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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: A robot teacher** |

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| Instructor:  Juny | Level:  **Intermediate** | Students:  **16** | Length:  **20 Minutes** |

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| Materials   * Word worksheet (16 sheets + 2 extra sheets) * Article worksheet (16 sheets + 2 extra sheets) * Small box * Small blank paper (12papers + 2 extra papers) * Blank paper (16 sheets + 2 extra sheets) * Modeling (literal, interpretive, applied questions) |

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| Aims   * Main: To help the students to develop their reading skills by reading an article on a robot teacher. * Secondary: The students will learn how to read the article by doing worksheet, making two different types of questions and thinking about their own imaginative stories. * Personal: I want to adjust my timing skill. |

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| Language Skills   * Speaking: Students will have opportunities to talk in groups. * Listening: Students will be able to listen to each other’s conversation. * Writing: Students will write on the worksheet. * Reading: Students will read an article. |

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| Language Systems   * Lexis: robot, friendly, miss, determine, impress, noise * Discourse: discussing in groups * Phonology: pronunciation of determine [dɪ**|**t3:rmɪn] * Grammar: nothing to discuss * Functions: asking questions |

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| Assumptions   * Students will learn how to read an article. * Students will be able to make two different types of questions. * Students will be able to make their own imaginative stories. * Students will be able to share the answers of the worksheets. |

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| Anticipated Problems and Solutions   * Some students might have problems with doing the worksheet. * Other group members can help them out. * Some students might feel shy about sharing their own imaginative stories. * Other group members can share together. * We might spend more time in the main activity. * Even though I’m planning to ask 3students in the post activity since I spend more time in the main activity, I will ask just one student. * I might finish earlier than I expected. * I can use our SOS activity to manage the time. |

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| References   * Work sheet * Reading Farm 2 made by ETOPIA * Definitions * <https://www.wikipedia.org/> |

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| **Lead-In** | | | |
| Materials: Nothing | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-S |  | Good morning class. It’s happy Thursday. I hope everyone can have a great day today.  Sarah, when you meet someone new, what is the most important thing that you care about?  (If she answered) Can you share the reasons?  (If she answered) Thank you for sharing.  Jay, if you can have siblings, do you want to have brother or sister? (If she answered)  Can you share the reasons? (If she answered)  Thank you for sharing. |

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| **Pre-Activity** | | | |
| Materials: Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | T-S  SS |  | (Eliciting)  What is a machine which is programmed to move and perform certain tasks automatically?  (If students answered) Yes, it is robot.  (CCQ)  Am I a robot? - no  (show a picture of a robot) Is this a robot? - yes  (Instruction)  Now, you are going to match the definitions of the words in the worksheet. You will have 3minutes to work individually.  (ICQs)  What are we doing? (doing worksheet)  How much time do we have? (3minutes)  Are we working in pairs? (no)  (Explicit Instruction)  Alright. I don’t want you to start until I finish passing out the worksheet and say begin.  (Explicit ICQs)  Are you going to start right after you get it? (no)  Are you going to start when I say “begin”? (yes)  (Pass out the worksheet)  Let’s begin.  (Discreetly monitoring the students. If they ask questions, answer them.)  2minutes, 1minute, 30seconds, time’s up.  Alright. Let’s share the answers together. Hannah what is the answer for number1?  (If students answered) Can you read the sentence for us?  (Ask a few more students) |

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| **Main Activity** | | | |
| Materials: Papers, Small box, Modeling | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | T-S  SS-SS |  | (Instruction)  Now, we are going to read an article about a robot teacher. You will have 2minutes to read individually.  (ICQs)  What are we doing? (reading an article)  How much time do we have? (2minutes)  Are we working in pairs? (no)  (Explicit Instruction)  Alright. I don’t want you to start until I finish passing out the article and say begin.  (Explicit ICQs)  Are you going to start right after you get it? (no)  Are you going to start when I say “begin”? (yes)  (Pass out the article)  Let’s begin.  (Discreetly monitoring the students. If they ask questions, answer them.)  2minutes, 1minute, 30seconds, time’s up.  (Creative grouping)  Alright. Jenny, Sarah, Rosa and Dian together, Flower, Sunny………..  (Demonstration)  This time, I will ask you two different types of questions about this article. If you can answer, please say it out loud. Here it the first question.  Why did Jacob have to move his school to Japan?  (Because of his father’s work)  Yes. Right. Can you find the answer from the article? (yes) Yeah. This kind of question is called literal question. You can find the answers from the article.  Here is the second question.  Why did Jacob’s father need to work in Japan?  (Maybe he got fired from Korean company?)  Yeah… may be… Nobody really knows the answer. This kind of question is called interpretive question. We can’t really find the answers from the article.  (Instruction)  Alright. This time, you’re going to make two different types of questions about this article with your group members. You guys only need one literal question and one interpretive question I will give you 3minutes.  (ICQs)  What are we doing? (making questions)  How much time do we have? (3minutes)  Are we working individually? (no)  (Explicit Instruction)  Alright. I don’t want you to start until I finish passing out the papers and say begin.  (Explicit ICQs)  Are you going to start right after you get it? (no)  Are you going to start when I say “begin”? (yes)  (Pass out the papers)  Let’s begin.  2minutes, 1minute, 30seconds, time’s up.  Alright please fold each paper and put them in the box.  Okay. The most adorable person in this group, please pick one card. (If she picked)  Alright, could you please stand up and read the question? (If she answered)  Can you guess the answer? (If she answered)  Thank you for sharing.  From this group, the hottest person, please pick one card from here. (If she picked)  Alright, could you please stand up and read the question? (If she answered)  Can you guess the answer? (If she answered)  Thank you for sharing.  (If there is enough time, ask few more students) |

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| **Post Activity** | | | |
| Materials: Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min |  |  | (Demonstration)  This is my own robot teacher, Chubby.  He looks very round and cute.  He speaks every language in our world.  He can dance like JYP.  I like his chubby belly.  (Instruction)  Just like me, you guys are going to make your own robot teacher. I will give you 3minutes to work individually.  (ICQs)  What are we doing? (making our own robot teacher)  How much time do we have? (3minutes)  Are we working individually? (yes)  (Explicit Instruction)  Alright. I don’t want you to start until I finish passing out the papers and say begin.  (Explicit ICQs)  Are you going to start right after you get it? (no)  Are you going to start when I say “begin”? (yes)  (Pass out the papers)  Let’s begin.  (Discreetly monitoring the students. If they ask questions, answer them.)  2minutes, 1minute, 30seconds, time’s up.  Alright. Let’s share together. Flower, can you come up to the front and share your robot teacher to us?  (If she shared) Thank you for sharing.  (Ask a few more students)  (Close)  T: Good job guys.  (Error correction/Word scramble)  T: (If Ss didn’t make any mistakes) Well done guys and I didn’t hear any errors so I want you to unscramble the word. (TOOBR -> robot)  Thank you for your participation. I will conclude my  reading lesson. |
| **SOS Activities** | | | |
| Materials: Nothing | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min |  |  | (Demonstration)  T: When I was 8years old. My parents bought me a robot puppy. Since it was a robot, I didn’t have to wash him or feed him. I just had to change the batteries. It was easy to take care. However, since it was non-living thing, it didn’t have any reaction. I lost my interest very soon.    (Instruction)  T: This time, I will give you guys 1minute to think about your experiences about robots. If you don’t have any experiences, you can think of the positive things and negative things about having robots.  (ICQs)  What are we doing? (thinking about our experiences of robots)  How much time do we have? (1minute)  Are we working individually? (yes)  Alright. Let’s begin.  30seconds, 10seconds, time’s up  T: Jenny, can you share your experience? |