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| **Topic: Flying 'car' could be on sale next year.** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| Min Chai(Mindy) Kim  | Intermediate | Adult | 3 | 40 min |
| **Materials: -** Lap Top & Screen - Board & Markers - Article (3 copies) - Comprehension Sheet (3 copies) - Clay |
| **Aims:** - To link pictures to the main topic - To watch a video related to the topic  - To correct errors - To associate pictures with words - To skim the article with a guiding question - To find the key words of the article and a context phrase of ‘misnomer’- To scan for details with comprehension sheet (Literal/Interpretive) - To make students’ own cars with clay and have a talk about their cars’ feature (Applied) |
| **Language Skills:** - Reading : Read out the article and think of the main idea while reading  Find the context phrase and scan the details of the article- Listening : Listen to teacher’s instructions and explanations and peers’ opinions- Speaking : Associate pictures with words and give opinions during discussion - Writing : Answer to worksheet |
| **Language Systems:**  - Lexis : New vocabularies - Function : Introducing a new era of transportation; the flying car- Structure : Future tense (will)- Discourse : What the transport of the future will look like |
| **Assumptions:** - Students don’t have background knowledge of the flying car.- Skimming is the first trial in this class.  |
| **Anticipated Errors and Solutions:****-** Students may have difficulty in guessing words from the pictures.🡪 Try to give more clues to elicit students’ answers. - Students may feel unfamiliar with skimming.🡪 If they don’t get the main idea right after reading the article, give them more time.  |
| **References:** Flying Cars (July. 15, 2018.) In *Breakingnews*. Retrieved July, 15, 2018, from https://breakingnewsenglish.com/1807/180715-flying-car.html |
| **Notes:** |

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| **Presentation: Lead-In** |
| **Aims:** - Link two pictures to the main topic - Watch a short video | **Materials:** - Lap-Top - Screen |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 5 min | Whole Class | I took a subway (or bus)AirplaneIt’s a drone. It’s carrying a first aid kit. It’s a car. Perhaps, a flying car?(Students answer) | **[Eliciting]**How did you get here?We take a subway or bus or drive a car by ourselves. Can you tell me other transportation?Right. We also take a flight. Look at this picture. What is it? What is it carrying?(Show the next picture)What is this?What do you think it could be if these two combine?Yes, today’s topic is flying cars. Let’s watch a video, shortly. (Watch a video)What information did you find from the video? |
| **Notes:**  |
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| **Practice: Main-Activity** |
| **Aims: -** To correct errors- To associate pictures with words- To skim the article -..To...scan for details (comprehension sheet) (Literal/Interpretive) | **Materials:** - Board & Markers - Lap-Top & Screen - Article (3 copies) - Comprehension Sheet (3 copies) |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 27 min | Whole ClassIndividualGroups | ‘The’ should be before ‘same’.. (Students answer correctly or not correctly)No, ‘crew’ doesn’t come with ‘s’.It’s an idea or invention.No, it’s wrong names or terms.We have to discuss the guiding question after reading. Why do critics say the flying carshould be renamed as a personcarrying drone?(Students answer)Key words are ‘flying car’,‘BlackFly airborne vehicle’, or‘BlackFly’.We can infer the meaning of ‘misnomer’ from ‘A moreaccurate description’.We’re working individually first and compare answers with peers.Choose questions and write the answers on the board.  | **[Error Correction]** (5min \_ Whole Class)Can you tell me what is wrong in this sentence?🡪 It will eventually cost same as a typical sports-utility car.Right, when using ‘same’ we always put ‘the’ before it. Many people skip this when writing or speaking, but it has to come before ‘same’ always except in an informal English like, ‘I’ll have coffee.’ ‘Same for me, please.In this sentence, what should be corrected?🡪 None of the passengers and crews were injured.Why is that?‘Crew’ is used as the singular form always even though its meaning is plural. (CCQs)The officers and crews are in the same room. Is it right?**[Associating pictures with words]** (5min \_ Groups & Whole Class)(Show a picture)Look at this picture. What word do you come up with? Discuss it for 2 minutes.(When time’s up, ask students what word they came up with)(Show the next picture)Take a look at this picture and discuss what ‘misnomer’ means based on the picture?You have 2 minutes. (When time’s up, ask students what the word means)[CCQs]Does ‘brainchild’ mean ordinary goods?[CCQs]Does ‘misnomer’ mean correct names or terms?**[Skimming the article]** (5min \_ Groups)(Instructions)Guiding Q: Why do critics say the flying car should be renamed as a personcarrying drone?Now, read out the article in turns and think about this question while reading. After finishing the reading, turn over the article and discuss it in groups.(ICQs)What do you have to do after reading out the article? What was the question that you should think of while reading?(After reading)Did you find out why critics say the flyingcar should be renamed as a personcarrying drone?**[Finding the key word & context phrase]**(4min \_ Whole Class)Can you tell me the key words of thisarticle?We learned ‘misnomer’ in the beginning. From which phrase can you infer the meaning of ‘misnomer’ if you don’t know the word?Right, the context phrase is an antonym of ‘misnomer’. Context vocabulary can be the definition of the word but it also can be a synonym or antonym or details/examples about the word. **[Scanning for details]** (8min \_ Individual & Groups)Now, we’ll work on a comprehension sheet. There’re several questions. Write down the answers individually, first and compare your answers with your peers. After checking the answers, come out to the board and write down the answers that you’ve chosen. You have 7 minutes. (ICQs)How are you working on the comprehension sheet?What do you have to do after checking the answers with your peers?(After all students write the answers, ask them to read the questions and the answers they chose to practice the target language.) |
| **Notes:** |
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| **Production: Post-Activity** |
| **Aims: -** To make students’ own future car and talk about their cars’ feature | **Materials:** Clay |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 5 min | Group | We have to think of our own car’s feature or advantage.  | Make your own future car with this clay, but don’t focus on making a car too much. Think of your car’s feature or advantage while making it. We’re going to have a talk about it. (ICQs) What do you have to do while making aCar? |
| **Notes:** |
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| **Post Production: Closing the Class** |
| **Aims: -** To ask students CCQs - To close the class | **Materials:** n/a |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 3 min | Whole Class | It should be ‘Do you have the same opinion?’No, it means an idea or invention. No, it’s wrong names or terms. | (CCQs)Let’s review what we learnt today.Do you have same opinion?Does ‘brainchild’ mean ordinary goods?Does ‘misnomer’ mean right names or terms?(Close the class)Thank you, everyone. Today’s lesson’s over. Have a good day.  |
| **Notes:** |