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| ☐ Listening ☐ Speaking ☐ Reading ☐Grammar☐ Writing |
| **Topic: Fingerprint** |

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| Instructor:  HEEJINWOO | Level:  **intermediate** | Students:  **7** | Length:  **30 Minutes** |

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| Materials:   * Worksheet ( for new vocabulary, stamp, matching, left hand, filling in the blanks,sos and T/F) * Handstamp * Board & Board marker * Pictures for eliciting (that I made and prepared) * Title cards about the types of fingerprint |

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| Aims:   * Main aim: Ss will be able to understand the story and know types of their fingerprint doing stamp activity. * Secondary aim: Ss will be able to use the names of types of fingerprint naturally doing matching activity. * Personal aim: I want Ss to enjoy the subject and know forms of fingerprint perfectly. |

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| Language Skills:   * Listening: Ss will listen to.description of others. * Reading: Ss will read worksheet for new vocabulary, stamp, matching, filling in the blanks and T/F. * Speaking: Ss will speak each other guessing answers together. * Writing: Ss will write their answers on the worksheet. |

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| Language Systems:   * Phonology : Thumb **[θʌm],** Earth **[3:rθ]** * Lexis: New vocabulary by matching worksheet (cautious, down to earth, impulsive, observant, self-centered, cleverly) * Function: explanation sentence. * Grammar: the orders of adjectives. * Discourse: discussion |

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| Assumptions:   * Ss can guess the names of some fingers. * Ss can know what is the topic. * Ss can make a full sentence to explain their fingerprint. |

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| Anticipated Errors and Solutions:   * Some Ss are not good at pronouncing the sound [**θ**].   -> Give Ss error correction at the end of the lesson or, when teacher teaches the words of ‘earth’ and ‘thumb’.   * Ss will not know the types of fingerprint and have problems to guess the answers on the worksheet..   ->Give them hints to guess the answers easily if they get in stuck. |

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| References:  <http://dermatoglyphics.org/11-basic-patterns-of-fingerprint/>  http://www.dictionary.com |

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| **Lead-In** | | | |
| Materials: none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions. | Hello, everyone.  I’m Heejin.  What is the weather like today?  What day is today?  I will give you some quiz. |

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| **Pre-Activity** | | | |
| Materials:   * Pictures for eliciting (that I made and prepared) * Worksheet ( for vocabulary, left hand and stamp) * Board & Board marker * Handstamp | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min | Whole class  Alone  Group  work | Answering teacher’s questions  Doing worksheet | 1. **Brainstorming**   Elicit( including CCQ )  “What is it? (Hand)  Right! And What do we call this?(Show them the picture.) (Thumb~Pinky)  Repeat after me.( practicing the pronunciation. )  Right, then How about this?  (Fingerprint)  Right! It’s our topic today!”  Write the topic on the whiteboard.  Hand-> Fingerprint   1. **New vocabulary**   Instruction  "Before we start, let’s learn new vocabulary.  First, read the words and descriptions on the worksheet.  Second, .look for the right answer.  The last, match them."  Demonstration  ( Easy to do it.-just matching.  I can leave it out.)  ("Let’s do it with me first.  Look at the number one.  Where is the meaning of cautious?)  “You will work alone and I will give you 2 minutes. "  ICQ  “How long?”  “Will you work alone? Or with a partner?”  “Let’s start!”  Monitoring  Monitor discreetly.  Answer Ss if they ask questions.  Time warning  “1min left!  “You can compare the answers with your partner.”  Check answers  “Let’s check answers all together.”  Compliment  “Very good. Well done, guys!”   1. **Fill in the blanks.**   (“Before we do another activity,I will give you a worksheet. Just stamp like this and then give me fast. Make sure write your name on the top.”)  Instruction  Draw a left hand on the board and give them worksheet for left hand.  “Now, we will fill in the blanks from now on. See the right side of the worksheet first. What was it?~ Good job.”  “So, see the left side. How many blanks are there? ~ Good“  “Now, You will guess what is the answer. “  “First, read all of them and guess which fingers are related to these characteristic.  Second, guess and discuss about the answer with your partner.  Lastly, write down your answer on the worksheet.”  Demonstration  “Let’s do together first.  Look at the first blank. I think the answer is ‘thumb’ because when some people do something well, we usually say good job with thumb. They might be creative. Also, after blank, there is no finger. So, the answer must be thumb.”  “Like this, we will guess the answers with our partner. Make sure give your partner the reason why you choose the answer like me. I will give you 2mins.”  ICQ  “How long?”  “Will you work alone? Or with your partner?”  “Let’s start!”  Monitoring  Monitor discreetly.  Answer Ss if they ask questions.  Time warning  “1min left!  “30 seconds! Choose answers. Finish guessing the answers!”  Check answers  “Let’s check answers all together.”  Compliment  “Very good. Well done, guys!” |

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| **Main Activity** | | | |
| Materials:   * Board & Board marker * Title cards about the types of fingerprint * Worksheet for matching activity. ( using glue ) * Worksheet for exchanging answers. * Worksheet for T/F questions | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10  min | Group  work | Matching activity. | **1. Prediction**  Instruction  We will guess more. What was today’s topic?  “Now, we will match these pictures and the cards of titles.”  “First, see the pictures and titles.  Second, with your partner, guess and discuss about the right title for each picture.  Lastly, when you choose the all answers, raise your hand and let me check if it is right or wrong.  Demonstration  ( Easy to do it.-just choosiing.  I can leave it out.)  “ Make sure after choosing all answers, raise your hand.  I will give you 2mins. “  ICQ  “How long?”  “Will you work alone or with a partner?”  “When you choose all answers, what will you do? “  “Let’s start!”  Monitoring  Monitor discreetly.  Answer Ss if they ask questions.  When Ss raise their hands, check the answer and if they are wrong, give them hints and a chance to change their answers.  When they get all right answers, give them glue and let them glue it.  Check answers  “Let’s check answers all together.”  Feedback  Practice the pronunciation of ‘Arch’ and ‘Loop’.  Compliment  “Very good.”  **2. Main activity**  Instruction  “Now, I will put our class into 3 groups. 2-2-3. You will exchange answers with your partner.”  Divide them A and B.  “Who’s A? Raise your hand.  Who’s B? Raise your hand.”  “First, your worksheet is different with your partner. Your partner knows your blank’s answers. So, don’t show your worksheet each other.  Second, you will give your partner hints describing the words. Don’t give them answers. Make sure give them hints(description or explanation about the words.)  Lastly, If you don’t know the meaning of the word, raise your hand and then tell me. I will help you.”  Demonstration  “Let’s do together first.”  “Who’s A?”  “Let’s give them hints about the first blank in number 1.  Students B ! How can we give them hints? Let’s try. Who’s B? How can we explain this word? “  “I will give you 3mins. “  ICQ  “How long?”  “Will you work alone or with a partner?”  “Will you give your partner answers or, hints about the words? “  “Let’s start!”  Monitoring  Monitor discreetly.  Answer Ss if they ask questions.  Feedback  Check the answers together.  Check the pronunciation and let them read all of them alone and carefully.   * After that, give them a worksheet for T/F questions. (1min)   Check the answers together and ask Ss the last sentence. |

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| **Post Activity** | | | |
| Materials:   * Worksheet ( that has done in pre-activity. / Stamp ) * Worksheet ( for left hand ) * Board & Board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Group  work | Interpret their information together. | **1. Post Activity**  Instruction  “Do you remember the worksheet that you did stamp? I will give you back now. You will interpret your characteristic seeing your fingerprint.”  “First, see your fingerprint on the worksheet with your partner and write down what patterns are.  Second, if you need, refer to the worksheet that are related to the left hand.  Lastly, interpret your characteristic according to your fingerprint with your partner.”  Demonstration  “It is mine. My Thumb is Ulnar Loop patterns. (Write down the patterns’ name.)  So, I might be gentle and, thumb is about creativity. I think that’s why I am observant. So, I see a lot of things carefully so that I can make creative things.”  “Like this, you will interpret your characteristic related to your fingerprint with your partner and ,first, Make sure write down which patterns are your fingers.“  “I will give you 5 mins.”  ICQ  “How long?”  “First, what will you write on the worksheet ?”  “Will you interpret your characteristic alone or with your partner?”  “Let’s start!”  Monitoring  Monitor discreetly.  Answer Ss if they ask questions.  Feedback (Error correction)  Ask them if the characteristic that is related to fingerprint is similar to their real characteristic or not.  **2. Conclude lesson**  Check the pronunciation of some  Words and conclude the lesson.  “Earth, Thumb”  “I hope today’s lesson was useful for  you guys. Thank you!” |

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| **SOS Activity** | | | |
| Materials:   * Worksheet ( for SOS and stamp ) * Board & Board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class &  Group  work | Read the worksheet for sos and stamp the right hand.  Interpret them. | “As we did before, we will interpret our  right hand from now on.  I will give you new worksheet.  Stamp your all fingers on your right  hand and refer to description of right  hand.  After that,  interpret your characteristic with your  partner.” |