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| Listening Speaking XXXReading Grammar Writing | | | |
| **Topic: A Wish and A Hidden Helper** | | | |
| Instructor:  Seong Mi | **Students Competency Level**  **Pre-Intermediate** | **Number of Students:**  **8** | **Lesson Length: 67** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**    **- White Board and Markers**  **- A Wish and A Hidden Helper Text**  **- Bingo Tables**  **- Making Your Story** | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**    - Ss can increase interests and activate by playing bingo, role-playing and making  their own stories.  - Ss can improve the ability to read and understand the text by doing post-activity  (role-playing and making their stories).  - Ss can improve writing skills by making their own stories and planning the  role-playing.  - Ss can improve communication skills by playing bingo, making stories in a group  and preparing the role-playing. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   1. Reading: **(Where did reading occur in the lesson?)**   Reading the text named A Hidden Helper, playing bingo   1. Listening: **(Where did listening occur in the lesson?)**   In teacher’s talk, playing bingo, during the role-playing and listening to stories   1. Speaking: **(Where did speaking occur in the lesson?)**   By playing bingo, doing role-playing, making and telling stories   1. Writing: **(Where did writing occur in the lesson?)**   By playing bingo and making stories | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   1. Phonology: **(sound)**   Role-playing, making stories, playing bingo   1. Function: **(situation)**   Playing a role of a man named Din din and a old woman named Dou Dou   1. Lexis: **(meaning)**   Vocabularies about Ss’ wishes in bingo, the story   1. Grammar: **(language structure)**   Description   1. Discourse: **(communication)**   Role-playing, making stories, playing bingo | | | |
| 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.)**  - All Ss know how to play a bingo game.  - All Ss understand the basic of the role-playing.  - All Ss have opinion in making their stories.  - All Ss understand the text(A Hidden Helper) at least roughly. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  In bingo game, Ss can’t tell enough words to start a game.  → T presents some words to make Ss come up with their words.  In bingo game, some students tell the sentence.  → T reacts to Ss and suggests the words used in their sentences.  In making Ss’ stories, nothing comes to their mind and takes too much time.  → T helps Ss to proceed the story by recommending some ideas about the story. | | | |
| 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-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  None | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  3 min  4 min | Whole  Whole  Ss | Ss greet the teacher.  Ss listen to teacher with comfort.  Ss talk their stories. | Greeting.  Tell Ss that T read the story about Aladdin to cousin.  And tell the story about Aladdin briefly.  Elicit the stories from Ss.  Because I want to know Ss’ wishes, Let’s play bingo game using their wishes. |

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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)**  **- Bingo Tables**  **- White Board and Markers** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2min  1min  5min  4min  6min | Whole  Groups  Whole  Gruops  Groups | Ss listen to T carefully.  Ss move into group.  Ss understand and tell the words to T.  Ss prepare for bingo game by filling the table.  Ss participate in the game actively. | Introduce the rule of bingo game and describe setting.  Divide Ss into 2 groups.  Explain Ss what words fill the bingo tables and T asks Ss to T the words that comes to their mind. T listens to the words that Ss tell T and write on the white board.  Ask Ss to fill the bingo table by discussing what words to put in the table.  Start to play bingo. Taking turns, each team says the word(a wish).  If a group completes the three lines first, the group will win the bingo. |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher 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 Part of the lesson. Materials must be shown at the end of this document)**  **- A Wish and A Hidden Helper** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2min  1min  8min  2X  8min  2min | Whole  Groups  Groups  Groups  S-S  Whole | Ss listen to T and start to read the text.  Ss keep their seat.  Ss read and make questions by discussing in a group.  Everything below happens twice.  One group presents and the other listens and answers.  Ss listen and give a big hand to one another. | Tell Ss a small part of A Hidden Helper and ask Ss to read carefully.  Say to Ss that you just keep staying in your seat.  Asks Ss to make 3 questions a group after reading it. And monitor how Ss are doing, Ss are doing well.  Everything below happens twice.  Make a group come to the front and ask the questions that they made and the other group answers the questions.  Give Ss positive feedback and comments and let Ss give a big hand to one another. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close 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)**  **- Making Your Story**  **- A wish and a Hidden Helper Text** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2min  1min  8min  10min | Whole  Groups  Groups  Groups | Ss listen to what T is saying.  Ss keep their seat and listen.  Ss share their ideas of how to do the activity with fun.  Ss participate,watch  and listen with joy. | T gives instructions about two activities.  (One is role-playing, and the other is making the story).  Let Ss just keep staying in their seat. And tell Ss that one group gets to participate in role-playing and the other group gets to make their story.  Give Ss time to prepare the activity that they are supposed to do.  T monitors role-playing and Ss’ story happily and joyously. |

**A Wish and A Hidden Helper**

Din din, a young medical student, had to be away from his fiancée, Jasmim, for three years to study at college in New York, far away from his hometown, New Orleans. To be separated so long from his love was heart­breaking for him. He was eager to go see her, but he was too poor to buy a ticket for a long­distance bus to his hometown. He was sad and depressed. He would go to the bus station just to watch the buses for New Orleans drive away while sitting on an old wooden bench.

When he was at the bus station as usual, he found himself sitting next to an old woman named Dou Dou. She saw him and said, “Honey, you sure do look depressed.” He said, “I am.” And before he knew it, he was crying. She reached for his hand and simply asked, “What’s wrong, honey?” He told her the story about his fiancée and himself and he told her that he wished to have a bus ticket for New Orleans to meet his fiancée.

He showed the woman her picture. The woman said, “Oh, she is the most beautiful young woman I’ve ever seen.” Then she began to tell him that she had been married to a traveling salesman who had recently passed away. She told him how they used to weep, both of them, each time he had to go away, but how happy they were when he returned. She said, “Marriage is wonderful. You’re going to have a wonderful marriage. Everything’s going to be fine.” Her words of kindness were a great comfort to him.

And then the woman suggested he might feel better if he had something to eat. She walked away, and a few minutes later she came back with a pack of doughnuts and gave it to him. At that moment, an announcement came over the loudspeaker, and she said, “Oh, my goodness! My bus is here.” And she hurriedly walked to her bus. Watching her leave, he opened the pack of doughnuts. He couldn’t believe his eyes. Inside the box he found two $100 bills with a note. “Everything’s going to be fine. It’s time to go see her!”

**Bingo Tables**

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**Making Your Story**

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