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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Would you like to have graffiti in your wall?** |

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| Instructor:  Ellen Kim | Level:  **Intermediate** | Students:  **13** | Length:  **30 Minutes** |

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| Materials:  13 copies of the reading worksheet  13 copies of vocabulary/ comprehension worksheet  White board, computer, monitor or projector, power point  Pens, Board & markers, and papers |

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| Aims: - **To develop intensive reading skill by answering guiding questions and CCQ to find the main idea and answering literal and applied questions to understand the details. Based on the understanding, students can debate with their view point.**  To learn about Graffiti, Vandalism  To learn about related new vocabulary about the subject by filling out worksheet, and listening to the teacher’s explanation, answering concept checking question.  To learn about how convince other people who does have different idea. |
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| Language Skills:  Reading: worksheet, guiding question, comprehension questions and the reading text  Speaking: partner discussion to answer the guiding question  Writing : summarizing, dividing fact and opinion, preparing supporting idea  Listening: teacher’s explanation about new vocabulary and partner discussion and group discussion |

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| Language Systems:  Lexis: graffiti, vandalism, shoplift, revenue, littering and loitering, taggers(graffiti tagger), eyesore, provocative, sentiment, nuisance, legitimate form, mural, brutality, aesthetic, wildstyle, interlocking, hefty, inclusion, execute, parodying  Phonology: practicing new vocabulary  Function: understanding the subject and setting up own opinion, and supporting the idea by using text |

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| Assumptions:   1. Ss haven been exposed art experience. 2. Ss know what street art is. 3. Ss may have a lot of interesting in art and public institution. 4. Ss know the teacher’s style of teaching- apart from a substitute teacher. 5. Ss can speak and write in English. |

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| Anticipated Errors and Solutions:  Ss may have different pace to understand in reading.   1. Teacher can introduce unknown vocabulary and make them guess base on background knowledge...   Some Ss will have difficulty in doing the comprehension question work sheet.   * Have Ss do themselves first and give some help. If they still don’t know, explain the general story of the text.   If Ss need more time to finish their activity   * Be flexible with the time. Give Ss more time to finish their activity and cut off the time of post activity   If Ss finished their activity early   * Give Ss an extra comprehension question work sheet. |
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| References:  <http://iml.jou.ufl.edu/projects/fall07/Sanchez/art.html>  <http://iml.jou.ufl.edu/projects/fall07/Sanchez/vandalism.html> |

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| **Lead-In** | | | |
| Materials: photos, PPT, computer, monitor | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins | Whole class |  | (Greeting)  Hello every one, how are you?  (Eliciting)  Before starting a class, I am going to introduce interesting picture on the street.  You can guess what it is.  Let’s see!!  images (7).jpg  images (6).jpg  images (3).jpg  Do you know what it is?  (Ss answer “Street art, wall paining!!)  Some students may say “ Graffiti”  That‘s right!!  Today we are going to study about the graffiti.  Let’s start! |

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| **Pre-Activity** | | | |
| Materials:  Vocabulary worksheet, hand out, board, marker, power point | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7mins | Whole class  Individual activity  Whole class | Listen& Speaking  Matching activity | Teacher hand out reading text  Before going over the reading material, let’s learn some new vocabulary for this article.  Be prepare the PPT for new vocabulary  New Vocabulary  shoplift, littering and loitering, taggers(graffiti tagger), eyesore, provocative, sentiment, mural, brutality, aesthetic, wildstyle, interlocking, hefty, inclusion, execute, parodying, anonymity, truancy  (T give new vocabulary to Ss, ask to them what it means, and give them definition, let them speak up them)  T:“Truancy”  “Truancy” means  (  Truancy is when children stay away from school without permission)  (T explains the word.)  Check the vocabulary worksheet!  CCQ  Are you approaching too fast?  What are you supposed to do?  How much time do you have?  (Distribute the worksheet and monitor discreetly)  Let’s check the answer together. |

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| **Main Activity** | | | |
| Materials: board, marker, reading text, comprehension, question and discussion worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10mins | Individually    pair | Scanning for details | (Distribute the work sheet)  T: now we are going to read the article which I handed out.  Instruction  You will get a different thought article but same subject, and will share information with your partner after finishing the reading text.  Compare the idea and filling out worksheet 2 form about preparation of discussion  After finished all, divide two parts, agree or disagree, and do the debate activity.  T: If you have any concern about vocabulary, let me know during the reading.  You will have 10 mines and read and think about the question that I wrote in the white board.  During the student’s reading  Teacher writes the question down on the board.  “Do you like to have graffiti in your wall/ in other words, Do you agree that people should consider graffiti as an art form and respect them?”  Before having a discussion, we can go over reading set to check a main idea and detail with your partner.  Let students fill out a form whether agree or not   |  |  |  | | --- | --- | --- | |  | Agree | Disagree | | Supporting idea from the text  ( reason to support the idea) |  |  |   You will have 1 min left; do you need more time to finish?  Ss: yes we need.( give 1~2 mins more)  CCQ  The question is clear enough?  What are you supposed to do?  How much time do you have? |

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| **Post Activity** | | | |
| Materials:  Paper, pencil & pen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 mins | Whole class  group  Whole class | Free production    Feedback  : Speaking (listening \ | T: Let’s divide two parts and talk about positive things and negative things about graffiti  T: Ask them why they agree or disagree of that  T: organize answer from Ss  CCQ  Is their answer is relevant?  Writing o the board is clear enough?  What are you supposed to do?  How much time do you have?  T: Did you have fun today?  Did you learn something about fashion designer?  What did you learn?  Good job everyone! I hope you enjoyed today’s lesson. Tomorrow we will be continued to talk about it. |

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| **SOS Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class |  | If you can’t finish activity, you could tell them you can finish in your house.  Does anybody convince them through the class time? |

Worksheet 1

Matching Activity

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| Lexis | Definition |
| **truancy :**  **Shoplift:**  **revenue:**  **Scribbled :**  **eyesore**  **provocative :**  **sentiment :**  **nuisance:**  **brutality :**  **aesthetic:** | * to steal (merchandise) as a [shoplifter](http://www.dictionary.com/browse/shoplifter) * The income of a government from taxation, excise duties, customs, orother sources, appropriated to the payment of the public expenses. * You write it quickly and roughly. * something unpleasant to look at: * tending or serving to [provoke](http://www.dictionary.com/browse/provoke); inciting, stimulating, irritating, or vexing * A thought influenced by or proceeding from feeling or emotion. * something offensive or annoying to individuals or to thecommunity, especially in violation of their legal rights * The quality of being [brutal](http://www.dictionary.com/browse/brutal); cruelty; savagery. * relating to the science of aesthetics; concerned with the study of themind and emotions in relation to the sense of beauty * when children stay away from school without permission |

Worksheet 2

Detail Question & Discussion Question

1. Is graffiti is illegal?

2. How can graffiti accept as a regal form?

3. What could be problems of graffiti artwork in the city?

4. According to Stowers, what makes graffiti consider to have art form?

5. Do you agree with Stowers or disagree ?

6. Could you why you agree/ disagree about graffiti is consider as a art form?