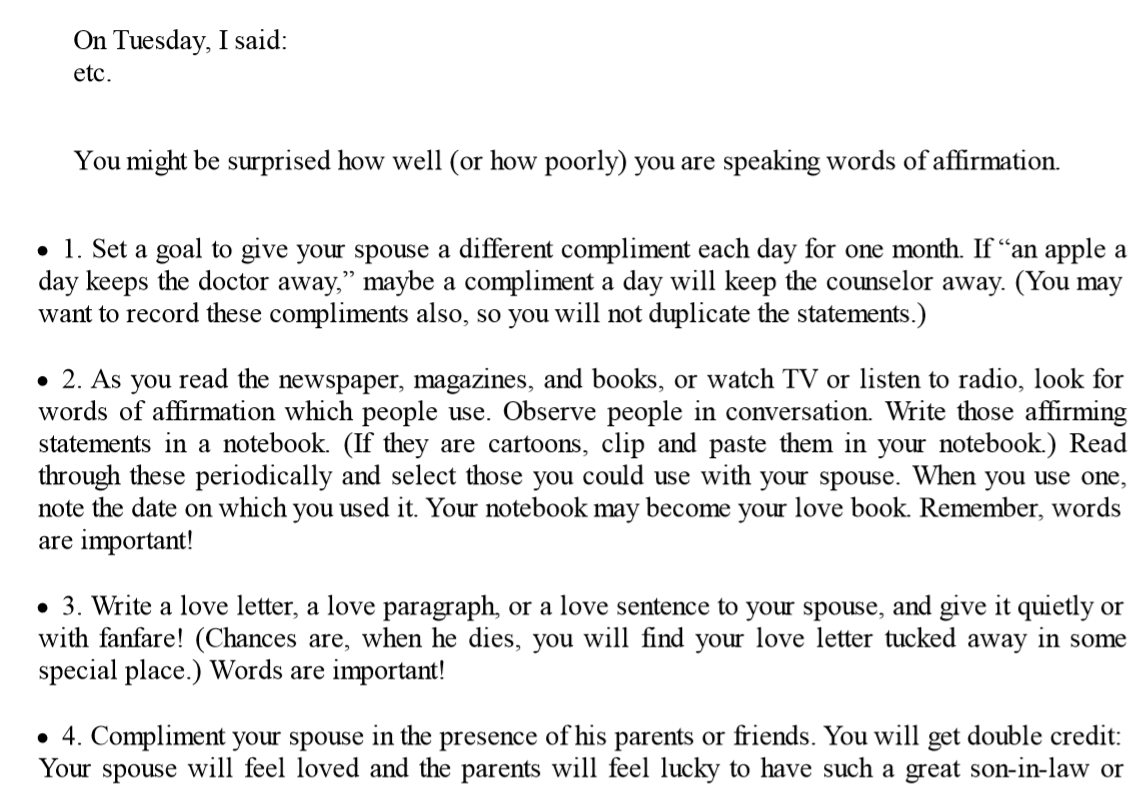
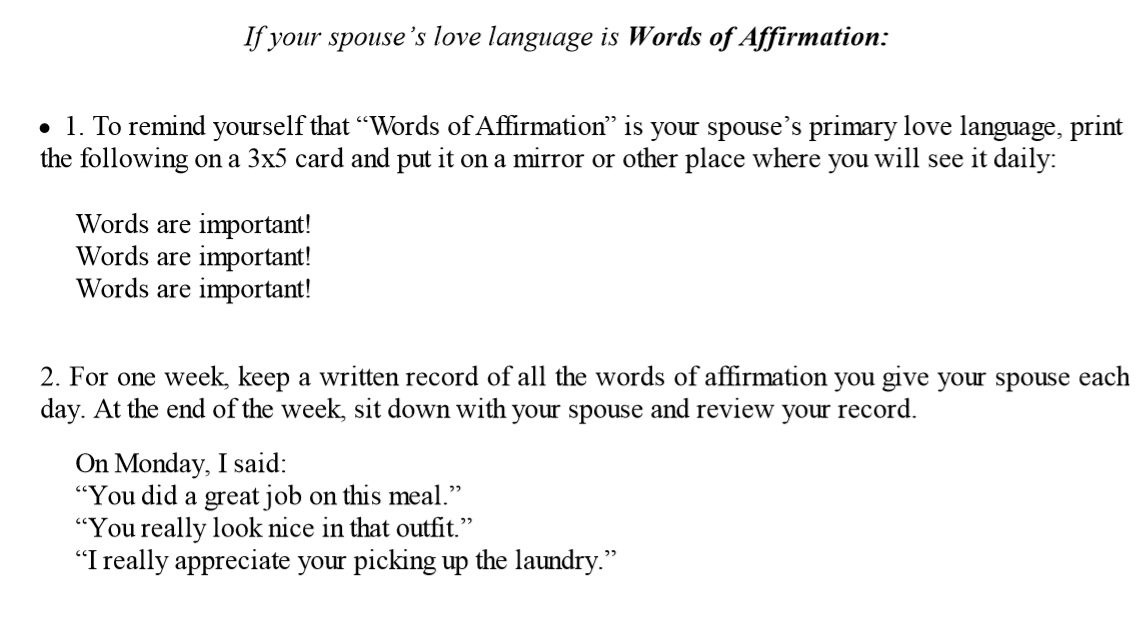
Designed & Developed by LaCroix Design Co. . (1995). *The 5 love languages*. From about Gary

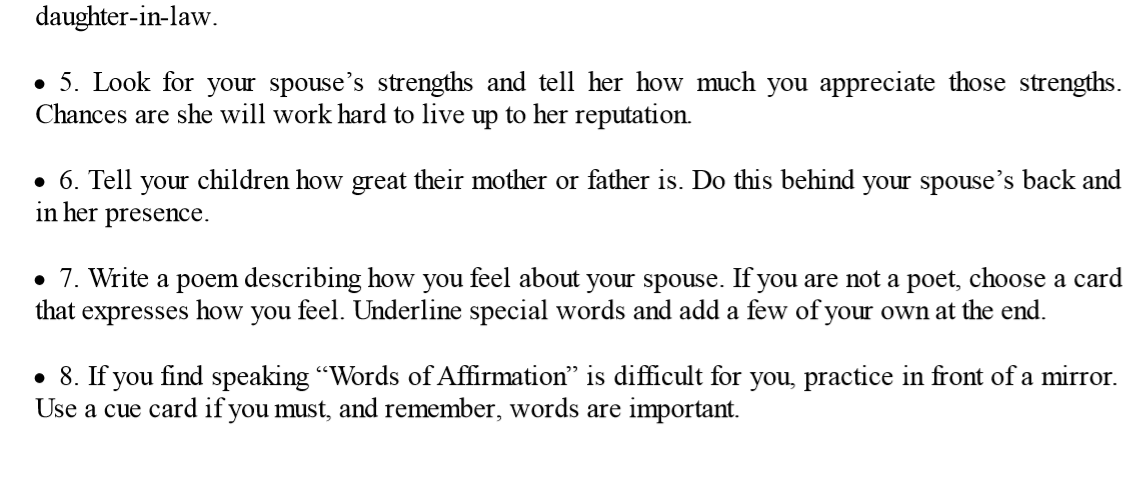
Chapman: www.5lovelanguages.com/assessment

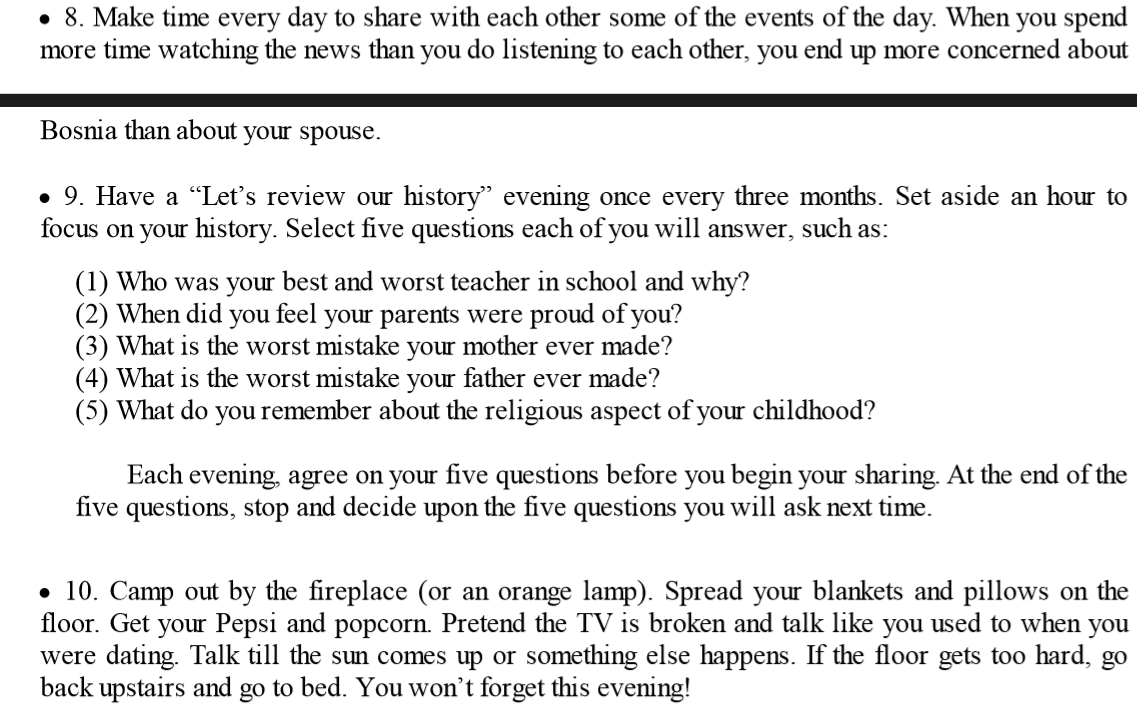
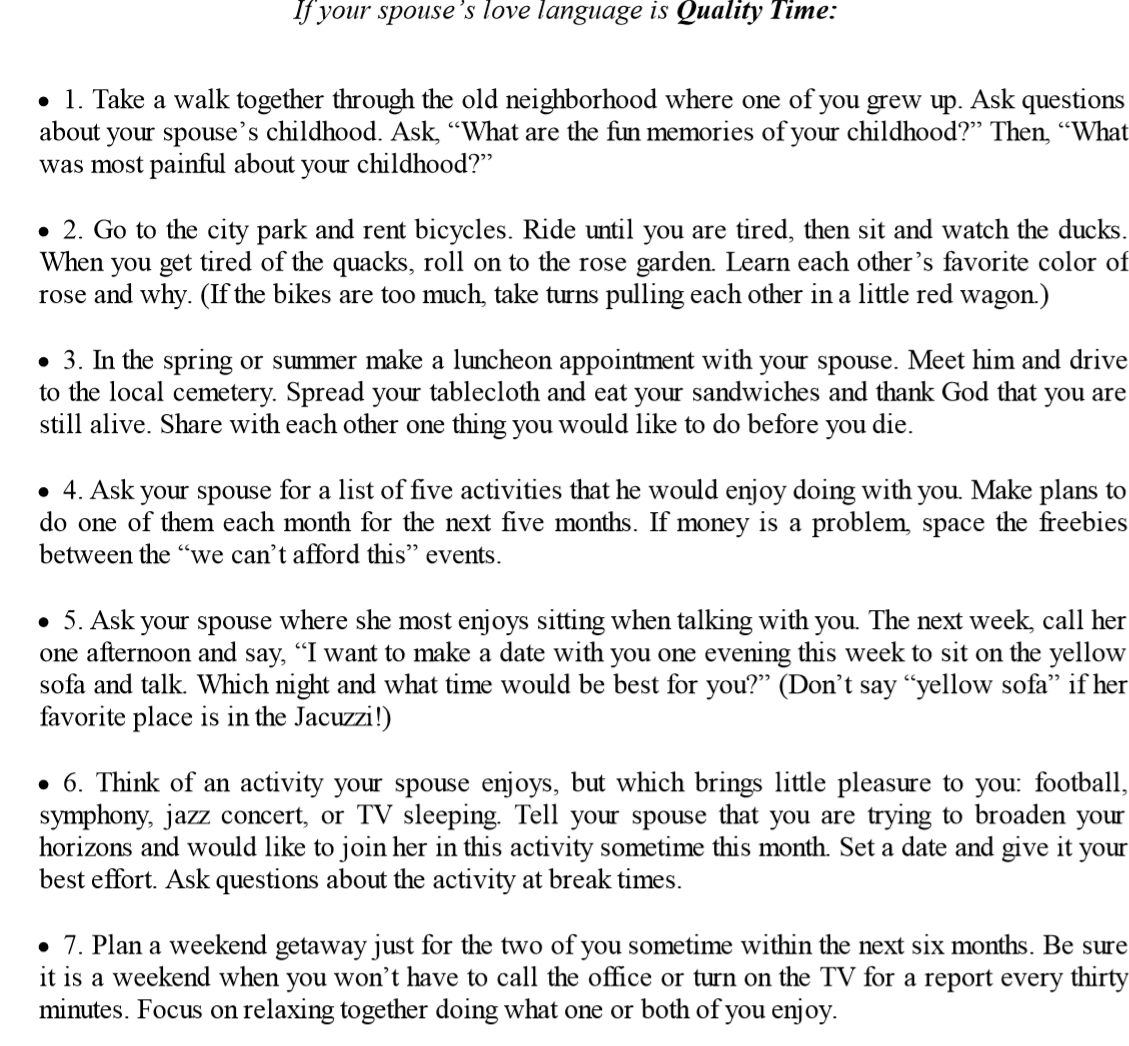
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| **Lead-In** | | |
| Materials: a board | | |
| Time  3minute | Set Up  .  T-S  T-S/S-T | **Procedure:**  Before class, T finishes setting up a computer and check if the video clip works well. Then, T puts the topic and some other materials on the board.  **<Greetings>**  T starts with a smile and waits until Ss stop chatting and get attention to T.  T: Good morning! How are you?  (Some students would have no response and the others would react to T positively.)  (After checking Ss are quite good, T gets down to the lesson.)  **<Eliciting>**  T shows the video clip, which is about ‘Manslater’ ad, to  Ss.  T: Let me show you one video clip which is very  interesting. What comes to your mind as you see the video  clip?  (Some Ss would be laughing and the others would  respond)  T: This ad is about the machine designed to translate  women language. So, why do men necessarily possess  this? Just to prevent women from getting angry?  So, today, we’ll talk about five languages of love whose writer is Dr.Gary Chapman, and which contains five ways to have a conversation and act politely to keep relationship with partner, family and friends. |

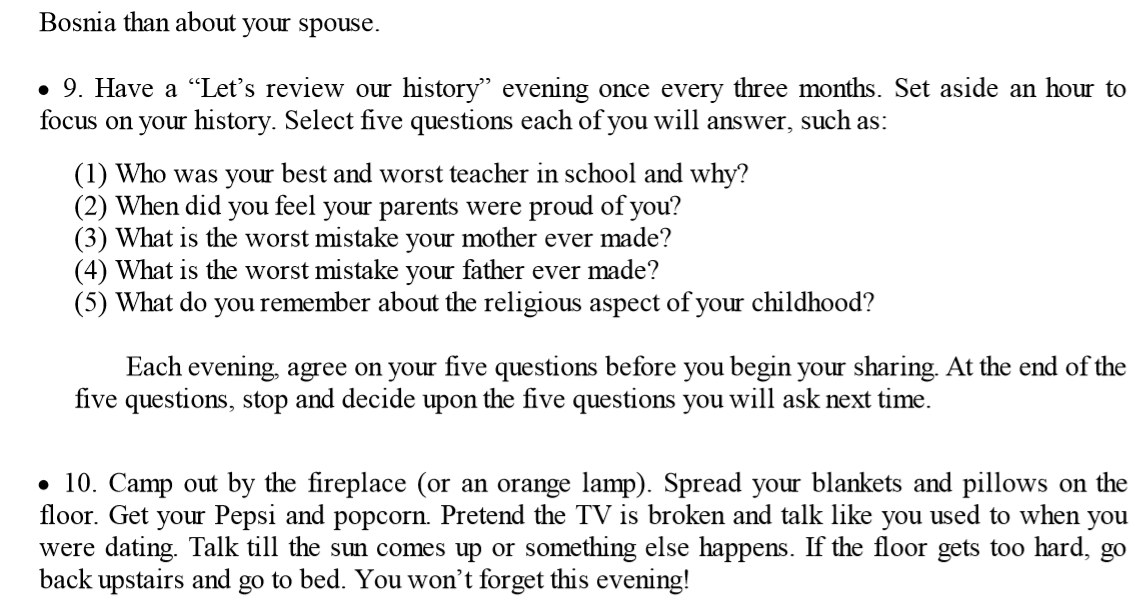
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| **Pre-Activity** | | | |
| Materials: a box, 9 slips of paper | | | |
| Time  3minute | | Set Up  S-S | **Procedure:**  T : Before we move on to a main activity, let’s try warm up game.   1. Do and Say! activity   **<Instructions>**  T: First of all, pick up one slip of paper out of the box. Then, everyone stands up, mingle around and say or do as what the paper commands to anyone you bump into. You have 1 minute.  (e.g. Do hug! / Say praising! / Do give a chocolate to the one! / Do take a selfie or dance with the one/ Do massage on the one’s shoulders! )  **<Demonstration>**  (T takes one student to the front and demonstrates one out of them)  **<ICQ>**  Do you keep sitting while doing this activity? (No.)  Do you have 1 minute? (Yes.)  (After finishing up this activity, T asks about how they feel.  For example, T would ask, “What was the most impressive act or word that you had? What made you feel good?”) |
| **Main Activity** | | | |
| Materials: worksheets #1, #2 (9 copies), | | | |
| Time  7minutes  7minutes | S-S  S-S | | **Procedure:**   1. Read the paragraph and summarize it (Unscrambling)   **<Instruction>**  T : This time, you’ll read some parts of the book. I’ll give you each paragraph. Read the given paragraph with your partner and summarize it with only one sentence. You have 5 minutes.  After that, please come up to the board and write what you have summarized.  (T makes a chart on the board to let Ss put their summary.)  **<Demonstration>**  (T passes around the worksheets as an example related to  “Physical Touch”, which has some key words marked with  highlighters, and shows the summary of it on the board )  **<ICQ>**  Do you work alone? (No.)  Do you have 3minutes? (No.)   1. Five languages of love questionnaire   **<Instruction>**  (T passes around worksheets related to questionnaire)  T : First of all, with your partner, fill up a questionnaire and  count the number of A,B,C,D and E below it. Then, find out what the best score is, which means your love language. Finally, each of you is going to share experiences related to your love language. Make sure, with your partner, to read aloud the options before checking. You have 7 minutes.  **<Demonstration>**  (T shows T’s love language on the board and put a short story about it.)  **<ICQ>**  Is the lowest score out of five languages your love  language? (No.)  Do you need to share your experiences with your love  language? (Yes.) |
| **Post Activity** | | | |
| Materials: N/A | | | |
| 5 minutes | S-S/S-T  Feedback/  Error correction  T-S | | **<Presentation>**  (Ss stand up and share experiences with their own love language. T tries to give feedback to each of them and do error correction.  **<Conclusion>**  T: To recap, you have many beloved ones around you. Family, friends, husband and wife, and your date. Once you know their love languages, you can put them into practice and make your true love real.  Thank you for undivided attention! The class is dismissed! |

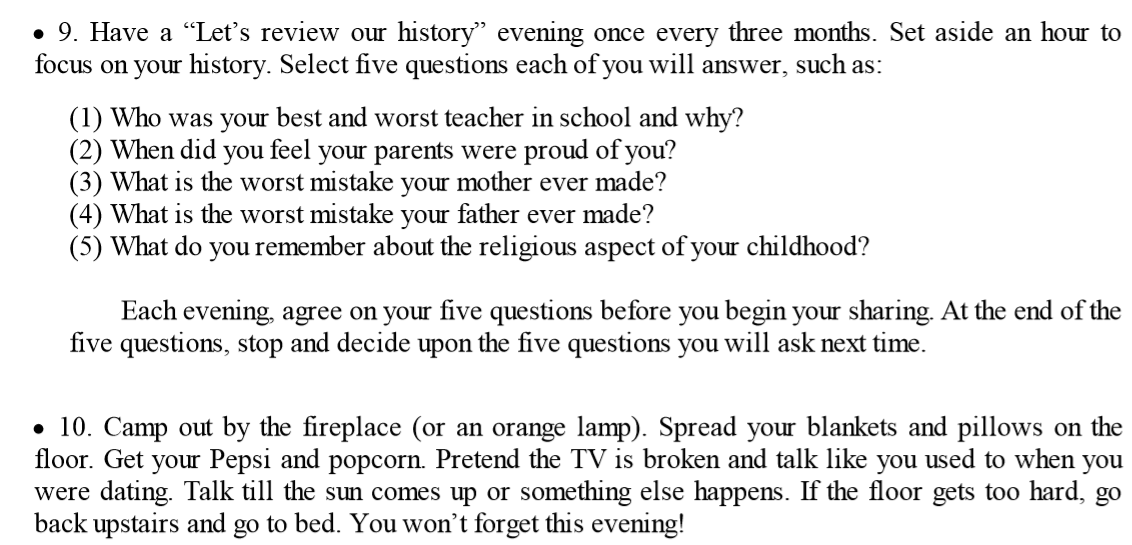
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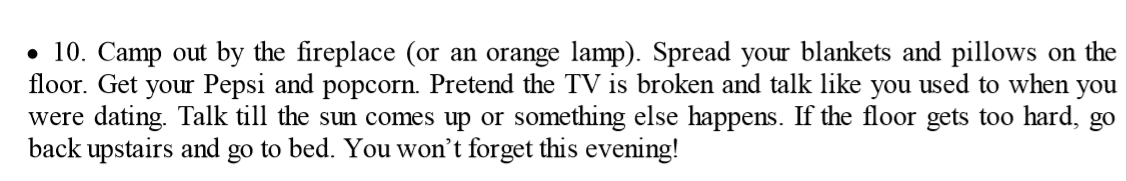


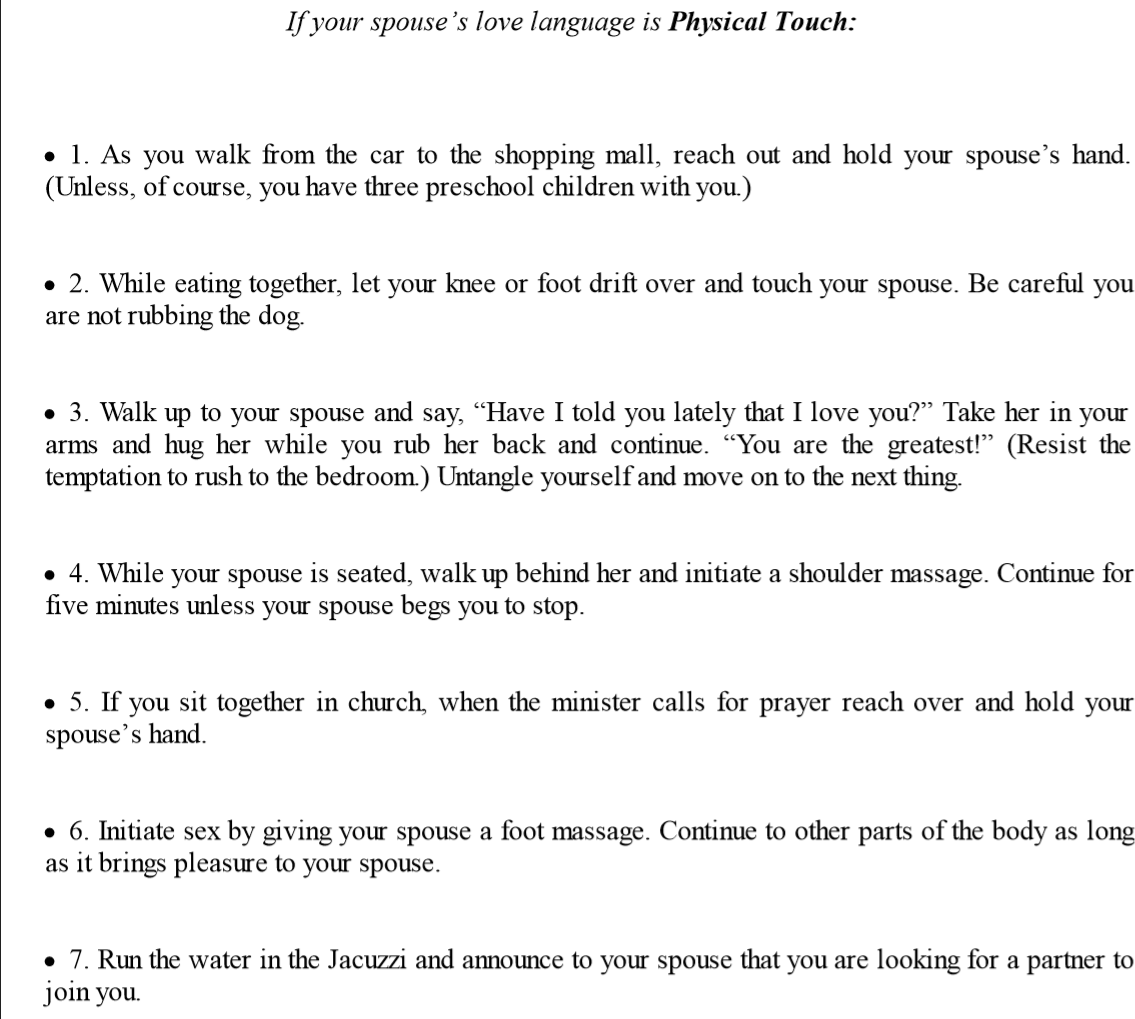


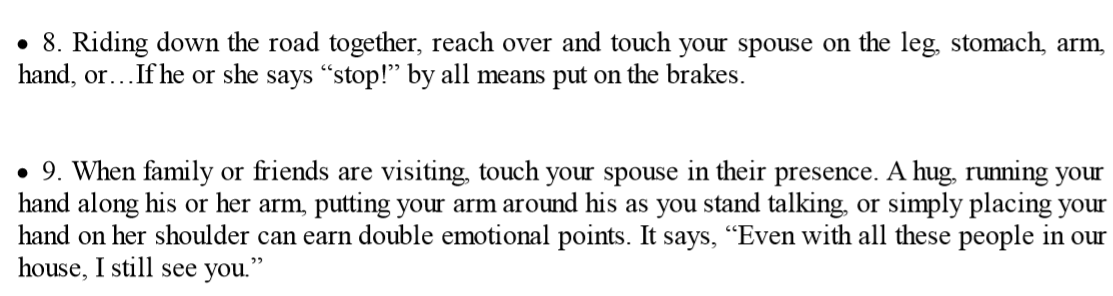
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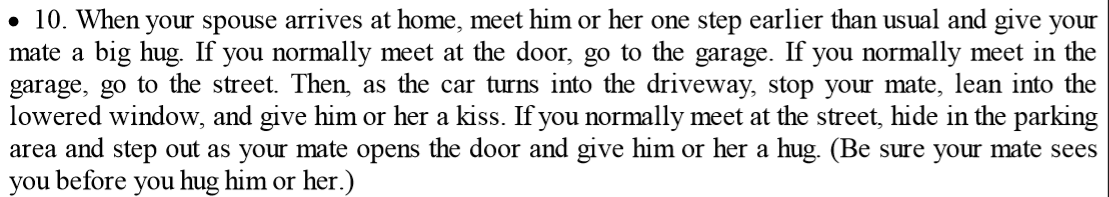
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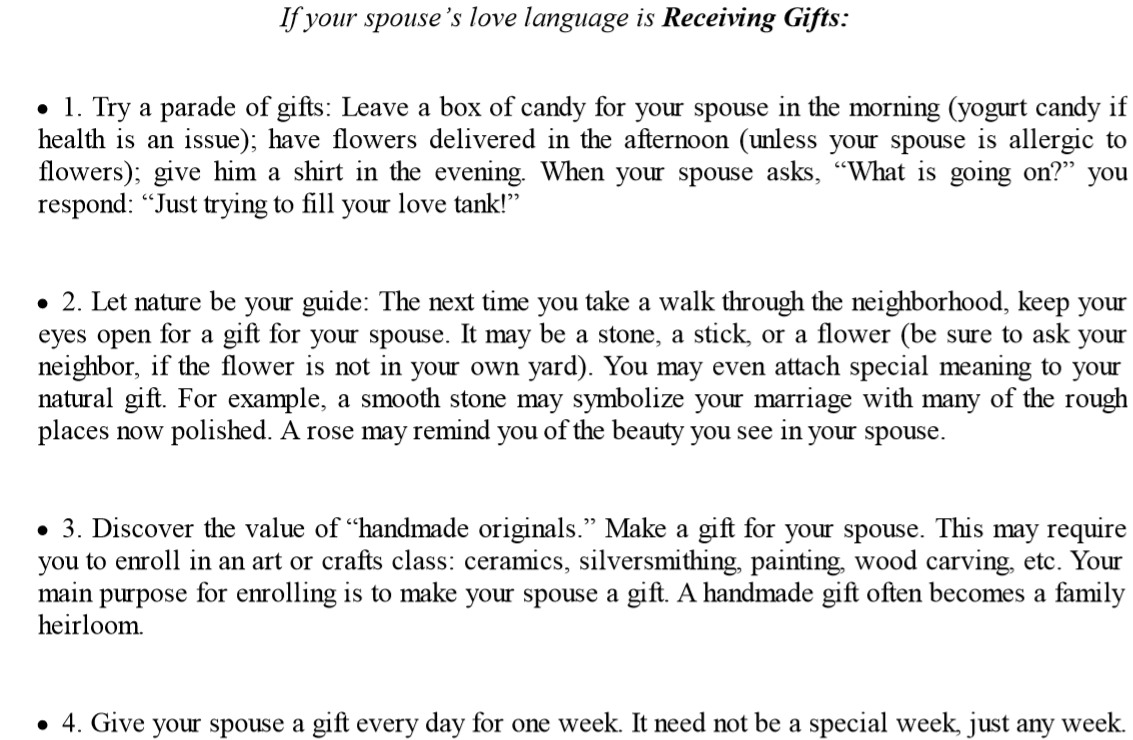
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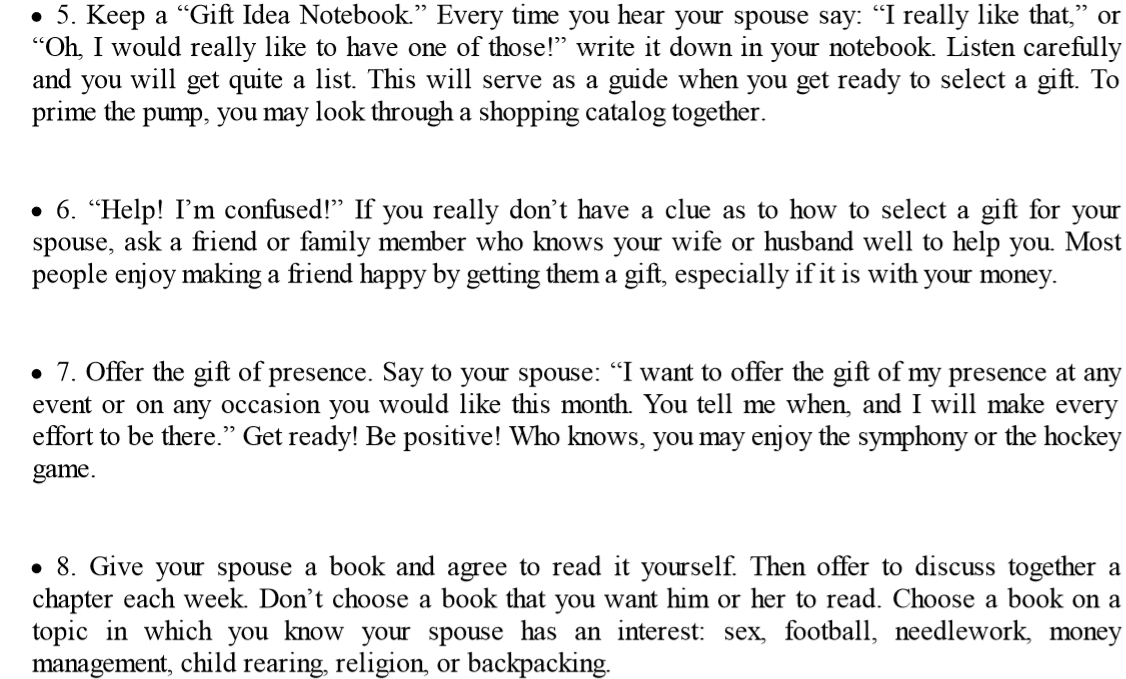
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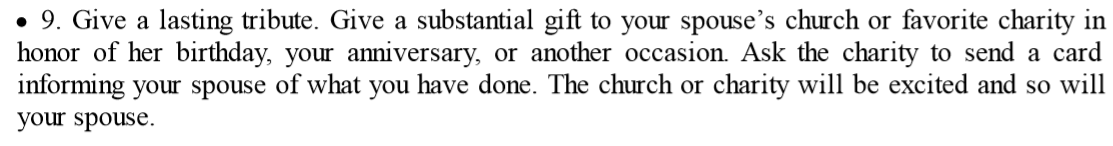
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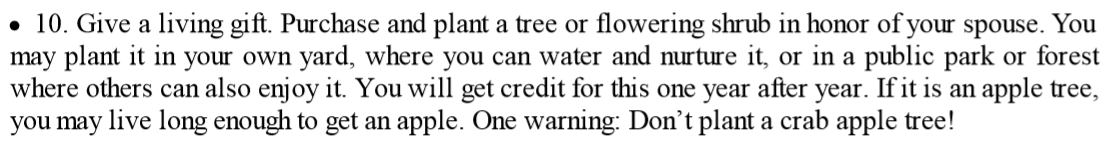
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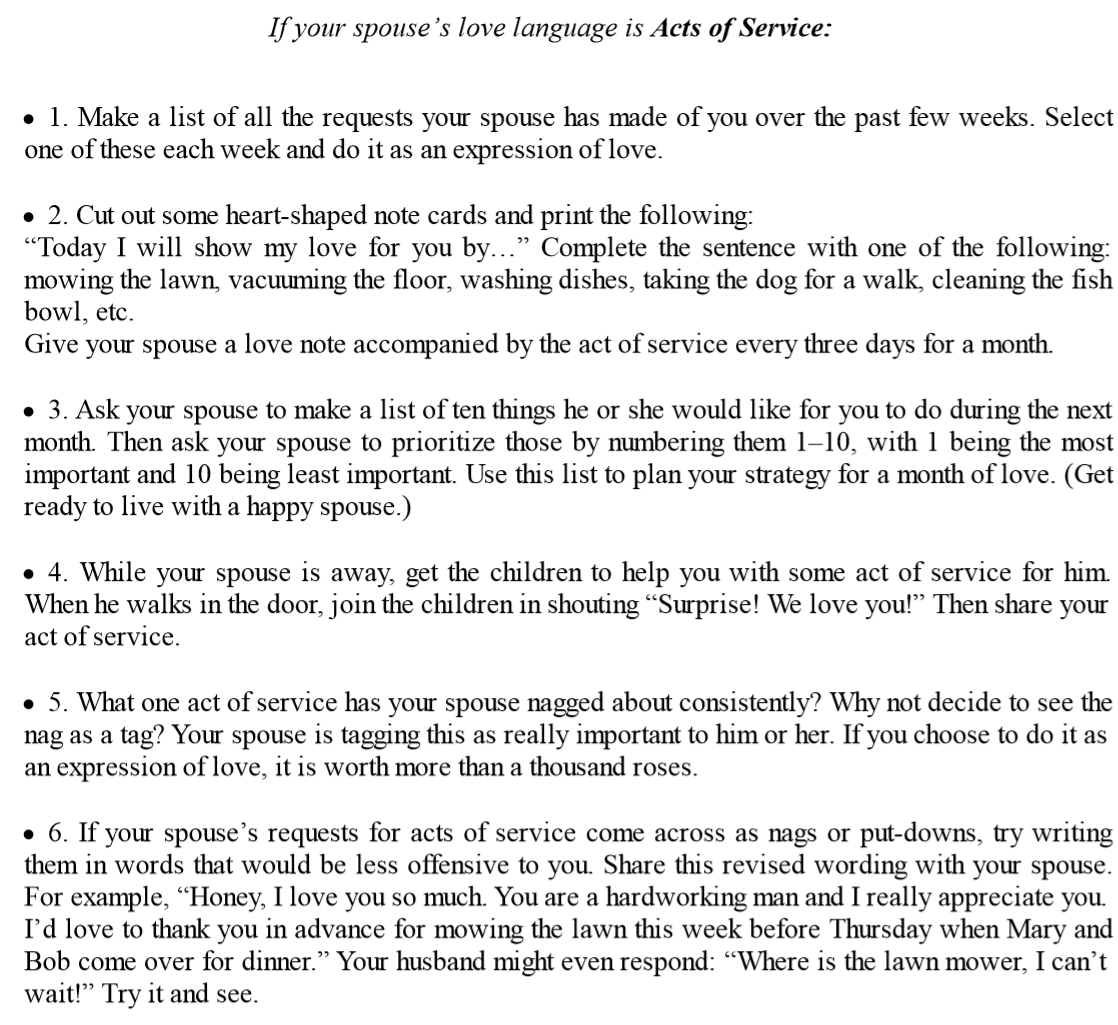
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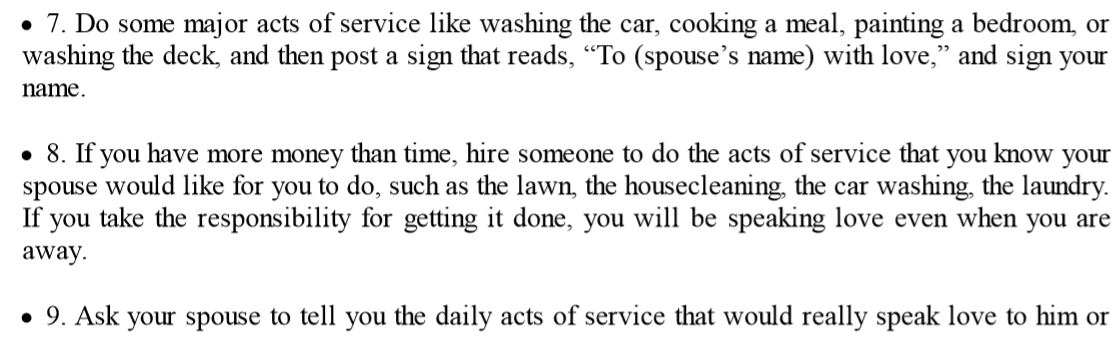
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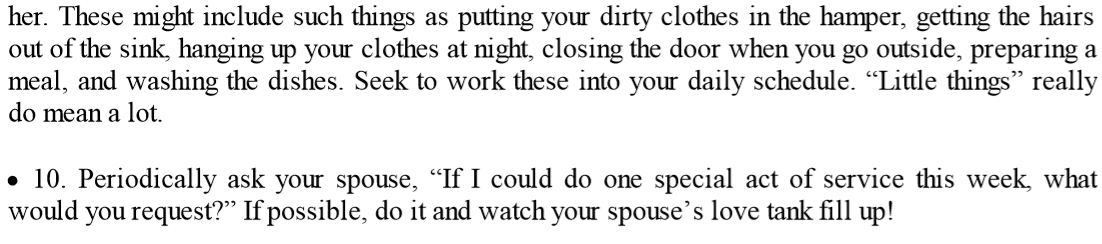
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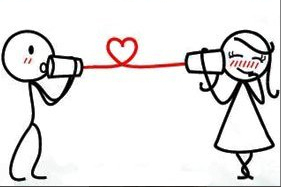
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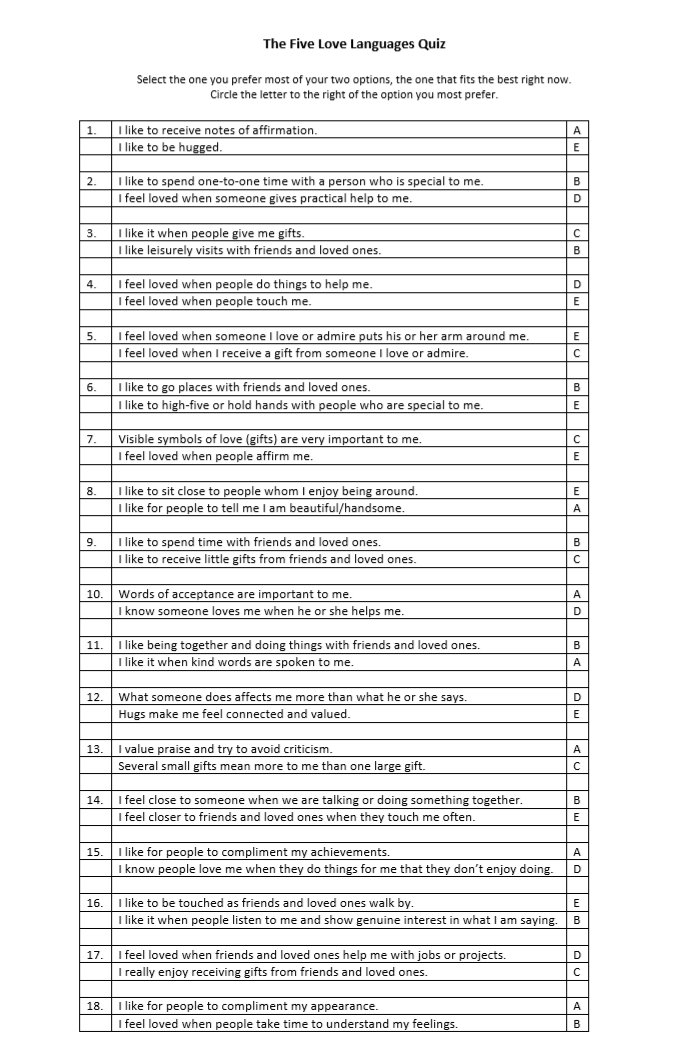
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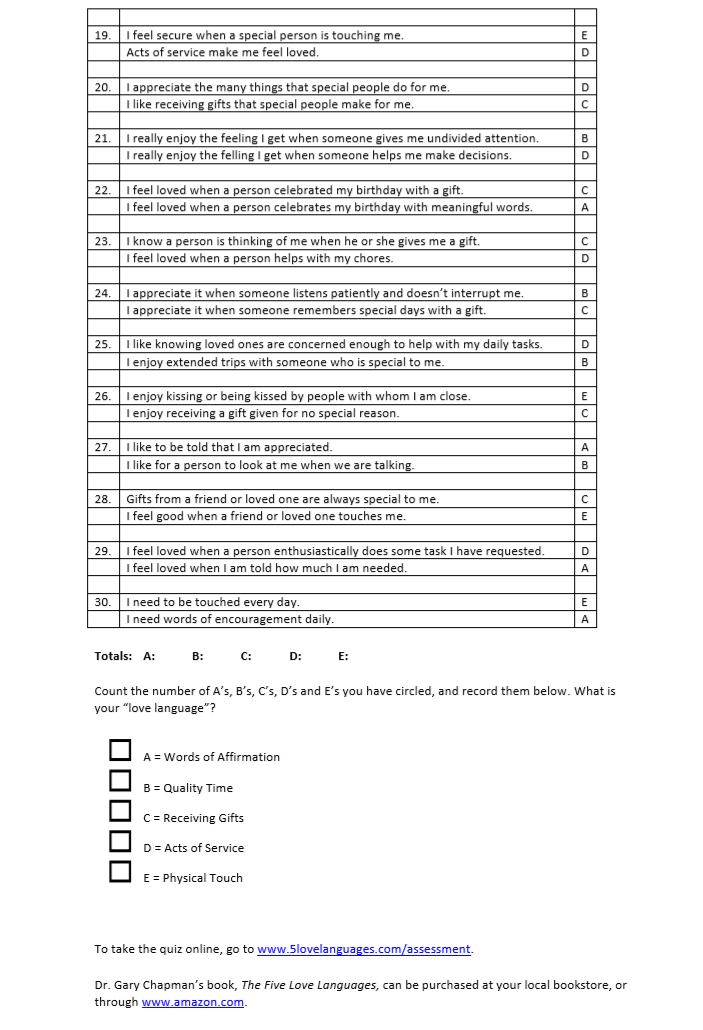
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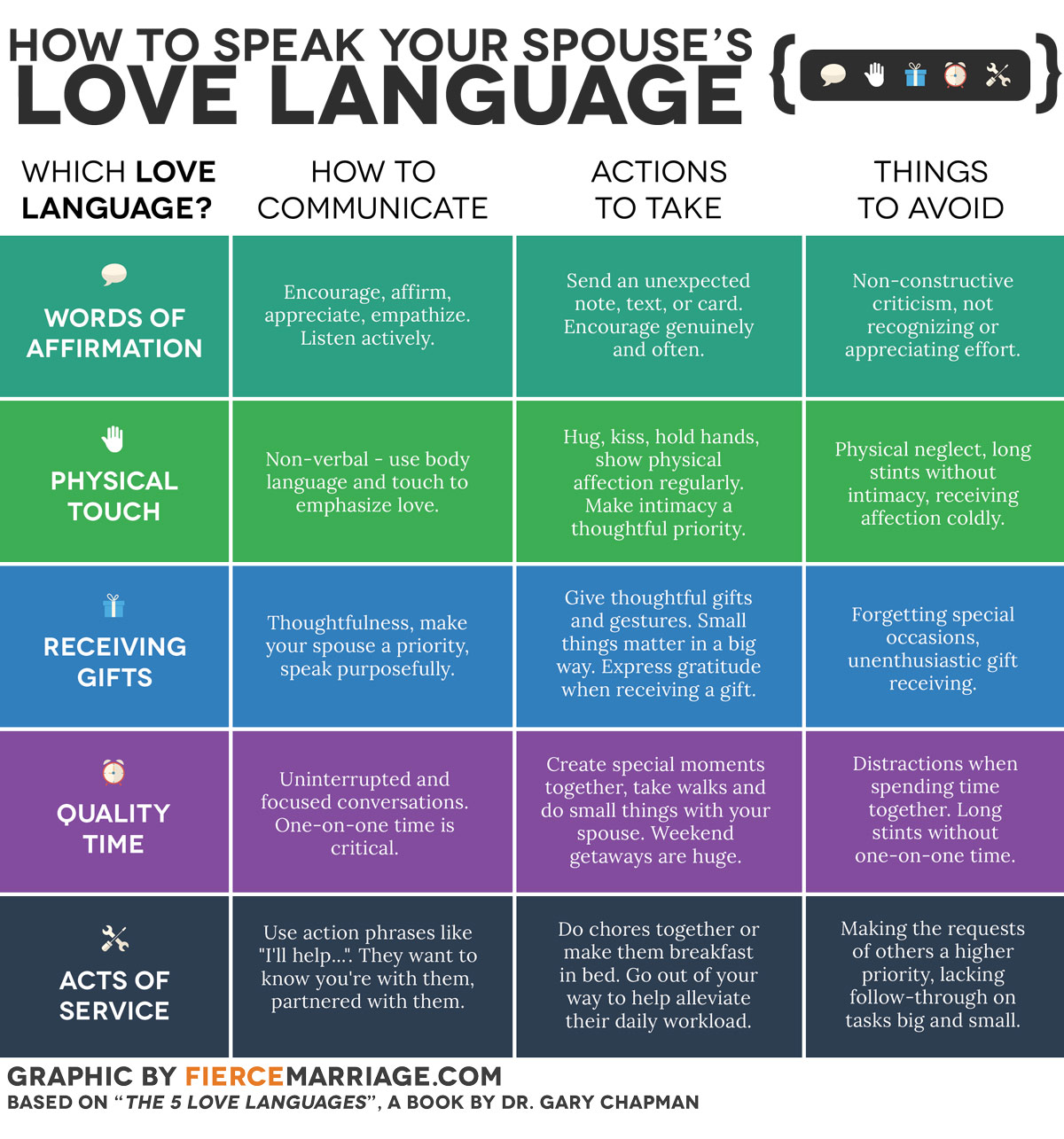
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