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| Listening █ Speaking  Reading  Grammar  Writing |
| **Topic: Romantic Relationship with Boy Friend** |

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| Instructor:  Hannah & Dian | Level:  **Intermediate** | Students:  **16** | Length:  **30 Minutes** |

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| Materials:   * Dialog Wall Chart * 8 mustaches & 8 ribbons * 8 worksheets (dialog) * Big size Post Card * Wall Chart of questions & a sticky ball * Materials (scrambled words – darling, sweetie) |

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| Aims:  Main Aim – Enabling SS to improve their Speaking skills by having SS talking about romantic relationship.  Secondary Aim – Ss will talk about relationship by having Ss practice rhythm and stress of situation, discussion, and playing 6 questions.  Personal Aim – We want to adjust our speaking pace and teaching pace to the level of the learner. We want to improve on our instruction and time management. |

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| Language Skills:  Speaking – Ss will practice a conversation (dialog) with rhythm and stress.  Writing – Ss will summarize their opinions about discussion issue.  Listening – Ss will listen to other’s conversation, opinion about discussion issue and experiences about their love.  Reading – Ss will read a dialog, questions in drawing lots. |

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| Language Systems:  Lexis – Fiancé, Honey, Sweetie, Darling  Phonology –[**|**fi:ɑ:n**|**seɪ], [**|**hʌni], [**|**swi:ti], [**|**dɑ:rlɪŋ]  Grammar – none to discuss  Function – Discussion  Discourse – Discuss about relationship problem |

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| Assumptions:  Most Ss have discussed relationship in English.  Most Ss have had a significant relationship.  Most Ss have been on date or have been introduced to someone.  Most Ss enjoy listening to other’s experiences regarding relationship. |

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| Anticipated Problems and Solutions:  Ss can hesitate to speak with rhythm and stress.   * Teacher Shows exciting demonstration and makes Ss to do.   Pre-activity will take longer time than a plan   * Teacher will get on 1/3 of Ss to go.   Ss can worry about sharing their opinions.   * Teacher shows examples of opinions.   Ss can forget the answers for drawing lots.   * Teacher gives additional questions. |

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| References:  Image from Google (dating couple) |

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| **Lead-In** | | | |
| Materials:   * Loud voice | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WC | Greetings and casual discussion | Hello everyone.  Sarah, what’s your favorite food?   * Why do you like it?   Lucy, what’s your favorite song?   * Why do you like it?     Thank you for sharing together. |

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| **Pre-Activity** | | | |
| Materials:   * Picture of dating couple * Dialog wall chart * Worksheets (dialog) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | T- Ss  T- WC  Ss  T  T- WC  Ss- Ss  Ss  T- WC  T-WC | Follow up teacher’s eliciting  Check the concept  Grouping  Check Demo  Check the instructions  Practice the dialog  Speak dialog with rhythm and stress  Ask confusing sentence  Finish the activity | Eliciting   * What do you call the man before he becomes your husband? Fiancé   CCQ   * If I have my fiancé, can I call him ‘darling?’ Yes * Can you call your boyfriend as ‘Honey’? Yes * Show words of ‘Honey’, ‘Sweetie’, ‘Darling’ and ‘Baby’ * What is the common thing of these words? Calling name for boyfriend   Creative grouping   * Now, first student from the line, say Honey. Next student Sweetie. And then turn around the class. Then from the first, 2 students are one pair. (e.g. Jenny and Lucy are one team, ~~) * Who said Honey? Hand up! You will be a boy. * Who said Sweetie? Hand up! You will be a girl. * We will make group like Jenny & Lucy, you are one team. Angela & Gianna, you are one team. * Make other team in this way.   Demonstration   * We are going to show you first. * Put the dialog wall chart on the board * Ref. attached dialog for Pre-activity * Show demonstration as a boyfriend and girlfriend.   Instructions   * You will practice this dialog in 2 min as a boy and a girl.   ICQS   * What are we doing now? Play as a boy and a girl. * Are you doing individually? No. * Then, as group? Yes. * So, how much time do we have? 2 min   Explicit Instruction   * I will give you a worksheet and materials to costume as a boy and a girl. * I want you start when I say ‘Begin’.   Explicit ICQs   * Will you start I give you materials? No * When I say ‘Begin?’ Yes * So, will you stick the materials to your face? Yes   Run   * Give 3 min to ss and inform how much time left. (e.g. 1 min left) * Monitor Ss’ writing and give 1 more min depends on Ss’ practicing pace. * After practice, pick up 3-4 pairs then let them play. * This team (call names of team), would you speak a dialog in your way? * After then, pick 3-4 more team up and let Ss speak a dialog.   Close   * Have you any question? No * Thanks for speaking up with rhythm and stress |

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| **Main Activity** | | | |
| Materials:  Big size Post Card | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13min | T  Ss  Ss  T- WC  T- WC  Ss- Ss  Ss- Ss  T- Ss  T- WC | Check Demo  Remake groups  Check the subject  Check the instructions  Discussion  Sharing opinions  Asking questions  Finish the activity | Demonstration   * Ref. attached a story for Main-activity * Here is a post card from Minji who needs an advice about her relationship. * You can check the post card back side of the paper you’ve got already. * Sarah, would you read the post? * We have groups already. Jenny & Lucy, you are one team again. Angela & Gianna, you are one team. * Make other team in this way. * Do you think this woman has to keep her relationship or break up to find other guy?   Instructions   * We are going to discuss about this issue in 4 min. * A group can share your opinions about her relationship; it must be go on or have to stop.   ICQS   * What are we doing? Discussion about situation. * Are we doing it individually? No. * By group? Yes * How much time we will have? 4min.   Explicit Instruction   * I will give you a paper for one group then you can write and summarize of your opinions. * Please start to discuss when I say ‘Begin’.   Explicit ICQs   * So, you just share opinions without writing? No. Can write? Yes * Will you start to discuss when I give your paper? No. Then I say ‘Begin’ Yes   Run   * Ss discuss the situation and share their opinions with writing. * Let Ss know how much time left. 2 minutes left!! Then encourage Ss to discuss within left time. * Monitor Ss’ discussion * Time’s up! Let’s share your opinions. * Alice & Emily, can you share your opinions? * Ask 2-3 more groups in 4 min. * In my opinion, she should try to talk about her thinking directly then decide what she will do.   Close   * Have you any question? No * Thank you for discussion and sharing. |

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| **Post Activity** | | | |
| Materials:   * Wall chart of questions * A ball * Materials (scrambled words – darling, sweetie) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min | T- WC  T  T- WC  T- WC  Ss  T- WC | Check demo  Check instructions  On Activity  Answer the questions  Error Correction  Finish | Demonstration   * Put the wall chart of questions * Here is a ball and there is a wall chart. * What am I going to do? Throw the ball * Throw the ball and hit the number, then open the number and ask the question.   Instructions   * We’re going to throw the ball till hit the number. * When you hit the number and check the question and answer it. * We will do it individually in 3 min.   ICQS   * What are we doing? Throw the ball and answer the questions. * We will do it by group? No. * Individually? Yes   Explicit Instruction   * I believe you will not throw the ball to others.   Explicit ICQs   * Will you throw the ball to others? No * Then to the board? Yes   Run   * Ss throw the ball to the board and answer the questions.   Close   * Have you any question about this dialog? No * Put the materials of scrambled words – darling, sweetie then let Ss correct the words.   Thank you for sharing your experiences of relationship. |
| **SOS Activities** | | | |
| Materials:   * Sticky ball for S.O.S-activity | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1-2  min | T- WC  T  Ss | Check the activity  Demonstration  On Activity | CCQ   * What do you do after break up your relationship? Getting off the stress * Throwing the ball is helpful to do that? Yes * Here is a ball and you can throw it to the board but before then you have to say something to your ex-boyfriend. * E.g. Go to the Hell!!!!!!!!!!!!! Then Throw the ball.   Run   * Pick a student and pass the ball. * After then pick Ss to do it again.   Close   * Thank you for getting stress off with ball |

Dialog for Pre-Activity

Boy: - Baby. Would you like to meet my friends tonight?

Girl: - Sweetie. I’d love to go but I can’t.

Boy: - Why not?

Girl: - I don’t have a beautiful dress.

I want to get on your friends’ good side.

Boy: - Oh, no. You are already pretty enough. You’ll be shiny.

Girl: - Hmm, but how can I meet your friends with shabby clothes?

Decision A

Boy: - Ok, baby. Why don’t we go shopping? I want you buy a nice dress.

Girl: - Oh, really? I love you sweetie.

Decision B

Boy: - Ok, baby. I’ll go alone. See you later.

Girl: - Huh? See you never!!!!!

Post card for Main-Activity

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| Hello, I’m Minji and I need advice about my relationship.  I have a boyfriend who is from Italy. He is handsome and 33years old. (I’m 35 years old.) We are dating for around 2 years. He’s living in Italy and we have date as many as we can even though we live far from each other. But it seems he doesn’t want to talk about marriage. He always escapes when I try to talk about it. But I want to get marry and settle down. Should I keep this relationship or break up and find someone who can marry and settle down with me? I’m not sure that I can break up with him because I love him so much. | C:\Users\Administrator\Desktop\c0046952_49fc3a4678b56[1].gif |
| From.  Rm. 302, Sangdoro-2gil,  Seoul, South Korea  Minji |

Questions for Post-Activity

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| When was your first kiss? | When did you have your first date? |
| Do you have any memorable presents from your boyfriend or husband? | When was the last time you heard “I love you” from a boyfriend or a husband? |
| When was your last kiss? | Where was your first date place? |