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| Listening  **Speaking**  Reading  Grammar  Writing |
| **Topic:**  My Dream Wedding |

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| Instructor:  Anne Kim,  Rosa Kim | Level:  Upper-intermediate | Students:  16 | Length:  **30 Minutes** |

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| Materials: wedding pictures(\*2), funeral picture, worksheet(\*16), answer sheets(\*16), "I'd like to" dice, game props, invitation sample, invitation templates(\*20), decoration stickers |

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| Aims:  -Main Aim: To enable Ss to improve their speaking skills  -Secondary Aim: Students will talk about wedding by having Ss do a vocabulary worksheet, discuss about dream wedding, and write their own invitations.  -Personal Aim: I want to improve on ICQs, and CCQs  I want to practice on teaching pace.  I want to improve on the smooth transition from eliciting to CCQs. |

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| Language Skills:  -Writing: Ss will be engaged in writing activities  -Listening: Ss will listen to classmates.  -Reading: Ss will read worksheets  -Speaking: Ss will share thoughts about their dream wedding with classmates. Ss will give a presentation about a wedding. Ss will compare their dream wedding to the presentation. |

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| Language Systems:  Grammar: none to discuss  Lexis: bride, groom, bridal shower, bachelor party  Phonology: bride, groom  Function: describing a picture, presenting personal opinion, inviting guests  Discourse: 10 words such as "bridesmaids,""maid of honor," and "groomsmen"  "I'd like to …" |

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| Assumptions:  -All Ss often have experience of being guest of someone's wedding.  -Most of students have imagined their dream wedding.  -Ss already who got married still remember their wedding.  -All students know the form of proper invitation. |
| Anticipated Problems and Solutions:   |  |  | | --- | --- | | **Problems** | **Solution** | | Ss might make errors making invitation. | We will prepare extra invitation template. | | Due to T.M., Ss might lack of time for presenting their work to the whole class. | We will follow the one third rule. | | The number of student might outnumber the class supplies. | We will prepare extra supplies. | | Some Ss might not clearly understand the instruction of the activity | We will show another demonstration of the activity with clear modeling. We will also tell Ss that they can discuss about the instruction with classmates. | |

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| References:  http://www.bridalbar.com/real-weddings/beautiful-indian-wedding-boston  http://www.huffingtonpost.co.uk/2014/02/03/unusual-funeral-ceremonies-on-the-rise\_n\_4715923.html  http://www.notonthehighstreet.com/feelgoodinvites/product/calligraphy-wedding-invitation-stationery  ELLE BRIDE No.3 F/W For Cool Brides  https://www.wikipedia.org/ |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | T-Ss | Ss answer to the Qs. | Hello everyone, welcome to the class.  Sunny, who dose more house chore between you and your husband?  Who does the dishes? What about laundry?  Jenny, who is your ideal man among the actors? Only by appearance? Could you explain why?  Thank you for the sharing, ladies. |

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| **Pre-Activity** | | | |
| Materials: indian wedding photo, typical wedding photo, funeral photo, vocabulary worksheets, answer sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | T-Ss | Answers:  Marriage  Wedding  No  Yes  .  matching  3 min  individually  no  yes  (Ss do their worksheet individually)  (Ss check answers with the answer sheets individually) | Eliciting: (show the class a picture of Indian wedding ceremony)  What do you see in this picture?  What are they doing?  What is this ceremony called?  Right, they are having wedding ceremony. It is traditional Indian wedding.  CCQs:  (show a funeral photo) Is this wedding? Are they happy?  (show a wedding photo) Is this wedding? Are they happy?  Demonstration:  (show a worksheet to Ss)  We're gonna do a vocabulary worksheet first.  Instructions: You will match the word with correct definition. You will have 3 minutes to do this. You will do this individually.  ICQs:  What are we going to do?  How much time do we have?  Are you working in pairs? Or individually?  Explicit Instruction: Please don’t touch the paper until I say ‘begin.’  Explicit ICQs: Are you gonna start when I give you the paper?  When I say begin?  (Rosa hands out the worksheets)  Runs:  Now, begin.  (Monitor walking around the Ss. Answer if they ask questions.)  Give time warning: 1 min, 30 sec.  Close:  Time’s up!  (Rosa pass out the answer sheets)  Please check the answers with the answer sheets that I gave you individually.  Do you have any questions?  (Explain the meaning if necessary.) |

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| **Main Activity** | | | |
| Materials: 'I'd like to' modeling, dice, game props(background paper\*2, woman\*2, wedding dress\*3, bouquet\*3, groom\*2, guests\*many) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 17 min | T-Ss | Pronounce 'bride', and 'groom'  Move to their groups  Dream wedding sharing  3 minutes  no  yes  Wedding game  3 min  no  yes  Play game, following the rules  Decorate the group's wedding  S describes the wedding for 2 min | Grouping:  Let’s pronounce 'bride' and 'groom.''  (Make each S say bride and groom at a time)  Those who said ‘bride,’ please come to the left side. Those who said ‘groom,’ please come to the right side.  (call Ss’ names in the same group to prevent any confusion)  **1. I'd like to…**  Demonstration:  For me, personally, I'd like to marry at a church, and I'd like to wear a long white, tight, classic wedding dress, and go to Africa for a honeymoon.  My maid of honor will be Eugene, she is my best friend. I don’t want to invite a lot of guests like other Korean people. See? This is my wedding.  Pairing:  Now, \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ together, (…)  Instruction  In your pair, with your partner, share your thoughts about dream wedding.  You have three minutes.  ICQs:  What are we doing?  How much time do we have?  Are we working in groups?  In pairs?  Run: Let’s begin.  Close: Time’s up.  Sarah, can you tell us about Gina’s dream wedding?  Joanne, can you tell us about Jay’s wedding?  Wow, awesome!  **2. Picking wedding items**  (Anne quickly puts the props on the board)  Now let's play a game! "Activity"  Demonstration: Rosa rolls a dice, and I got 6. Anne rolls a dice and she got 3. Rosa got the bigger number. So, I get to choose an item for my wedding first. Anne, who got the smaller number will chose it after Rosa.    Instruction: The group that got bigger number will choose the item from the board first, followed by the other group. With those items you picked, you will decorate your wedding. The person who rolled the dice comes out and takes the item. We have 3 minute for the activity.  ICQs:  What are we doing?  How much time do we have?  Are we working in pairs?  In groups?  Run:  ① Let's begin with the place for the wedding!  (Each team rolls a dice, and compares the number. Winner picks the item first and the loser latter. Repeat until Ss pick all the items.)  ② Okay, and who is the tallest person in the group? The tallest person is going to describe your group's wedding picture to the class. The tallest person in group bride, \_\_\_\_\_\_\_\_, please come on out and describe your wedding.  Let's give a hand to \_\_\_\_\_\_\_\_.  (Same for the group groom)  Close: Great job everyone! I hope they were quite similar to your dream wedding. Did you enjoy the activity? Good. Let's go back to your regular seats. |

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| **Post Activity** | | | |
| Materials: invitation sample, invitation templates | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-Ss | Making invitation  2 min  No  yes | Demonstration  Look, what is it?  It is a wedding invitation. It looks cool, doesn't it? What information we need for wedding invitation?  (The names of bride and groom, place, date, and time, what else?)  Instruction  Now, you are making your own invitation.  I have colored papers for you. Especially, we prepared the heart shaped papers like this.  You should write a place, date, and time of the wedding.  (Rosa writes 'place, date, time, and names of bride/groom')  Try not to forget the names of bride and groom. In addition, you write what you want to say to your guests.  (Rosa writes 'message to guests')  Here is a sample. I give this sample one each to a group.  You are working individually, and I will give you 2 minutes.  ICQs  So, what are you going to do?  How much time do you have?  Are you working in pairs?  Are you working individually?  (Rosa hands out the papers and stickers)  Run  Let’s begin.  (Rosa draws the heart shaped papers with dotted line in reverse on the board during making invitations.)  (Time warning for 1min, 30 sec)  Close  Time’s up.  If you are done, let's fold your invitation like this.  One, two, three and four.  After making an envelope, lastly, put the stickers that you want.  Everyone did good job!  Post Activity  Here is one word. Can you unscramble this word? letter > rettel  Thank you! |

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| **S.O.S. Activity** | | | |
| Materials: blank papaer(\*Ss) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min |  | Bingo  1 min  Yes  yes | Let's play Bingo!  We are going to do 3x3 bingo.  Demonstration  (Draw a bingo form on the board)  I will give you a blank paper and you will draw 3x3 bingo like this.  Instruction  Choose 9 words from the vocabulary worksheet and fill in the blanks individually.  You have one minute!  ICQs  What are we going to do?  How much time do we have?  Are we working individually?  Run  Now I will say words. If you have 2 bingos, yell bingo. Okay?  ( randomly say words from the worksheet until there a S who did 2 bingos)  Close  Here's a winner.  This is the end of the activity.  Thank you everyone. |