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| ☐ Listening ☐ Speaking ■ Reading ☐ Grammar ☐ Writing |
| **Topic: The Story of Blue Jeans** |

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| Instructor:  Angela Han | Level:  **Intermediate** | Students:  **8** | Length:  **30 Minutes** |

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| Materials:   * White board, board markers * 8 copies of the text “The story of Blue Jeans” * 8 copies of each worksheet * TV Commercial |

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| Aims:   * Students will be able to understand the topic by answering a guiding question. * Students will be familiar with the topic by watching TV Commercial. * Students will improve scanning skill by answering true & false questions. * Students will be able to pick up details by filling in the gaps of summary sentences. |

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| Language Skills:   * Listening: Watching TV Commercial, Teacher’s explanation on jean’s type * Speaking: Discussing with partner about their preference on choosing blue jeans * Writing: Filling in the gap activity * Reading: Answering true & false questions on worksheet |

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| Language Systems:   * Lexis: tailor, canvas, stiff, chose, trouser, radical, heavy/light * Function: Information acquisition |

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| Assumptions:   * Students have seen some commercials about blue jeans before. * Students are high school students. * Students already know there are varieties of blue jeans. * Students know how to skim and scan. |

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| Anticipated Errors and Solutions:   * Students may not understand the words canvas or textile.   →Show the images that are able to describe the words by using google images.   * There may not be enough time to complete the lesson.   →Shorten the time for question 1 ~ 3 and spend enough time for question 4.   * Students may not know each difference between ‘bootcut, straight, boyfriend, flare   → Give explanation about each difference   * Some students may finish the main tasks earlier than others.   →Let students debate on “jeans for everyone or for the young” |

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| References:   * TV Commercial: <https://www.youtube.com/watch?v=Dge5WlVqOQU> * Text: <http://linguapress.com/intermediate/blue-jeans.htm> * Dictionary: <https://en.oxforddictionaries.com/> |

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| **Pre-task** | | | |
| Materials: TV Commercial | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | Students greet back.  Watch the video.  Answer the question and talk about their stories. | **Greeting**  T: Good afternoon, class. How are you today?  Have you seen this TV Commercial?  **Eliciting**  Do you like wearing Jeans?  What is your favorite blue jeans brand?  **Introducing today’s topic**:  Today, we are going to talk about “The story of blue jeans.” |

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| **Task Preparation** | | | |
| Materials: Worksheet, board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Pair | Work with their partner.  Answer the question and share with whole class. | **Vocabulary**  T: Let’s learn some new vocabulary before we read the text. Here, I wrote some words that we will see in the text. Please try to find the matching words to the proper definition. Work with your partner. I will give you 1 minute.  **CCQ**  What are you supposed to do?  Are you working alone?  **Answer-checking**  T: So, could you tell me your opinion about no.1 tailor?  (run the rest of words with class) |

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| **Task Realization** | | | |
| Materials: Worksheet, Text, Board, Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min | Whole class  Pair  Whole class | Read the text by speaking.  Work with partner to answer the worksheet.  Fill out the worksheet together.  Work with partner to answer the worksheet.  Work with whole class | **Instruction**  T: Now that we checked guide words for the text, let’s read the text all together.  Read the sentence in the box. And then let students read each paragraph one by one.  T: Thank you for reading it. Based on what we read, let’s fill out some blanks on the worksheet. Check the number #2 and let’s find what we need to write in the blank. Work with your partner for 3 minutes.  **CCQ**  Did the miner like white color trousers?  How much time do you have?  Read the article and fill them out with class.  So, let’s move on to #3. Write true and false according to the contents. And please work with your partner. I will give you 2 minutes.  **CCQ**  Can you buy blue jeans in San Francisco?  Are you working together?  Do answer-checking with whole class. |

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| **Post Activity** | | | |
| Materials: Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Pair | Talk about their preference when choosing jeans.  Listen teacher’s explanation.  Share their ideas with class. | **Introduction**  T: Here, you can see the different type of jeans. Discuss about your favorite jean type with your partner and then let’s share your opinion with whole class. I will give you 3 minutes.  **CCQ**  Can you read something while having discussion?  How much time do you have?  If students don’t know about each difference, explain the difference with more details.  Share students opinion with whole class |

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| **SOS Activity** | | | |
| Materials: none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Pair | Talk with partner | T: Some people think jeans are too casual and they are not for respectable clothes. And some people think jeans are only for the young. Do you agree with this idea? Please talk about your opinion with partner. I will give you 3 minutes.  **CCQ**  Do you think jeans are only for the young? Or for everyone?  How much time do you have? |