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| **Topic: Best to learn a new language before age of 10** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Juyeong Hwang | Upper Intermediate | Adult | 7 | 25 min |
| **Materials:**  -A picture of learning a language  -A video clip on YouTube  -Papers  -White board & board markers | | | | |
| **Aims:**  -Ss will be able to speak fluently to illustrate their personal experiences on the topic.  -Ss will be able to learn vocabulary and expressions for describing the funniest times.  -Ss will be able to make a short story about the topic in front of the class.  -Ss will work in pairs to think-pair-share about the given topic.  -Ss will be able to listen carefully to empathize with the other Ss. | | | | |
| **Language Skills:**  -Listening: Elicitation, vocabulary, the speaker’s short speeches about themselves on the topic  -Reading: Worksheets  -Speaking: Sharing Ss’ opinions, presentation in front of the whole class  -Writing: Writing down the funniest times when learning a language | | | | |
| **Language Systems:**  -Lexis: Vocabulary and expressions used in describing Ss’ personal experiences on the topic  -Function: Writing and sharing the funniest times when learning a language with the whole class | | | | |
| **Assumptions:**  Ss will be able to fluently share their funniest times in English.  Ss will be able to freely create their own ideas by in English. | | | | |
| **Anticipated Errors and Solutions**  Some S may not participate in the activities.   * T points out Ss name for an answer. * T guides and induces an answer from S * T uses rotation method for discussion so Ss can talk with other Ss. | | | | |
| **References:** Best to learn a new language before age of 10 (May 4, 2018), In *Breaking News English.* Retrieved from https://breakingnewsenglish.com/1805/180504-language-learning.html. | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:**  **-**Ss will be able to speak fluently to illustrate their personal experiences on the topic.  **-**Ss will be able to get the main idea by reading the article in pairs. | | | **Materials:**  -White board, board marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min  5 min | Whole class  Whole class | -Ss greet and answer T’s questions.  -Answer T’s questions  -Take a look at the picture carefully  -Answer T’s questions  -Answer T’s questions | | **Greeting Ss and Brief Rapport**  *-Hello, everyone! How are you doing today?*  **Guiding question & eliciting**  *-Do you remember when you started to learn a new language? What kind of ways did you do for learning? Speaking to foreigners, watching movies, reading or living overseas?*  *-OK. Take a look at this picture on TV related to learning a language.*  **Eliciting**  *-What are these dogs doing?*  (Please loot at the picture above. This thirsty dog is slowly licking the water that someone is giving so it could quench the thirsty. It looks as if Ss at school are learning a language slowly and gradually.  Please look at the picture below. The sprinklers are too exciting for most dogs to ignore. It’s drinking water all at once under the tremendous pressure of a sprinkler. It looks as if Ss would learn a huge amount of language all at once by living overseas)  **Eliciting**  *-Have you ever experienced like the dog in the bottom of the photos?*  *(T points out Ss name for an answer.)*  *-Let’s watch this video clip on TV. What do you think are they talking about?*  *(Pause at 1 minute)*  **Eliciting**  *- Can you figure out his full name as well as his family’s name? Have you also experienced you didn’t really understand what the foreigners were talking?*  (Questions need to be asked directly to Ss and if they are not willing to answer, a name should be called out)  *-Today we are going to talk about the topic, “Funniest times* when learning a new language”.  (Point at the topic written on the board) |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:**  **-**Ss will be able to learn vocabulary and expressions for describing the funniest times**.** | | | **Materials:**  -White board, board marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min | Whole class | -Take a look at key vocabulary on the board  -Answer T’s questions  -Answer T’s questions  -Answer T’s questions  -Brainstorm some sentences with the words and share with the whole class | | **Vocabulary**  *-Let’s learn key vocabulary that will help you describe your funniest times when learning a language.*     1. **Adept**   *-Can you guess what this means?*  *: Very skilled at something.*  Ex) The researchers added that children up to the age of 17 or 18 remain *adept* at learning grammar.   1. **Critical**   *-Can you guess what this means?*  *: Having a decisive or great importance in the success, failure, or existence of something.*  Ex) The researchers say this is past the "*critical* period" when language-learning ability starts to decline.   1. **Bilingual**   -*Can you guess what this means?*  : A person being able to speak two languages fluently.  Ex. "As far as a child is concerned, it's quite easy to become *bilingual*…   1. **pick up**   -*Can you guess what this means?*  : Learn something, usually by doing it or by being exposed to it.  Ex. There is bad news for those who want to *pick up* a new language beyond their late teens.  **CCQ**  *-What can you say about these words in your life?* |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:**  -Ss will be able to make a short story about the topic.  -Ss will work in pairs to think-pair-share about the given topic.  -Ss will be able to listen carefully to empathize with the other Ss in the class. | | | **Materials:**  -Papers  -White board, board marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 12 min | Pairs | -Listen instructions carefully  -Answer T’s questions  -Give a presentation in front of the whole class | | **Activity Instructions**  *-Since we’ve briefly talked about the topic of “Funniest times when learning a language”, what we are going to do is to get in pairs and share your funniest times with your partners.*  *-The most important thing is that listen to your partner carefully, make notes, and then present it on his behalf.*  **Demonstration**  -For example, Cristina and Jay are in a pair. When it is time for Cristina to give a presentation in front of the whole class, she will be sharing Jay’s story, not her story.  *-Also, if you need to take some notes, I will give you papers.*  *(Papers hand out)*  *-You will have about 11 minutes to get it all done. Try to be specific since you will be sharing what you have talked with the whole class.*  ***CCQs & ICQs***   1. *What will you be talking?* 2. *Will you be doing it alone?* 3. *How much time are you given?*   **Time warnings**  *-Times up in 2 minutes. Let’s wrap up the conversation and get ready to give a presentation to the whole classroom.*  **Presentation**  *-Ss \*\* will come forward and share your story. Your partner will take turns next. Each has 50 seconds-1 minute to share.* |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims:**  -Ss will be able to speak fluently to illustrate their personal experiences on the topic. | | | **Materials:**  -None needed | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min | Whole class | -Give some feedback to T  -Answer T’s questions | | **Feedback & evaluation**  *-What do you think about today’s topic?*  *-Did you enjoy today’s activity?*  *(Discuss the success of the task)*  **Language focus**  **Error correction**  (Write the entire incorrect sentence on the board and ask the other students to correct it.)  **<Closing>**  **Homework**  *- Write an essay about the most effective way when you learn a new language. Read your essay to your classmates in the next lesson.*  **Final *CCQs***   1. What are you going to write till next lesson?   **Wrap-up**  *-I am so glad you enjoyed today’s activity. Good job, everyone! Class dismissed. See you next time!* |
| **Notes:** | | | | |