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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: The love story of Mahanandia & Chalotte**  |

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| **Instructor:**Nana Baek | **Level:**Intermediate | **Students:**7 Korean Adults | **Length:**30 Minutes |

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| **Materials:** * Board
* The article (7)
* Comprehension worksheet (7)
* Opinion question worksheet (7)
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| **Aims:** * Ss will improve comprehension skill by reading and answering the questions.
* Ss will improve writing & speaking skills by writing down their thoughts and speaking out their opinions.
* Ss will learn new vocabularies through the article.
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| **Language Skills:**Listening: Ss will listen to each other’s opinions.Reading: Ss will read the article many times.Writing: Ss will improve writing by writing down about their own opinions,Speaking: Ss will speak about their thoughts and opinions about the article. |

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| **Language Systems:**Lexis & Phonology: a portrait, possessions, untouchable: caste system, royal blood: nobilityGrammatical: none to discussFunction: Read and answer questionsDiscourse: Getting the main idea when students read the article |

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| **Assumptions:*** Most Ss are interested in love stories
* Most Ss have basic ideas about India and Sweden
* Most Ss have ability to read and understand the article.
* Ss can easily understand caste system because Koreans had similar system in chosun dynasty
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| **Anticipated Problems and Solutions:*** Students may not know the meaning of some words from the article🡪 Try to elicit the meaning and explain them by using easier words
* Students may need more time to read to understand🡪 I will be flexible and give a few more minutes
* If some students finish their writing earlier 🡪 I will check if they wrote properly, and will tell them that they will speak about their writing so they can put more effort on their writings
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| **References:*** *News article from CNN “The ‘Untouchable’ who cycle from India to Sweden…for love”*
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| **Lead-In** |
| Materials: Lead-in questions |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WCT-S | GreetingAnsweringAnswering | Hello, everyone, did you all have a good weekend?**Question**-Does anyone have experience travelling a long way to see someone you love? Family, friends, fiancé...can be anyone.And you could have travelled by car, plain, bus…-Anyone?(Hear answers from Ss, if no answer, tell Ss about my aunt’s story how they travelled from LA to Oregon every week, spent lots of money in the air ☺)-Would you be willing to do that too?-All right, today we will read a wonderful love story about a man named Mahanandia from India. |

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| **Pre-Task** |
| Materials: board, article about Mahanandia(7) |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min3min2min | T-WCT-Ss | AnsweringListeningAnsweringRead the article &Look for unknown wordsAnswering questions | -Before we start, let me just check if you know what *caste system* in India is about.-You probably learned from school, but can anyone briefly tell us about it?(and briefly explain what it is)**Instruction**-I will give you an article, please skim it through. Try to get a big picture about the story.-look up for the words that you think is important in the text.-I will give you 3 min. to do that.**ICQ**- What are you doing now?- Are you reading it quickly or slowly? (q)- Can you use your phones to find meaning of words? (yes) - How much time do you have? (3min)-Ok you can begin if you have the article.(pass out article sheets to Ss)(monitor and check if Ss have questions about vocab.)-So can you tell me what the article is about? (Ss answers)-Good! Yes, it is about a love story.-Were there any words you don’t understand?(write down the words on the board)(Check, **“untouchable”- caste system,****Portrait, possessions, “royal blood”- nobility**)(Go over the words together) |

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| **Task-preparation** |
| * Materials: Comprehension worksheet (7)
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| Time | Set Up | Student Activity | Teacher Talk |
| 5min3min.2min | T-WCT-SsS-ST-SsS-S | Listen to instructionAnsweringSs read and answer worksheetAnsweringNumbering sentences  | **Instruction**-Ok, now, you will read the article again, and answer this comprehension questions. -Don’t flip the page.-This will be an individual work, and I’ll give you 5 min. -but let me know if you need a little more time. (pass out worksheets)**ICQ**-What do you do now?(read and answer questions)-Are you working alone? (yes)-How much time do you have? (5min)Ok Good! Ask me if you have any questions.*(Make Ss check answers with each other if they finish quickly)*-You have 1more min.!-All right, let’s go over the questions together!**Instruction**Good! Now let’s see if everyone knows all about the story.-Put your articles aside-Flip your worksheet to other side, and don’t start yet- Please number them in right order according to the story-You have 2min.**ICQ**-What do you do now?-Ok, you may begin now!-You can discuss the answers with the partner if you are done early (monitor closely, and help Ss if they struggle)**CCQ**-So what comes first, Susan?(check answer with Ss) |

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| **Task-realization** |
| * Materials: Opinion question worksheet (7)
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| Time | Set Up | Student Activity | Teacher Talk |
| 4min5min2min | T-WCT-WCS-SS-SS-S | Listen to instructionSs discussingSs writingSpeaking about their writings | -Ok, now, I will give you some questions to think about.(hand out opinion questions to Ss)- Maria, can you read question #1?- Ilhye, can you read #2?**Instruction**-You will be working in pairs now.-Think about the questions, and discuss them with your partners. -Don’t write, just discuss-You have 4minutes.**ICQ**-How long do you have? (4min)-Are you writing now? (no)Ok, begin now!**Instruction**-Ok, now, you will individually write down your opinions. Try to write in full sentences. -You have 5min.**ICQ**-Are you working in groups? (no)-How much time do you have? (5min)(monitor Ss)-Are we almost done? You have 30 more sec.-All right everyone, let’s hear from you now(Ask everyone at least 1 question) |
| **Post-Task** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | T-Ss | Ss give feed-backs | **Questions**-Did you like the story?-Was it hard or easy to understand?(get feed-backs from Ss)*(If I still have time left, give Ss extra information about the story)**Just for additional information,**-Can you guess how long he cycled for?**(He cycled 3600km(70km/day))**(and they only spent 1month together in India)**(the Bollywood is planning to make a film about this story) \*film industry in Bombay, India- now called Mumbai***Closing**All right class!This is all for today and good work everyone!See you all tomorrow! |

Name:

Date:

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**Comprehension:**

**1) Choose correct descriptions about Mahanandia and Chalotte.**

1. **Mahanandia cycled to Sweden**
2. **Mahanandia was a ‘Royal blood’**
3. **Chalotte bought a plane ticket for Mahanandia**
4. **Mahanandia crossed many different countries to meet chalotte**
5. **Mahanandia was never short of food when travelling to Sweden**
6. **Mahanandia’s journey took 4months and 3weeks**

**2) Why did Chalotte travelled to India?**

**3) Why didn’t Mahanandia leave India with Chalotte?**

1. **Because he didn’t have enough money to go with her**
2. **Because he wanted to finish his studies first**

**4) When did Mahanandia started his journey to Sweden?**

1. **1975**
2. **1976**
3. **1978**
4. **1985**

**5) Why did Immigration officer stopped Mahanandia when he reached Sweden?**

Name:

Date:

**Number them in right order.**

( ) Mahanandia was stopped by Swedish Immigration officer

( ) Mahanandia decides to finish school

( ) They kept in touch through letters

( ) Mahanandia became famous for his portraits

( ) Mahanandia joined the college of Art in New Delhi

( ) Chalotte drove to Gothenburg to meet Mahanandia

( ) Chalotte goes back to Sweden

( ) Mahanandia sold everything he had

( ) Mahanandia started the journey with bicycle

( ) Chalotte travelled to India to get her portrait

Name:

Date:

**#1. How do you feel about Mahanandia and Chalotte?**

**#2. “Different backgrounds cannot be a barrier to love.”**

 **Do you agree? Or disagree?**

