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| **Topic: Black Friday** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Nicole Kim** | **Intermediate** | **Adults** | **4** | **30 minutes** |
| **Materials:**  **-Pictures of what students want to buy on Black Friday.**  **-Worksheets for reading comprehension and activities**  **-Cards for role-play per student**  **-White board and markers** | | | | |
| **Aims:**  **-Students will be able to scan the text for the specific information**  **-Students will be able to find the author's point of view the article.**  **-Students will be able to use vocabulary and phrases related to shopping.**  **-Students will be able to find the synonyms and correct wrong sentences.**  **-Students will be able to express their ideas and react to the text** | | | | |
| **Language Skills:**  **-Listening: Listening to audio, others' ideas and a teacher's instruction**  **-Speaking: Taking part in role play actively, repeating what teacher say and sharing ideas in pairs**  **-Reading: Reading an article and some question sentences for comprehension.**  **-Writing: Drilling and making a sentence by filling in the blank** | | | | |
| **Language Systems:**  **-Phonology: Repeating a substitution table and distinguishing between IR / U**  **-Function: acquiring information and expressions for making question sentences**  **-Discourse: expressing ideas and opinions, listening to others’ ones**  **-Lexis: key vocabulary and expressions in the activities**  **-Structure: Question sentences and appropriate answers** | | | | |
| **Assumptions:**  **Students already know:**  **->The teacher’s style of teaching and the pace of the class**  **->Students are at an intermediate level**  **->Students are able to express their ideas and opinions in English**  **->Students are able to make a question sentence in English** | | | | |
| **Anticipated Errors and Solutions:**  **->If Students finish their tasks earlier than expected**  **->Give students chances to talk about their experience on Black Friday**  **->Students may be not interested in this topic**  **->Let students come up for the role-play with materials like stuff or change to more funny activity**  **->If students enjoy an activity**  **->Give more time to students and reduce the number of students sharing their opinions**  **->Students don’t correct the worksheet well**  **->Demonstrate how to answer the questions and show some example** | | | | |
| **References:**  **Black Friday brings out bargain hunters (2014),** **In Breaking News English. Retrieved**  **https://breakingnewsenglish.com/1411/141129-black-friday-m.html** | | | | |
| **Notes:**  **This plan is for reading lesson** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **-To predict the text using the activity**  **-To find** | | | **Materials:**  **-board and markers**  **-Stuff made of pictures for shopping**  **-Worksheet for new words** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **2 min**  **2 min**  **2 min**  **2 min** | **Whole class**  **Whole class**  **individually**  **Whole class**  **Whole class** | **Students say**  **“Great”**  **Students say**  **“Shopping day!”**  **“Because It is crowd and there is a holiday for Thanksgining.”**  **“I agree.”**  **“I bought some clothes on Black Friday but I was not satisfied with clothes because I bought too much.”** | | **\*Greeting\***  **Hello! Everyone? How are you today? What did you do during the weekdays?**  **\*Warming-up\***  **<Instruction>**  **There are pictures for shopping. Also today is on Black Friday. So the store offers discounts of up to 70% on those items. What do you want to buy?**  **1. Let student come up and choose what he or she wants to buy on Black Friday.**  **2. Ask the reason why he or she chose.**  **\*Vocabulary\***  **<Instruction>**  **Today, we will talk about Black Friday. Before reading, let's learn vocabulary that will help you to read a text**  **1. Give students worksheets for new words.**  **2. Check what students find.**  **3. Write them on the board.**  **\*Reading a text\***  **<Instruction>**  **Let’s read aloud. After reading, you can answer the synonym for new words.**  **1. Give students an article.**  **2. Let them read aloud**  **3. Make students connect the synonym**  **on a worksheet.**  **4. Correct them if they have wrong answers.**  **<CCQ>**  **1. What is the Black Friday?**  **2. Why were employees in US unhappy at that time?**  **3. Do you agree employees in US are off on Black Friday?**  **3. Have you ever bought some stuff on Black Friday? If yes, were you satisfied with that stuff or regretted?** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  **-To find what is the main idea with True or False activity.**  **-To correct the wrong sentences or arrange unscramble words.** | | | **Materials:**  **-Worksheets for exercise.**  **-Board and makers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min**  **2 min** | **Whole class**  **Individually** |  | | **\*Reading Comprehension\***  **1> T/F activity**  **<Instruction>**  **Look at the activity 3. Now, we will come up for T/F and read aloud and stand toward what you think correct.**  **1. Stich True or False card each side on the board**  **2. Let students come up**  **3. Let them read aloud and go toward correct section**  **2> Unscramble activity**  **<Instruction>**  **Look! There are an unscramble words in exercise 2. So please arrange the word in order.**  **1. Let students arrange the unscramble words**  **2. Correct the answers**  **3. Ask students to make a sentence with a word they answered.** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  **-To use expression and vocabulary with making a sentence.**  **-To express your ideas and opinions related to shopping** | | | **Materials:**  **-Board and markers**  **-Cards for role-play per student** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min**  **5 min** | **Whole class**  **Pairs** |  | | **\*Discussion\***  **<Instruction>**  **It is time to discuss the topic with your partner. So make pairs and ask and answer the questions each other.**  **1. Make pairs and let them know who ask first.**  **2. Give 3 minutes to students**  **3. Inform how much time they have.**  **4. After discussing, ask students to tell what their partner said.**  **\*Role-play\***  **This time, I will give you a card for role-play. There are 4 cards included the person who wants to buy something on Black Friday. So when you read a role, please let us know what you want to buy and why.**  **1. Give students a role card.**  **2. Ask a student to play his or her role.** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **-To review today’s lesson and give a feedback**  **-To check today’s homework** | | | **Materials:**  **-Board and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **1 min**  **1 min** | **Whole class**  **Whole class**  **Whole class** | **Students say**  **“Yes! I enjoyed today’s class.”** | | **<Instruction>**  **\*Conclusion\***  **Today, we talked about the Black Friday and learned useful vocabulary and expressions.**  **\*Homework\***  **Write an essay what you want to buy and why on Black Friday.**  **How was today’s lesson? Did you enjoy your time? I hope you enjoyed this class.** |
| **Notes:** | | | | |