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| Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Do you want to build a snowman? |

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| Instructor:  Bella (Hye Bin Koo) | Level:  Pre-intermediate (age under 10) | Students:  10 | Length:  50 minutes |

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| Materials:   * Image of Snowman * Flash cards (about making snowman) * 10 copies of Worksheet 1 [Matching Vocabulary Practice] * 10 copies of Worksheet 2 [Filling the gaps] * Audio clip of [Little Anna And Elsa] * Script * 10 sheets of papers (A4 sized) & colored pencils * White board, board markers * Video playback equipment (such as beam projector) |

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| Aims:   * To learn vocabulary associated with the snowman by flash cards and a 'matching vocabulary' worksheet. * To practice listening to real-life conversation without script. * To be able to catch vocabulary and idioms from real-life conversation by 'filing the gaps' worksheet. * To practice speaking by role-playing and comparing answers within groups. * To practice listening and understanding what teacher ask to do by drawing the snowman as directed. |

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| Language Skills:   * Reading: 'matching vocabulary' worksheet. * Listening: scenes where Anna and Elsa converse in the movie 'Frozen' * Speaking: role-play, comparing answers within groups. * Writing: 'filling the gaps' worksheet. (dictation) |

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| Language Systems:   * Lexis: words and idioms associated with the snowman / words and idioms used in everyday conversation. * Function: describe the snowman. * Discourse: talk within group. |

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| Assumptions:  Students already know:   * how the class is set up and run. * the teacher’s style of teaching and the pace of the course. * about the movie 'Frozen' * how to work together with their partners. |

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| Anticipated Errors and Solutions:  \* Students may not be able to fill in the blank.   * Replay the video one more time and chunk the listening.   \* Students may not be able to concentrate while listening.   * Teacher moves around and encourage students to focus on listening and tell them again that they have to fill in the blanks while listening.   \* Students may need more time to complete their worksheets.   * Give them 2~3 more minutes and cut answer-checking short by verbally sharing the answer instead of write every each answer on the board.   \* If time is short   * Choose only one or two groups to do role-playing in front of other students after practice   \* In case of the equipment may not be able to use   * Take tablet or laptop |

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| References:  https://en.oxforddictionaries.com/  <https://youtu.be/QYsg3rtT79o> (0.00 ~ 1m.20sec)  https://pixabay.com/ko/ (free images) |

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| **Lead-In** | | | |
| Materials: Board, Image of Snowman | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Answering Questions | **Procedure:**  Hello everyone! How are you?  It's too hot today, isn't it?  I think it's a good idea to talk with something cool subject when it's hot.  Let's take a look at the picture that makes the class icy cold!  What do you see in the picture?  Yes, it's a snowman!  Can you tell me what you need when building snowmen?  (Elicit the materials & write them on the board)  Well done! so today, we will listen to Anna and Elsa talk in the movie 'Frozen'. But first, we will learn some vocabulary about building a snowman. |

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| **Pre-Activity** | | | |
| Materials: Flash cards, 10 copies of Worksheet 1 [Matching Vocabulary Practice] | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  8min | Whole class  Individually | Speaking  Answering Questions  Complete worksheet  Compare answers with partner  Speaking | **Procedure:**  **1. Flash cards**  I will show you some flash cards for you.  - Show students flash cards one by one and say it loudly (be careful with pronunciation and accent)  Let the students speak out loud after the teacher first says.  Make sure students understand meaning  CCQ  Can you eat branches?  Can you put water in the bucket?  Are the stones soft?  **2. Vocabulary**  Instruction  Now, I'll give you this fun vocabulary work sheet.  Please link a word on the left side to the correct meaning of it on the right side by draw a line.  Work individually, you have only 3minutes.  CCQ  Are you working alone?  How much time do you have?  Monitor discreetly. Answers students if they ask questions.  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need.  Check answers: Compare your answers with the partner sitting next to you.  - Encourage students to say the answer aloud. If the student says the wrong answer, kindly fix it and comfort them |

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| **Main Activity** | | | |
| Materials: 10 copies of Worksheet 2 [Filling the gaps], Audio clip of [Little Anna And Elsa], Video playback equipment (such as beam projector) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13min  10min | Individually & pairs  Whole class & pairs | Listening  Filling the gaps  Answering Questions  Compare answers with partner  Speaking  Speaking  Role-playing | **Procedure:**  **1. Listen and Filling the gaps**  Instructions  Now, I'll give you this 'Filling the gaps' work sheet.  When you are ready I'm going to play the video. Then listen to the dialogue carefully and fill in the blanks. Please work individually.  CCQ  Are you working alone?  What are you supposed to do while listening?  (Play video and give few minutes to students to finish their worksheet)  Okay, I'll play video again for students who have not finished yet. And if you already finished, just listen one more time and check if you wrote down properly.  (Play video once more)  Okay. Perhaps you all finished it. Do you want to listen again?  ->Yes : Have them listen one more time.  ->No : Have them share their answers  Now, let’s compare your answer with your partner sitting next to you  I’ll give you 2 minutes.  How about we check the answers together by reading out each sentences?  Let's start from first sentence!  (While Students read out, teacher write the answers on the white board)  **2. role-play**  Good job everyone!  Don't worry too much if your answer is wrong. You can do better next time.  Instructions  Now, all of you have completed dialogue script. So we are going to do a Role-play!  First, I will be Anna and you all will be Elsa. Are you ready?  (Play a role)  Good job! Now, let's practice together. You can pair up with the student sitting next to you and students who sitting right side will be Anna, and the other side will be Elsa. After finish, switch the role.  I'll give you 4minutes.  Monitoring  Teacher looks around to see if the students are doing well.  Okay. Times up!  Does any group wants to volunteer to try in front of us? Don't be shy. you will be amazing!  (Students volunteer and play a role.)  Good job! Nice work! |

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| **Post Activity** | | | |
| Materials: 10 sheets of papers (A4 sized) & colored pencils | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 9min | Individually | Listening  Drawing | **Procedure:**  Now, I'll give you a sheets of papers.  Listen carefully to what I say and draw the snowman as I described. All right?  I'll put these colored pencils on the table so you can use them freely.  Let's start!  -Draw the big snowball  -Draw the small snowball over the big snow ball  -Draw 2 black stones for making his eyes  -Draw carrot for making his nose  -Draw 2 branches for making his arms  -Draw the red bucket over his head  -Draw red and green stripe patterned scarf around his neck so he'll not get cold.  **Conclude lesson**  You all did good job today. I'm so proud of you guys.  When you go home, please color your snowman beautifully and give him a name . See you tomorrow! |

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| **SOS Activity** | | | |
| Materials: 10 sheets of papers (A4 sized) & colored pencils | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Remaining Time | Individually | Writing | (If students finish their tasks earlier than anticipated)  After finish post activity, Have students name the snowman and briefly write down their snowman's profile  Ex) I'm Olaf and I like warm hugs! |