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| ☐ Listening ☐ Speaking ■ Reading ☐ Grammar ☐ Writing |
| **Topic: Family relations** |

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| Instructor:  Gian,Euna | Level:  High- intermediate | Students:  10 | Length:  **35 minutes** |

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| Materials:   * PPT-Pictures and poem * Board & Board marker * Reading material-story * Homework reading material * Worksheet # 1 -Vocabulary check * Worksheet # 2-Comprehension questions * Worksheet # 3 –Redesign the story * Worksheet # 4 –Design the poster |

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| Aims:   * Main aim: Ss will be able to improve their reading skill by reading the story and thinking guiding questions. * Secondary aim: Ss will be able to recreate the story and share their script. * Personal aim: I want them to understand relations in the family among light and shadow in the daily life through reading and analyzing the passage. |

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| Language Skills:   * Reading: Ss will read the reading material of topic. * Listening: Ss will listen to the teacher’s questions and other Ss drama story. * Speaking: Ss will share their answers and drama. * Writing: Ss will write their own drama script based on the reading material. |

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| Language Systems:   * Lexis: New vocabularies on the story(pneumonia, bruise, bilateral, thoracic…) * Function: describing * Grammar : past simple and past participle * Discourse: the story of someone |

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| Assumptions:  Students already know   * How the class is set up and run * Four language skills and language systems * Can think many situations by reading the different story |

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| Anticipated Errors and Solutions:   * If students don’t know about the meaning of the words   →explain and show the meaning using the techniques.   * If students have difficulties in doing post-activity   →help them while they are working pairs |

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| **References:**  -Reading material  <http://thoughtcatalog.com/michael-koh/2013/08/33-heartwrenching-last-words-of-people-on-their-deathbed/>  -Poem ’Memories’  <http://www.familyfriendpoems.com/poems/famous/death/>  -Family pictures  <http://weknowyourdreams.com/family.html>  -Subway wall picture  http://image.shutterstock.com |

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| **Lead-In** | | | |
| Materials: Pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1.5min | Whole class | Answering the teacher’s question | **1. Greeting**  T: Good morning, everyone. How are you today? Did you have a breakfast?  **2.   Introduce the topic**  T: Did you say good morning to your family?  (Shows the pictures of family)  **Elicit**  T: This is the family picture. How do they look? Happy or sad? They are happy, right?  Family is always special and important for us. What if you cannot meet one of your family members anymore? |

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| **Pre-Reading** | | | |
| Materials: *PPT,* Board, Board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  1min  4min  1min | Whole class  Individually  Whole class  Individually | Answering the teacher’s question  Scanning the reading material to find the key words  Learning about the words  Checking the guiding questions | **1. Introduce Poem**  (Shows the poem-‘Memories’)  T: Look at the screen. This is the poem, Memories. .  (reads the poem : 30secs)  **CCQ**  How do you feel after reading the poem?  Can you empathize with the writer?  **2. pre-teach key vocabulary**  (Distribute the reading material)  T: This is what we are reading today  **Instruction**  T: Now look out for words you don’t understand while scanning. I will give you 1minute to scan.  (writes the key words on the board)  (after1minute)  T: Everyone, time is up.  T: These are the key words.  Maybe these are the words you need some explanation. Right?  **Key words:**  **Bruise –asking question**  “What happen when your arm was hit or sprained by someone or heavy bag?  →It’s appeared as a purple mark on your skin.  **Thoracic-dividing the word**  “You need to know the meaning of thorax first. It means the part of your body between your neck and your waist. So thoracic means about thorax.”  **Transplant- giving an example**  “Heart transplant could be dangerous for him because replacing the body part is not easy operation.”  **Pneumonia-describing it**  “When cold gets severe too much you might get this disease. It makes you difficult to breath and cough.”  [ **nu:|moʊniə]**sound need to be explained.  **Fungus**- **describing it**  “When food gets rotten you can see this on the food. It looks white powder spread on it.”  **Bilateral**- **dividing the word**  “Here are some examples, bilateral negotiations, bilateral meeting. Which is formed two sides or it could be relating to the right and left sides of the body.  **3. Prediction the story**  T: Can you see the three brackets on the paper. Later while you are reading it you have to write the order.  T: Later you can know about it in detail.  **4. Ease into the passage**  T: Before you start reading, check guiding questions first.  These will help you when you are reading the story.  **Guiding question**  T: think about three questions.  1) What is this story about?  2) What happened to writer’s cousin?  3) What do you want to say to your family member who is getting operation?  T: Okay, good. Let’s start reading. |

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| **Main Reading** | | | |
| Materials: Whiteboard, Board marker, Worksheet #1, Reading material, Pen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  2min  3min | couple  Couple  Whole  class | Ss listening instruction  Ss answering icq  Ss skimming the text  Ss discussing  Ss solving the task 1  Ss listening  Ss answering and correcting  Ss listening  Ss solving task 2  Ss listening correction | **Reading material-story:**  **task1**  Teacher giving instructions  Now, with your deskmate, read the passage n 7 and order it. From the start to the end. (use your hand for miming a list)  If you need something just ask to one of us.  Icq:  With who you are working?  What do you need to do?  Okay let’s start  monitoring  **Checking prediction and task 1 solution :**  Let’s stop now. Watch at me.  Do you remember prediction we did about this story?  Go back to the board and check prediction  (prediction was written on the board during prereading)(a timeline that used the kw)  correct the task1 with the students  Which part you think is the first? Wich part do you think is the mid part? And which part is the end? (asking to one s per each group to get answer).  **Worksheet #1**  **Vocabulary comprehension check(task2):**  Instruction task 2  Now let’s check the first page of your worksheets.  Connect the words to the right meaning.  On the left you can read the words on the right side you can read the meaning  Quickly read it and solve it  Monitoring  Solution task 2  Correcting together at the board |

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| **Post Reading** | | | |
| Materials: Whiteboard, Board marker, Worksheet#2, Worksheet#3, Homework reading material, Pen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  7min  2min  1min  1min | Groups  Groups  Whole  class  Whole  class  Whole  class | Ss listening instruction  Ss discussing  Ss writing answer  Ss listening instructions  Ss answering icq  Ss starting group working  Ss sharing ideas for solving task 3  Ss reading- listening correction and review  Ss listening and writing homework  Ss answering question | **Worksheet #2**  **Answering comprehension questions**  Instructions  Now let’s divide the class in groups  And let’s discuss and answer the questions on the worksheet  Icq  Do we work alone?  What do we need to do in group?  **Worksheet #3**  **Task 3 (**Redesign the story for a drama)  Instructions  You have been hired by a famous movie director. He wants you to work with your new crew on a new tv series based on a story happened to you.  Read the passage n 7 and discuss with your group how to modify the story. (make family relations stronger, make it more sad,more interesting or make it funny) divide the story into 5 episodes.  Be ready in 5 min to expose your idea about the episodes to your new boss.  Icq  What are you going to do?  How much time do you have?  Okay let’s start  Monitoring  Sharing with class  Now let’s check what did you thought.  How did you divided the story?  What did you changed?  **Reviewing (**comprehension question check**)**  Now let’s correct the cq and review the story.  S1 from you read the answer to the first  S2 read the second answer and so on.  start.  **Homework**  Write on the board and read loud voice  On your worksheet you can see the Lecture n 11, it’s another interesting story  When you go home take a break and after some time.  Read it and make a short summary.  **Greeting**  Bye see you next time. Have a nice day. |

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| **SOS Activity** | | | |
| Materials: Worksheet#4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  4min | pairs  Whole  class | Designing the poster with a partner  Present the poster with a partner | **1. Design the poster of the each pair’s drama**  T: Now, based on your drama story, design your drama’s poster.  (Distribute the worksheet# 4)  **Instruction**  T: there should be some title, a little bit of drawing and one line of script. Talk with your partner about the design. I will give you 5minutes to make it.  Good. Start!  (Set the timer : 5 minutes)  **ICQ**  How much time do you have?  Do you work alone?  **Time warming**  T: 1minutes left  T: Alright, let’s present your poster in a class. Explain about your poster briefly.  Who wants to do first? |

**PPT-Pictures & Poem**



**Memories**

© Louise Bailey

Published on February 2006

I feel a warmth around me

Like your presence is so near,

And I close my eyes to visualize

Your face when you were here,

I endure the times we spent together

And they are locked inside my heart,

For as long as I have those memories

We will never be apart,

Even though we cannot speak anymore

My voice is always there,

Because every night before I sleep

I have you in my prayer.

* **Read the story**

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| ( ) She opened her eyes and smiled at me, and then closed them again. It was the last time I saw her awake and alive. She died a few days later; she got the second transplant, and never woke up.  She loved butterflies, and since she died, I’ve had them land on me with strange regularity all over the world. She’s going with me because I’m living for both of us, or so I’m going to keep telling myself.  ( ) My cousin had Cystic Fibrosis, and had gotten a double-lung transplant at the age of 24. I’d grown up knowing that she was most likely going to die young, but with her lung transplant we thought she’d get another decade or two at best. About two months later I got a call late at night, saying that she’d been admitted to the emergency room, then the thoracic ICU. Unfortunately, she had bilateral pneumonia and a fungus in her lungs. My mom and I drove halfway across the country to see her, and it was awful. Her organs were shutting down, and her parents and doctors were debating whether or not to get her a second lung transplant.  ( ) She had decided not to go to college, instead trying to do different things in life, because I think she knew her time as an adult was limited. She went to Disney World (we were huge Disney fans as kids, especially Little Mermaid) with Make a Wish Foundation. She wanted to see the world, do everything she could. So when I came to see her, I sat and rubbed her cheek–pretty much the only spot on her body that wasn’t bruised or had tubes running in and out. I told her about my recent trip to Africa, about elephants in our camp, about living in Scotland, about my recent semester in college. I told her, “I’ll do everything for you. It’s okay.”  **\*ICU: intensive care unit** |

**Worksheet #1-matching vocabulary and meaning**

**A.bruise**

**E.fungus**

**F.bilateral**

 **** 1. a medical operation in which a part of a person's body is replaced because it is diseased

 2. ****an injury which appears as a purple mark on your body

**B.thoracic**

3. relating to or affecting your thorax

**C.transplant**

4. Any of various types of organisms that get their food from decaying material or other living

**D.pneumonia**

5. involve only the two groups or countries that are directly concerned [예문닫기](javascript:void(0);)

6. a serious disease which affects your lungs and makes it difficult for you to breathe

**Worksheet #1-Answers**

**E.fungus**

4. Any of various types of organisms that get their food from decaying material or other living

6. a serious disease which affects your lungs and makes it difficult for you to breathe

**D.pneumonia**

5. involve only the two groups or countries that are directly concerned [예문닫기](javascript:void(0);)

**F.bilateral**

3. relating to or affecting your thorax

**B.thoracic**

 **** 1. a medical operation in which a part of a person's body is replaced because it is diseased

**C.transplant**

 2. ****an injury which appears as a purple mark on your body

**A.bruise**

**Worksheet #2-Comprehension questions**

* **True or False?**

①Did she(Cystic Fibrosis) get her second lung transplant? TRUE / FALSE

②Did she decide to go to college? TRUE / FALSE

* **Short answer question**

③What were they(Cystic Fibrosis & writer) big fans of when they were kids?

**→**

④What were found in her lung after she had been admitted to the emergency room?

→

⑤Why were her parents and doctors debating whether or not to get her a second lung transplant?

→

⑥Why did writer tell her cousin about her trip, recent semester…?

→

⑦If you were a writer what would you tell to the cousin?

→

**Worksheet #2-Comprehension questions-answers**

* **True or False?**

①Did she(Cystic Fibrosis) get her second lung transplant? TRUE / FALSE

②Did she decide to go to college? TRUE / FALSE

* **Short answer question**

③What were they(Cystic Fibrosis & writer) big fans of when they were kids?

**→** Disney fans, Little Mermaid

④What were found in her lung after she had been admitted to the emergency room?

→bilateral pneumonia, fungus

⑤Why were her parents and doctors debating whether or not to get her a second lung transplant?

→ex) Because second lung transplant can be dangerous her life.

⑥Why did writer tell her cousin about her trip, recent semester…?

→ex) Because her cousin’s life was limited, writer wanted to tell about it.

⑦If you were a writer what would you tell to the cousin?

→

**Worksheet #3-Redesign the story for your drama.**

Title:

Character 1:

Character 2:

**SOS ACTIVITY**

** Worksheet #4-Design the poster of your drama.**

**Homework reading material**

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| My grandfather had another family out in Colorado (I live in NY). He had been suffering with Alzheimer’s for a few years, and it was getting bad. Since he was technically my step-grandfather, his family from out west wanted to spend the last years with him. It really saddened my family, and brought all of us down, especially my grandmother, who never married him, but fell in love with him after he helped her through the passing of her husband and raising my mother.  He was an incredible man, but none of that was left in him. He couldn’t hold conversations or really remember much. He had only begun to forget names. It was hard to watch, but in a way, I was grateful that I would get to remember him for the man he was before the disease.  As a freshman in high school, I had to understand that I was saying goodbye to him forever, even though he’d still be out across the country suffering. It was horrible, but it was necessary. In the last few days that he was here, he was very distant. In a way, he was aware of what was going on, but all of the details were fuzzy. He hadn’t said my name in a while, but he was still clever enough to avoid having to say it or address me by name.  The day came for him to leave, and as he got in the car to go to the airport, he turned around and hugged me. I couldn’t say anything, which sucked, because I knew that he actually couldn’t physically say anything. He just looked in my eyes with the last bit of soul he had left.  Then, as he pulled away from the hug, he said in his frail dying voice: *“I’ll never forget you, Daniel.”*  And I never saw him again. |