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| [ ] Listening [ ] Speaking XX Reading [ ]  Grammar [ ] Writing |
| **Topic: Dear My Dear.** |
| Instructor:Lee | **Students Competency Level****Pre-Intermediate** | **Number of Students:****6** | **Lesson Length:****61 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**‘Romance’(text) |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**Students can improve their listening, reading, speaking skills by participating in the activity, reading the given text. |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

Reading the text: Romance.* Listening:**(Where did listening occur in the lesson?)**

T Talk, Ss talk, lesson activities* Speaking: **(Where did speaking occur in the lesson?)**
* Lesson activities.
* Writing: **(Where did writing occur in the lesson?)**

No writing. |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

T Talk, Ss talk, lesson activities* Function:**(situation)**

Activity(Role-play), Reading the text: Romance, and Discussion.* Lexis: **(meaning)**
* Grammar:**(language structure)**
* Discourse: **(communication)**

Discussion. |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)****Students have their own opinions about the topic: dear my dear… Love.****Students, therefore, can enjoy the activities and reading the text.** |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be)****During the activity (role-play), students might find it a bit hard to perform in front of the other students: => Instead of by reminding them of the possibility that this kind of situation is common and happen all the time, therefore, they must be prepared by rehearsing in advance to understand how important this activity is not just for English but also for their lives as well, but by encouraging them to more willingly participate in the activity with coaxing, or with threats if necessary, they can be more obedient to their teacher to participate in the activity.** **Students could not understand the humour of the story, Romance: => It is an insignificant matter; the matter can be settled by forgiving them.** |
| References: |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**No material. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min5min3 min2 min | WholeWholeWholeWhole | Listen to the teacher.Listen to the teacher.Answer to the question.Listen to the teacher. | Frist, greet students with the warmest words possible and introduce self.Start with telling the famous romance, the famous first encounter of Romeo with Juliet and introduce the lyrics of ‘Perhaps Love’.Ask students in turn, “According to Mr Denver, love is something so sweet and good. What do you think? Do you agree with him? Is love something so sweet and good?”: Positive answers are expected.Introduce the activity, the role-play, and move on to it. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**No material. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
|  3min3min5min 15min | Whole Whole3 groups.3 Groups. | Listen to the teacher’s explanation.The summoned student demonstrates it with the teacher.Be with the partner.Students perform. | Explain the (short) activity: Role-play; divide students in 3 pairs. One of them plays the boyfriend and girlfriend for the other. And explain the situation: the boy who had been cheating on his girlfriend was just caught red-handed! And he wants to be forgiven. Could he be forgiven?Summon a student to the front and briefly demonstrate.Divide the students into 3 pairs and assign roles and give them some time – about 3 minutes – to prepare.Come forward in turn and perform. |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**Romance: the text. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 10min5 min5 min. | 1 Group.3 Groups3 Groups. | Follow the instruction.Discuss the topics with partner.Present their conclusions. | Introduce the ‘Romance’ and hand out text. Ask students to read the text carefully.Divide students into 3 pairs again, and give them the topic: “In the story, what the boy did well and did not well? And what is the best way the boy could have done, or should have done, to get the girl’s attention?”Command them to present their ideas. |

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| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**No material. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3 min2 min | 1 Group.1 Group | Listen to what the teacher says. | Praise students and give positive feedback about their opinion.Conclude the lesson. |

**[Romance] : TEXT**

She was my common classmate. “A pretty little thing” was what other male mates would say, yet, despite some friendly mischievous pranks, such as making fun of her for being swot, I played on her from time to time, she was no more than a classmate to me. Although some of my friends occasionally said that she and I seem well matched, I had never, in Heaven’s name, harboured any indecent designs on her.

It was a cloudy day when the sombre sky did not look so good that we both happened to be detained at school rather longer than the others; we were told that it was “due to some administrative errors” that we had to stand by in the classroom until further notice. That was a dull picture: the bored to death was doodling something on his note as any boy left with a girl alone should be while the, so-called, “scholar” reading her book as any innocent girl should be. She was such a flat tire when studying and I was just dying to leave the place.

Finally released was about a half hour later. But, by then, there was another reason came up that I still couldn’t leave the school: It was raining outside. Not to my surprise, she calmly took an umbrella out of her bag. I, too, rummaged around in my bag as I became conscious of her gazing at me. But there was no way I could find an umbrella that I didn’t bring; I felt pathetic.

“Have you no pity?” that was when she was about to leave. She looked back.

“Didn’t you bring your umbrella?” I was an inch away from complaining “Can’t you see I didn’t?” but instead,

“…no....” that was the best thing the boy could say for “please, share your umbrella with me.”

So kindly, perhaps more reluctantly, she decided to share her small red umbrella with me. She handed it to me; it was a tacit agreement that I could hold it better since I was taller than her. We had to hurry, for the raindrops were growing even plumper. We slowly began to wade into the storm.

“What was it you were reading?” It was after 15-minute walking in silence that I asked her.

“Why you ask?” The brusque answer was from her.

“I… I just don’t understand. What’s the fun of it?”

“Much better than of doodling.”

“… Never mind.”

And another 15 minutes in silence followed, until we were at the bus stop. As we were waiting for out bus there, the same one, the rain began to ease up.

 “It is one of my favourite books.” She said quietly. I turned to see her whose eyes looking the other way. “You might find it hard to understand, but to like learning is not that odd thing.” Then she stopped saying again.

I didn’t know for a while that I kept looking at her. At the uncanny moment, at the very moment, I felt something I had never felt in the pouted girl before; I’d thought that she was completely mindless of such jokes, but… At the very moment, I suddenly became aware of her delicate heart, of her beautiful eyes looking the other side, and of the ‘pretty little thing’ in front of me. All of sudden, I became conscious of her.

“Thank you.” I said shortly. She turned towards me. “…For sharing your umbrella with me.” She did not answer. Not that I waited for her reply, but for some reasons I don’t know, I could not notice that the rain had stopped for a while ago.

She was my common classmate. She had a tender heart, she was popular and she had the most beautiful eyes in the world, but I had never, in Heaven’s name, harboured any indecent designs on her… at least, at first.