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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Short story - The Case of The Lower Case Letter** |

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| Instructor:**Jenna**  | Level:**Intermediate** | Students:**8** | Length:**40 Minutes** |

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| Materials: 9 copies of ‘The Case of The Lower Case Letter’ story (1st part + 2nd part)  1 copy of several ‘homophones’ words’ images  |

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| Aims: Ss will read a short story and be able to get the main idea as well as detailsSs will work cooperatively in a group and improve speaking and listening by discussing and guessing the next story togetherSs will be familiar with key vocabulary through T’s explanation and C.C.Q  |

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| Language Skills:Listening : Teacher’s elicitation, key vocabulary explanation, instruction, other Ss’ response to question, other student’s opinion in discussion Reading : reading a short story ‘The Case of The Lower Case Letter’Speaking : discussing with teammate for next story guessing, answering teacher’s questionsWriting : Summarizing the story and predicting the next storyline  |

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| Language Systems:Phonology : correct pronunciation of key vocabularies Function : homophones words Discourse : discussing about the actual meaning of letter and what’s going to happen next  |

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| Assumptions: Most Ss won’t have much difficulty to read a story and understand the main storySome Ss already know most of the grammars and vocabularies Ss enjoy guessing the meaning of letter and predicting what’s going to happen  |

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| Anticipated Errors and Solutions:Ss may finish reading earlier than expected * Give more time to individually guess the next storyline

Ss may take longer to complete the reading than expected. * Give enough time to read and shorten the time for team discussion
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| References: http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml |

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| **Pre-task** |
| Materials: Pictures of several ‘homophones’ words |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | Whole Class  | Ss guess what homophones’ isAnd think about several examples of it.  | **Greeting** **Eliciting :**Have you heard the word ‘homophones’? Let me give you a hint what it is with some example pictures. (After showing several examples)‘Yes. So ‘homophones ‘means 2 words with similar sound but different meaning or spelling. **Topic introduction :** Today we are going to read a short story related to such ‘homophones’ words.  |

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| **Task Preparation** |
| Materials: 1st part of ‘The Case of The Lower Case Letter’ story |
| Time | Set Up | Student Activity | Teacher Talk |
| 51010 | Whole class IndividualGroup of 3-4  | Think about the meaning of key vocabulary Read the story (1st part) Discuss within a group about CCQ and story line  | **Distribute 1st part of story sheet****Explain key vocabulary**- lexical semanticist, verdict, suicide, worth a fortune, clue, whereabouts, lower case, cellar, manor**Give Ss to read for 10 mins****Ask Ss some CCQ + ask Ss to guess next story-line** 1) find some ‘homophones’Words in ‘Professor Edgar’s letter’. 2) Why ‘I’ asked Edith about her wedding ring? 3) Guess what’s going to happen next in the story  |

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| **Task Realization** |
| Materials: 2nd part of ‘The Case of The Lower Case Letter’ story |
| Time | Set Up | Student Activity | Teacher Talk |
| 55 | IndividualWhole class  | Read the story (2nd part) Summarize the conclusion of storySs ask questions about unknown vocabulary or expression.  | **Distribute 2nd part of story line and give Ss 5 mins to read**. **CCQ & Summary about conclusion of story:** - So what actually happened in the story? - Did professor really commit suicide?- What is the real intention of the letter?Anyone have any question about vocabulary or expression?  |

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| **Post Activity** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 2  | Whole class  | Give teacher feedbacks about activity  | Did you all have fun with reading the story? Give feedback about Ss’ accuracy during activity |

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| **SOS Activity** |
| Materials: None  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | Pair | Discuss within a group about the answer for CCQ  | Ask additional CCQs about story - Why do ‘I’ and Mrs. Edith become suspicious about lower case and homophones? - Why did professor used several ‘homophones’ in his letter? … |