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| ☐ Listening ☐ Speaking ⬛ Reading ☐ Grammar ☐ Writing |
| **Topic: Guess! My zodiac sign!** |

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| Instructor:  Esther & Kristine | Level:  **Intermediate** | Students:  **15** | Length:  **30 Minutes** |

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| Materials:   * Realia: tarot card * Visual aid: picture#1, #2, #3, #4, #5, #6, #7, #8 * Board Markers & white board * The zodiac sign & personality word image matching worksheet * Strength & weakness list Worksheets * The zodiac signs reading main worksheet |

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| Aims:   * Ss will predict the meaning of the zodiac sign by watching and listening Ts’ explanation. * Ss will know their zodiac sign * Ss will practice reading by participating individual work and pair work. * Ss will practice speaking, listening and writing ability by sharing ideas in pairs and   other’s opinion.   * Ss will be able to check their words, phrases, and clauses when they make Sentences   in their real life. |

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| Language Skills:   * Reading: main activity ‘The zodiac sign’ worksheet * Listening: T’s instruction, sharing classmate’s ideas * Speaking: answering to eliciting, guessing and matching main activity   Sharing idea in group ‘post activity’   * Writing: pre-activity worksheet and ’strength &weakness worksheet’ |

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| Language Systems:   * Phonology: sound of (v,b) ex) virgo , birth * Lexis: personality words (‘eloquent’, ‘authoritative’, ‘faithful’) * Grammar: would be, might be, can be * Function: asking for other opinion, instruction to the other Ss. * Discourse: Group & Class sharing |

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| Assumptions:   * Ss already know how the class is set up and run. * Ss already know some easy personality word (ex, shy, polite, honest) |

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| Anticipated Errors and Solutions:   * Ss may not understand the zodiac sign   → Use Eliciting way (visual aid)   * Ss may not understand difficult personality word in main worksheet   → reading before, practice pre-activity ‘strength & weakness worksheet’ |

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| References:   * People watching star picture1#: <https://goo.gl/nMipIi> * Harry potter picture 2#: <https://goo.gl/PPO26E> * Chines zodiac signs picture3#: <https://goo.gl/dVlwRL> * Zodiac sign picture4#: <https://goo.gl/zIfI3t> * Match Worksheet picture5#: <https://goo.gl/KQa5q1> * Picture6# (Eloquent word): <https://goo.gl/iip7Qe> * Picture7# (Authoritative word) <https://goo.gl/XSqv8A> * Picture8# (faithful word) <https://goo.gl/nnirns> * Worksheet ‘the zodiac sign’ content: <https://goo.gl/MJRjfw> * Worksheet ‘the zodiac sign’ picture: <https://goo.gl/vfx1dH> |

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| **Lead-In** | | | |
| Materials: picture 1~4, White board & market | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  4min | W/class | Greeting  Answering eliciting question | **Procedure:**  **<Greeting& brief rapport>**  *“Hello everyone. How are you all today?”*  *“This year is almost done, after two weeks coming Christmas and at the end of the year is almost upon us. Right?*  *“Do you have any special plan at the end of the year?”*  *“Some people have a party with family or friend. and some people going to meet a fortune teller.”*  **<Eliciting>**  *“Okay before we get into our topic, I’ll show you some picture that are related to fortune.”*  *“If you think about fortune, what are the words that pops up into your head?*  **Picture1**  **<CCQ>**  *can you find some star sign in this picture?*  *(ss: yes)(ts: we called zodiac sign)*  *“What are they doing?”*  *(ss: people watching star in the sky)*  **Picture2**  **<CCQ>**  *“Have you ever meet a fortune teller?*  *(ss:yes or no)*  *“what are they doing?”*  *(ss: watching crystal boll)*  *have you ever tried reading in the internet or magazine about your fortune?*  *(ss: yes, I have or I don’t have.)*  **Picture3 and picture 4**  **<CCQ>**  **“***Do you believe the zodiac sign?”*  *(ss: yes or no)*  *“which is different picture A and B?”*  *(SS: pattern or character)*  *“Do you know the zodiac sign name?”*  *“Can you guess what our topic is based on questions we just asked?”*  (Writing title on the board.)  *“today, we will learn about the zodiac sign.”* |
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| **Pre-Activity** | | | |
| Materials: ‘the zodiac sign & personality word image matching’ worksheet,  ‘strength & weakness worksheet’ | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  3min  3min | pair | Working on their worksheet | **Procedure:**  Eliciting  *“Do you think you are born with your personality?”*  **<Instructions>**  *“when we will read before we are going to do activity. We called zodiac sign & personality matching activity. I’ll give a worksheet#1.*  (handing out)  *“Do you see these pictures in worksheet?*  *these are the zodiac sign character, you will try to visualize of zodiac’s personality*  *and write down personality word as many as you can in pair.”*  **<vocabulary>**  (‘eloquent’, ‘authoritative’, ‘faithful’)   * **Eloquent:** whydosome people join speech academy? (ss: speaking well)   (Because they want be eloquent speaker)   * **Authoritative**: when politician speech to people, how about theirs voice?   (ss: powerful)  (ex: an authoritative tone of voice)   * **Faithful:** can you share your secret to close friend? Why? (Ss: trust)   **(ex:** my best friend is faithful)  *“I’ll give you 3min.*    **<ICQ>**  *“How much time do you have?”*  *(ss: 3min)*  *“Is this individual activity?”*  (ss: no, pair)  **<Monitoring>**  (Discreetly monitor and add ideas if Ss have  trouble writing.)  *“Okay, when you are done, please share with another group. “*  *(could share your idea?)*  *“okay, Let’s move on!”*  *“Now, we will hand out another worksheet so, you write down your strength and weakness list! You task is make your 5 lists by using personality word*  *I’ll give 3min.”*  **<ICQ>**  *“How much time do you have?”(ss: 3min)*  *“Is this activity group activity?”*(ss: no)  *“Okay, time’s up!”* |

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| **Main Activity** | | | |
| Materials: board, board maker, ‘the zodiac sign worksheet’, ‘strength & weakness worksheet’ | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  5min  3min | Individual  pair | Reading on the worksheet | **Procedure:**  **<Guiding questions>**  *“How date of birth affects personality?”*  **<CCQ>**  *“How many zodiac signs we know?”*  (ss: twelve)  **<Instruction>**  *“Now, I’ll give reading worksheet.*  *First, you just skimming and underline key point of personality word or important information.*  *second, if you have time you will match with your ‘strength & weakness’ in worksheet.*  *Read individually and silently*  *I’ll give 5min.”*  **<ICQ>**  *“When do you read first time, do you match your strength & weakness worksheet with your main work sheet?” (ss: no, skimming)*  *“How much time do you have?” (ss:5min)*  *“Let’s start!”*  **<Monitoring>**  (Discreetly monitor and add ideas if Ss have  trouble reading.)  *“time’s up!”*  *“When you are done, you will give your ‘strength & weakness’ worksheet to your partner and Don’t say your date of birth and guess your partner’s zodiac sign.”*  *And when you are guessing, you should use modal verb such as ‘may be, can be, would be’ expression.*  *.*  **<ICQ>**  *“How to make a sentence?”*  *(modal verbs)*  (give time warning if needed)  *“I’ll give you 3min.”* |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min. | In pairs | Sharing Ss idea | **Procedure:**  **<Instruction>**  **<Sharing main worksheet list and feedback>**  *“we are keep going main activity, if you find your partner’s the zodiac sign.”*  *“Could you tell me your partner sign and personality?”*  **<Language Focus>**  Error Correction of Grammar  *“Did you enjoy today’s activity?*  *“We hope you had fun ‘the zodiac sign’ of*  *today class. Thank you!”*  *“You guys did good job!”* |

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| **SOS Activity** | | | |
| Materials: board & marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Group | Board Race activity | **Procedure:**  **<Instruction>**  *“We are going to ‘Board race activity’.*  *-First, I'll break Ss into two teams one person from each team has to run up to the board and write a word*  *-under the correct column depending on which form it takes then they run back to their team and hand the marker to the next person in*  *line who runs up to the board and does the same.*  *- we will continue until the sentences are completed.*  *- So, you have to write down your own zodiac sign briefly.”*  *The team that finishes first will win.*  *(Ts makes two teams in the class)*  *- Let’s start!*  *“Time’s up. Let’s check writings together.”* |