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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing | | | |
| **Topic: Helen Keller** | | | |
| Instructor:  Linda and Sunny | **Students Competency Level**  **Pre-intermediate or above** | **Number of Students:**  **12** | **Lesson Length:**  **50 minutes** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Whiteboard  Board Marker  Board Eraser  Blindfold  Earplugs  Relia Items  Board Markers  Workbooks  Erasers  iPhones  Chocolates  “Biography of Helen Keller” Reading Texts  “Helen Keller Worksheet” Worksheet | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Students improve their reading comprehension skills through reading a biography of a familiar person in English. * Students learn vocabulary through doing Helen Keller worksheet (vocabulary question) * Students practice speaking by sharing their opinions/ thoughts by answering to questions from reading Helen Keller story. * Students practice writing their thoughts in English through answering to questions in the worksheet. | | | |
| 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?)**   “Biography of Helen Keller” Reading Handouts, questions in Helen keller worksheet   * Listening: **(Where did listening occur in the lesson?)**   Teacher’s talk, activity (listening the class members’ opinions)   * Speaking: **(Where did speaking occur in the lesson?)**   Presentation their opinions about the questions in the Helen Keller worksheet   * Writing: **(Where did writing occur in the lesson?)**   Helen Keller worksheet (writing their answers/ thoughts) | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Activity (class members’ presentation), teacher talk   * Function: **(situation)**   Answering questions in Helen Keller worksheet   * Lexis: **(meaning)**   Understand meaning of vocabulary in reading article   * Grammar: **(language structure)**   Telling their opinions/ answers   * Discourse: **(communication)**   Responding to teacher | | | |
| 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.)**   * Most students know about Helen Keller. * All students are used to reading stories in English. * Most students have a few words in the reading that they don’t know the meaning. * All students have opinions about their difficulties or hardships. | | | |
| 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)**   * Students may have difficulty in understanding certain vocabularies in the reading. * Help students to understand the meaning of vocabularies by eliciting, CCQ and drill. * Students may not finish reading the article within limited time. * Give an extra time to finish reading * If the time is running out, choose less Ss to share their thoughts to the applied questions in the worksheet instead of asking many Ss. | | | |
| References:  Reading sources:   1. <http://www.famouspeoplelessons.com/h/helen_keller.html> 2. <http://www.ducksters.com/biography/women_leaders/helen_keller.php> | | | |

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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)**  Whiteboard  Board Marker  Board Eraser | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  3 min  2 min  1 min | Whole  Whole  Ss  Whole | Ss listen.  Ss watch and listen to T.  Ss read the whiteboard and think of the correct word to fill in the blank.  Ss watch and listen to T. | Greet students and introduce the teachers.  One T writes on the whiteboard a famous quote another T reads each word being written on the board.  Teachers elicit students by asking what word would go into the blank of the quote written on the board.  One teacher writes down the answer and another teacher reads the quote. |

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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)**  Whiteboard  Board Marker  Board Eraser  Blindfold  Earplugs  Relia Items  Board Markers  Workbooks  Erasers  iPhones  Chocolates | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  2 min  3 min  1 min  1 min | Whole  Two Ss  Two Ss  Two Ss  Whole | Ss listen.  Two Ss listen and follow T’s instruction.  Two Ss listen to the instruction and do the activity.  Two Ss check the result.  Ss listen. | Teachers pick two volunteers.  Teachers ask one S to wear the blindfold and earplugs. The other S doesn’t wear anything.  T introduces two sets of five items to the whole students and ask the two Ss to put the the items in the order of small size to bigger size within 30 seconds.  T asks one student to take off the blindfold and the earplug and have the Ss see the result.  T introduces Helen Keller who was deaf and blind but never gave up on herself. |

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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)**  Biography of Helen Keller Reading Text | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  3 min  5 min  3 min | Whole  Whole  Whole  Whole | Ss receives the reading material.  Ss listen to T  Ss read the story.  Ss share what they found. | T gives out the reading texts to Ss.  T tells the Ss will have 5 minutes to read the story. Ss are asked to underline what were Helen Keller’s hardships, how she overcame the difficulties, and why is she known as an influencing woman.  Give Ss five minutes to read and monitor them to see if they are struggling.  Pick some Ss to share what they found and ask the other Ss to add on if missing. |

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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)**  Helen Keller Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| **1 min** | Whole | Ss listen what T says. | T introduces the instruction on worksheet which is the questions about Helen Keller Reading. |
| 7 min | Whole | Ss do worksheet. | T gives Ss time to do the worksheet for questions 1,2, and 3. |
| 5min | Whole | Ss check the answers. | T checks the answer about worksheet (question 1,2,3) with Ss. |
| 1min | Whole | Ss are paired. | Put Ss into pairs. |
| 4 min | Pairs | Ss communicate within pairs. | Let Ss listen to their pairs opinion about the question 4 in the worksheet. |
| 3min | Whole | Ss share their thoughts to class. | Pick some Ss and ask them to share what their partner said as well as their opinions. |
| 2min | Whole | Ss listen what T says. | T closes the class by giving summary which is about how powerful hope is. |

**Biography of Helen Keller**

Helen Adams Keller was an American author, activist and lecturer. She was the first American deaf and blind person to graduate from college. From an early age she decided to communicate with the world, despite her barriers to communication. She became a prolific author, anti-war campaigner and spokeswoman for women’s and worker’s rights.

Helen Keller was born on June 27, 1880 in Tuscumbia, Alabama. She grew up on her family’s large farm called Ivy Green. When she was nineteen months old, she contracted a mysterious illness that left her deaf and blind. She developed a friendship with the daughter of her family’s cook, who created a sign language with her. By the age of seven, Helen was using over 60 signs with her family. She knew she could communicate.

In 1886, her mother read Charles Dickens' book ‘American Notes’ about the successful education of a deaf and blind child. She decided to seek help for Helen and contacted Perkins Institute for Blind in Boston. The director suggested a former student named Anne Sullivan. Anne had been blind, but had her eyesight restored by surgery. She came to Helen on March 3, 1887 and became Helen’s instructor and friend for the next 49 years.

Anne began to teach Helen words. She would press the letters of words into Helen’s hands. For example, she would put a doll in one of Helen's hands and then press the letters of the word D-O-L-L into the other hand. She taught Helen a number of words. Helen would repeat the words into Anne's hand. However, Helen still didn't understand that the hand signs had meaning. Then one day Anne put Helen's hand into water coming from a pump. Then she spelled out water into Helen's other hand. Something clicked. Helen finally understood what Anne was doing. An entire new world opened up for Helen. She learned a number of new words that day. In many ways it was one of the happiest days of her life.

Helen also learned Braille to read books. Braille is a special reading system where the letters are made out of little bumps on a page. Helen used it to learn French, German and Greek.

As Helen grew older she wanted to help other people like herself. She wanted to inspire them and give them hope. She joined American Foundation for the Blind and traveled the country giving speeches and raising money for the foundation. She had great ambitions and went on to become a world-famous speaker and author. She campaigned for people with disabilities, among many other causes. She travelled to 39 countries and was friends with US presidents and famous figures, including Charlie Chaplin and Mark Twain. She also wrote twelve books and many articles on social issues. Helen spent much of her life working to raise money and awareness for people with disabilities, especially the deaf and the blind. She died in her sleep in 1968, aged 87.

**Helen Keller Worksheet**

1. Read the following sentences about Helen Keller story and write True or False beside alphabet letter.
   1. Helen Keller had three disabilities: hearing, seeing, and tasting.
   2. Helen Keller was the only child to Mr. and Mrs. Keller.
   3. Anne Sullivan used to be blind and deaf like Helen Keller when she was young.
   4. Helen Keller was the first American deaf and blind person to graduate from college.
2. Match the words from the article on the left with their synonyms on the right.

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| 1. | prolific | a. | obstacles; impediment |
| 2. | contracted | b. | effective; acknowledged |
| 3. | successful | c. | revolutionary; advocator |
| 4. | inspire | d. | creative; productive |
| 5. | campaigned | e. | made sense; became clear |
| 6. | activist | f. | came down with; incurred |
| 7. | barriers | g. | crusaded; attempted to win |
| 8. | clicked | h. | encourage; motivate |

1. Choose two words in question 2 and make your own sentences using the two words.

1. Write down your thoughts to the following questions.
   1. Please share your experience of overcoming a difficulty through hope as Helen overcame her disabilities through hope.
   2. What would you like to have asked Helen Keller? or What would you like to know about Helen Keller and why?
   3. In times of despair and suffering, what do you think is most important to overcome the situation?