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| **Topic: Lost Artifact Found** | | | |
| **Instructor:** | **Level:** | **Number of Students:** | **Length:** |
| Grace and Dean | Intermediate | 14 students | 25 minutes |
| **Materials:**  Board markers and tape  Article on the Fabergé Egg  Colored pictures of the Third Imperial Egg and the Russian Tsar  Vocabulary words and their synonyms (cut up in pieces of paper) | | | |
| **Aims:**  Students will be able to…  Buy an item in an antique shop by learning the necessary vocabulary. | | | |
| **Language Skills:**  Listening: Summary on the article and T’s questions  Reading: Target sentences and vocabulary  Speaking: Answering and discussions | | | |
| **Language Systems:**  Discourse: Comprehension on T’s questions and summary  Lexis: Vocabulary and definition  Function: Requests and statements. | | | |
| **Assumptions:**  Students are on similar level in which they have little issues with comprehension but lack vocabulary. | | | |
| **Anticipated Errors and Solutions**  ALM on the word *Fabergé*.  Error correction regarding the use of the prefix *in~*.  Corrections on any pronunciation mistakes. | | | |
| **References:**  $33 million Fabergé egg found at market. (n.d.). Retrieved November 19, 2015, from <http://www.breakingnewsenglish.com/1403/140322-faberge-egg.html> | | | |
| **Notes:**  Title: Lost Artifact Found  Aims: (Written above)  Running order:  Mix and Match  Ranking Discussion  Target Sentences:  The imperial egg was crafted by the Russian jeweler, Peter Carl Fabergé.  The Russian Tsar’s heirloom was found at a bric-a-brac stall.  Error Correction: The prime minister is infamous for his racist remarks.  Tape pictures to the sides of the title. | | | |

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| **Pre-Task** | | | | |
| **Aims:**  SWBAT refresh their memory on the words they have learned before by reviewing them. | | | **Materials:**  Board markers  Pictures  Tape | |
| **Time** | **Set Up** | **Students** | | **Teacher** |
| .5 min  1 min  3 mins | Whole class | Respond to the greetings.  Answer eliciting questions.  Listen to the T’s summary on the article. | | Greetings.  Eliciting\*  Questions on vocabulary words/pictures.  Now, before we go on with our activities today (*pointing to the running order*), what do you see in these pictures?  Summarize the article on the Fabergé Egg that was found in a bric-a-brac stall.  (*Place new vocabulary words on the board*: imperial, craft, priceless, heirloom, tzar, bric-a-brac stall, scrap, exhibition, momentous, infamous.) |
| **Notes:**  Remember to respond and comment on what they have done and said throughout the lesson. | | | | |

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| **Task Preparation** | | | | |
| **Aims:**  SWBAT master the pronunciation and know the new words by doing the mix and match activity. | | | **Materials:**  Tape  Terms and their synonyms | |
| **Time** | **Set Up** | **Students** | | **Teacher** |
| 2 min  1 min  3 mins | Whole class | Repeat after the teacher.  Assess words and volunteer. (They may ask their partners before volunteering themselves.) | | ALM\*  Could you repeat after me?  Error Correction  The use of the prefix *in~*  Mix and Match  Place the synonyms randomly beside the list of the new vocabulary words.  (kingly, design, expensive, inheritance, emperor, flea market, junk, show, grand, famous for something bad)  Ask for volunteers who would come up and arrange the synonyms to their matching words. Comment and make necessary corrections. |
| **Notes:**  Be aware how Ss pronounce the word *infamous*.  Give corrections for any pronunciation or definition mistakes. | | | | |

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| **Task Realization** | | | | |
| **Aims:**  SWBAT clearly express their opinions verbally in their discussions. | | | **Materials:**  Board markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 8 mins  .5 min  5 mins | Pair up  Whole class | Listen to the instructions. Pair up and discuss.  Answer the questions.  Share. | | Main Task: Ranking Discussion  You are in an antique shop, assuming you have enough money to buy two things from the shop, what would you buy? Tell me the reasons. Pair up and share your answers within your group for 5 minutes.  (*Write list of objects onto the board*: vintage wine, 18th-century art, the first English textbook, an Olympic gold medal, Ming dynasty china, a 1000-year-old poem, the Beatles autographs, Henry VIII’s wedding rings)  ICQ  How many things do you buy?  Who do you do the activity with?  Class Discussion  Can you guys go around the classroom and share your answers in two sentences? |
| **Notes:**  Remember to give verbal cues between the activities and move around during the discussion. | | | | |

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| **Post Task** | | | | |
| **Aims:**  SWBAT apply the new words into their daily conversations. | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins  2 mins  1 min | Whole class | Answer the questions.  Answer the questions.  Give feedback.  Greetings and dismissed. | | Comment  How much would you spend in an antique shop?  CCQ\*  Is a pen priceless? How about a gold bar?  Can you give me some names of people who are infamous?  Is a piece of paper a scrap?  Feedback  (Optional: How was the lesson today? Easy or difficult?) There is no assignment today but review the words we learned today. Great job today, you are dismissed. See you tomorrow. |
| **Notes:**  Watch time. | | | | |