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| **Topic:** Who Do You Admire? | | | |
| **Instructor:** | **Level:** | **Number of Students:** | **Length:** |
| Grace Chung | Intermediate | 10 students | 50 minutes |
| **Materials:**  Listening script of the interviews (Teacher’s use)  Recording of the interviews  Pictures of Margaret Thatcher, Nelson Mandela, Che Guevara, and Martin Luther King  Vocabulary worksheets (10 copies)  Tape/magnet/sticky tack  Blank sheets of paper  Board markers for the whiteboard | | | |
| **Aims:**  -To express clear reasons on the choice of a figure with appropriate diction  -To comprehend what others say about their admired figure  -To identify characteristics or traits of certain figures from statements on a behavior or an action | | | |
| **Language Skills:**  Listening: understanding the content of the recording and discussions  Reading: guiding questions  Writing: Taking notes, sentence-making and statements for Ss’ admired figures  Speaking: Discussions and Answers | | | |
| **Language Systems:**  Lexis: (social norms, perspective, throughout, pull off) definition, use of words  Discourse: understanding the flow of discussions and comprehending the content of the recording | | | |
| **Assumptions:**  -Ss know each other by their first names and familiar with the teacher.  -Ss know enough English to express their opinions but lack diction.  -Ss are not familiar with expressions that are commonly used by native-speakers. | | | |
| **Anticipated Errors and Solutions:**  -Words other than the given vocabulary that students may not understand  -Grammar mistakes in sentence-making for vocabulary  -Pronunciation mistakes | | | |
| **References:**  Mixer 129 Who do you admire? (n.d.). Retrieved November 18, 2015, from <http://www.elllo.org/english/Mixer126/T149-Admire.htm> | | | |
| **Notes:**  -Board ready before the start of class:  -Title (top center)  -Aims (left)  -Order of activities (right)  -Three vocabulary words (side) – later with synonyms given by Ss  -Error correction (side)  -Keep what you wrote on the board  -Monitor discreetly over individual and paired activities  -Remember to give verbal cues between activities.  -Track time  -Wait time (allow students to think before answering) | | | |

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| **Presentation:** | | | | |
| **Aims:**  SWBAT infer the content of the lesson from the warm-up question and brainstorming. | | | **Materials:**  Pictures of historically famous people  Tape/magnet/sticky tack | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 minutes | Entire class |  | |  |
| **Notes:**  (*Greetings*) “How was your weekend?”/“How are your conditions today?”/“Anything interesting going on these days?” (Other than “How are you?”)  (Listen and respond)  Before we begin an activity, *Elicit*: what does it mean when you admire someone?  (Wait, acknowledge responses, write on the board: under the word Admire)  -to think highly of someone of your approval, shares values, respect  ::To admire someone is to think that particular person as your role model  For a minute, I want you to think of one person whom you admire and is famous historically or alive today. Don’t share with your neighbors. We will do that later in another activity.  *ICQ*: Think of what? Share or not?  (Pull out a few pictures of historically famous people, including Winston Churchill, and put them up on the sides or corners of the board while giving Ss time to think.) | | | | |

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| **Practice:** | | | | |
| **Aims:**  SWBAT define the new vocabulary words and apply them in new sentences after a practice worksheet. | | | **Materials:**  Vocabulary worksheets  Blank sheets of paper | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 20 minutes | Entire class |  | |  |
| **Notes:**  Before we listen to the responses from Sarah, Paul, Katia, and Lindsay to the question on who they admire, let’s take a look at today’s list of vocabulary that will appear in the recordings.  (Ask for synonyms or antonyms along the way)  (Give out *vocabulary worksheets*)  -Social norms: behaviors or actions that are viewed as acceptable in society (ei. When you move to a new culture, it is important to learn the social norms.)  -Perspective: how a person sees something; point of view (ei.She has an interesting perspective.)  -Throughout: all over (ei. There are many fine restaurants throughout the city.)  -Pull off: to accomplish something that was hard to do (ei. He was able to pull off an A in that class despite the fact that he did not study.)  (Quick check on the Fill-in-the-blanks then instruct students to pass their sentences to their left neighbor for grammatical checks)  (If not much time left, allow students to just write two sentences for sentence-making)  *CCQ*: Definition, share example sentences from worksheets  ~10mins~  *Error correction:*  Through and throughout are not inter-changeable. (one going in between, other all over)  Allow quick notes on what Ss will hear from the recordings. Also note words or phrases they don’t know so they can ask after listening.  (Play recordings of Sarah, Paul, Katia, and Lindsay)  Allow Ss to ask questions after listening.  (Discuss among peers)  *Guiding questions*:  Who are the historical figures that the interviewed admired? (apply pictures)  What traits do you see in individual figures that were described in by the speakers? (list on the board under pictures) | | | | |

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| **Production:** | | | | |
| **Aims:**  SWBAT write factual statements which reflect characteristics of their figures. | | | **Materials:**  Blank sheets of paper | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 15 minutes | Pair up |  | |  |
| **Notes:**  I had given you a minute in the beginning of class on your role model who is either from history or currently alive.  (Ss will write down three facts on who they admire. They are still not allowed to share any ideas with anyone.)  Stand up and pair up with someone who does not sit beside you! READ your statements and have your friend guess who he/she is without taking notes on what you have said.  (Give more time to think and note on their figures)  *ICQ*: How many statements? Share names of their figures? | | | | |

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| **Post Production:** | | | | |
| **Aims:**  SWBAT | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 minutes | Entire Class |  | |  |
| **Notes:**  (Focus on feedback and error correction.)  Have Ss share their statements.  Comment. Compliment. Correct.  ~Conclude~  *CCQ*:  What does it mean to admire someone?  What does a behavior or an act reflect about oneself?  Review vocabulary words that you have learned over this month. There will be a quiz next Thursday. | | | | |

**Vocabulary Worksheet**

**Place each term into its appropriate sentences.**

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| social norm | perspective | throughout | pull off |

1. The ice-skater managed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a triple axel, which is considered to be the most difficult.
2. Working with a designer will give a fresh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on what you are trying to show.
3. Hugging a man under any circumstances is considered out of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in this culture.
4. The teacher has taught English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Southeast Asia.

**Make a sentence for each term on above.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_









