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| Listening  Speaking  **Reading**  Grammar  Writing |
| **Topic: The truth of lying** |

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| Instructor:  Bodeul(Anne) Kim | Level:  Intermediate | Students:  17 | Length:  20 Minutes |

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| Materials:  Visuals (Pinocchio, My selfie, Audrey Hepburn, a face for giving an information about lies in the Eyes)  Worksheets(\*18)  Unscramble word |

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| Aims:  Main Aim : To enable Students to improve their reading skills.  Secondary Aim : Students will talk about lies by having Ss do a worksheet and improve to get the main idea by skimming the reading an article. In addition, the students will improve their speaking and listening skills by sharing their habits when they lie.  Personal Aim : I want to improve on ICQs, and CCQs.  I want to deliver clear instructions.  I want to practice on teaching pace.  eir habits when they lie an article about lying |

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| Language Skills:  Writing : Ss will complete the sentences on the worksheet.  Listening : Ss will listen to classmates.  Reading : Ss will read an article of the truth of lying.  Speaking : Ss will share their habits when they lie. |

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| Language Systems:  Grammar : none to discuss  Lexis : deception, deed, indulge, mislead, omit, affright, self-esteem, fabrication, bluff, portray  Phonology : none to discuss  Function : reading an article  Discourse : discuss about the article, answer of the following questions |

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| Assumptions:  Most Ss have experience of lying to someone.  All Ss know how to skim and scan.  All Ss are used to working individually and in pairs.  Some of Ss think that people sometimes need to lie. |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Problems | Solutions | | I might face the lack of the time to do pre-activity. | One or two students will be presented. | | Some students might not clearly understand of instructions. | I will chunk out instructions and explicit instructions with ICQ’s and explicit ICQ’s. | | Some students might need more time to read the article. | I will do monitoring and give the time flexibly. | | Some students might have hard time to discover meaning of words. | Students can discuss about the questions with classmates. | |

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| References:  - Reading Module, “California State University Long Beach” TESOL Program book  - http://www.buzzle.com/articles/why-do-people-lie.htm |

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| **Lead-In** | | | |
| Materials: No materials are required. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | T-ss | Guiding questions and following questions | Good morning everyone.  Emily, have you ever lied to your husband?  What was the reason?  Alice, what about your daughter?  I mean, has she ever lied to you?  So, did you scold her?  Thank you for sharing. |

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| **Pre-Activity** | | | |
| Materials: Visuals, Worksheets(17 pieces), Wall chart for modeling | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4mins | T-ss | Eliciting | Do you know Pinocchio?  Pinocchio is a puppet who wants to be real boy.  What made his nose longer? |
| CCQ | (Show my selfie.)  This is me.  Am I lying?  (Show a picture of Audrey Hepburn)  This is me.  Am I lying? |
| Instructions | Now, you are going to do worksheet.  First of all, please complete sentences.  For one of them, tell true.  For others, tell lies.  Secondly, you should make questions that match the statements above.  You will do this within 2 minutes individually. |
| ICQ’s | What are you going to do?  How much time do you have?  Are you working in group?  or individually? |
| Explicit Instructions | Please, don’t touch the paper until I say begin. |
| Explicit ICQ’s | Are you going to start when I give you the paper?  When I say begin? |
| Run | Let’s begin.  I do timing for 1minute, 30seconds,  10seconds. |
| Close | Time’s up.  Sarah, could you ask your question to Jenny? and Jenny, please answer the questions.  Can you guess which is true?  (You are a good liar. Or You are a good detective.)  Thank you for participating. |

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| **Main Activity** | | | |
| Materials: Worksheet for article, Wall chart for demonstration | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8mins | T-Ss | Instructions 1 | I will give an article. I want you to read this individually. I’m going to give you 3 minutes. |
| ICQ’s | What are you going to do?  How much time do you have?  Are you working in pairs? individually? |
| Explicit Instruction | Please, don’t start until I say begin. |
| Explicit ICQ’s | Do you start when you get a paper?  When I say begin? |
| Run | Let’s begin.  I do timing for 1 minute, 30 seconds,  10 seconds.  Time’s up |
| Grouping | Lucy and Jenny one pair, Jiyoon and Sarah one pair, Angela and Juny one pair, and so on. |
| Demonstration | According to the article, there are some reasons why people lie.  On the board, I have put up one of reasons and the situations that related in the reason. |
| Instructions 2 | You are going to list reasons from the article and write one example each situation on the back of the paper.  You are working in pairs.  I’m going to give you 3 minutes. |
| ICQ’s | What are you going to do?  How much time do you have?  Are you working individually? in pairs? |
| Run | Let’s get started.  I do timing for 1 minute, 30 seconds,  10 seconds. |
| Close | Time’s up.  Jay, could you tell me one reason and one example?  Jiyoon, do you have another reason?  Thank you all for your participation. |

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| **Post Activity** | | | |
| Materials: a picture of face for giving an information about lies in the Eyes | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6mins | T-Ss | (Think and read) | I heard that a person’s eyes will move  according to the part of their brain they  are using.  (I put on the board wall chart for giving  information.)  Here is some information.  (read information of left side)  Juny, could you read right side?  Especially, down and to the right, they could be planning to tell a lie. |
| Demonstration | I have a habit when I lie. I usually avoid  eye-contact and I get red in the face. |
| Instructions | With your partner, you are talking  about your habit when you lie for 3  minutes. |
| ICQ’s | So, what are you going to do?  How much time do you have?  Are you working in group? Or in pairs? |
| Run | Begin.  I do timing for 1 minute, 30 seconds,  10 seconds, and time’s up. |
| Close | Lucy, what is Jenny’s habit when she  lies?  Thank you for sharing. |
| Post-Activity | (If there is any error, I correct it. If not, I do unscramble the word.)  I couldn’t find any errors, so we are  going to unscramble this word.  Here is one word. Can you unscramble  this?  “deception”  This is the end of the activity.  Thank you every one. |
| **SOS Activities** | | | |
| Materials: Small pieces for Winker(\*2) and blank pieces(\*15) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins | T-Ss | Instruction& demonstration. | I need 3 people to demonstrate.  There are 4 pieces of paper in the box.  One of them is winker.  Please, pick one and open it secretly.  The winker should wink and try to  deceive people.  If you know the winker, please, stand  up.  (Run, and the last person sitting on will lose.) |
| Run | (Put more pieces of paper in the box)  After turning the box, we can begin.  (Monitoring.)  Who is last person? |
| Close | Thank you. |