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| **Topic:** Snapchat dysmorphia | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Juyeong Hwang | Upper intermediate | Adult | 7 | 25 min |
| **Materials:**  - Article  - Photos related to snapchat selfies  - Realia ( a cellphone )  - Worksheet  - board, markers | | | | |
| **Aims:**  **-**SWBAT guess and create the new ideas about what they think when they look at the photos and read the article.  -SWBAT put the new grammar in the sentences, so Ss will be able to know when to use the structure.  -SWBAT use and practice using the new grammar fluently by playing a wish board game.  -SWBAT express their thoughts and recall what they have learned through the activities. | | | | |
| **Language Skills:**  -Reading: Read the article, read the questions in the sheet of a wish board game  -Listening: Listen carefully to Ss’ new sentences with the new grammar  -Speaking: Drilling, practice activities, and sharing the new ideas  -Writing: Writing their own examples on the board that they make during the game. | | | | |
| **Language Systems:**  -Lexis: The new grammar “wish”, past simple tense  -Function:Drilling, practice activities, a wish board game | | | | |
| **Assumptions:**  -Ss are teenager.  -Ss know the past simple tense.  -Ss know the difference between “hope” and “wish”. | | | | |
| **Anticipated Errors and Solutions:**  -If Ss find it difficult to guess from the photos,  ->Ask questions that lead to finding clues to the topic.  -Ss may have a difficulty understanding the meaning clearly.  ->T provides Ss more examples.  -Ss may have a difficulty making their own sentences with the new grammar.  ->T gives the students more chances to practice. | | | | |
| **References:** People get surgery to look like Snapchat filters (2018). In breakingnewsenglish. Retrieved  December 19, 2018, from https://breakingnewsenglish.com/1808/180808-snapchat-dysmorphia.html. | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **-**SWBAT guess and create the new ideas about what they think when they look at the photos and read the article. | | | **Materials:**  -Photos  -Article  -Worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min  2 min    2 min  5 min | Whole class  In pairs  Whole class | -Ss greet back and answer T’s questions.  -Ss answer the T’s questions.  -Ss look at the photos and guess, so Ss can approach to the topic.  -Ss answer the T’s questions.  -Ss answer the T’s questions.  -Ss answer the T’s questions.  -Ss answer the T’s questions. | | **Greeting Ss and Brief rapport**  *-Hello, everyone! How are you doing today?*  **Guiding questions & eliciting**  -Let me ask you one thing. Do you like to take selfies? Do you also have the best selfie filter in your phone to look cuter or look nicer?  (Showing Ss the photos of before and snapchat filtered selfies.)  *-Ok, take a look at these photos. What do you think when you look at them?*  (Interacting with Ss. If students find it difficult to guess from photos, ask questions that lead to finding clues to the subject.)  *-These photos are before and snapchat filtered selfies. Snapchat provides a filter to allow people to enhance photos of their face to look cuter or nicer. So, especially some of the teenage girls and women are obsessed to fix their body or appearance to look like their snapchat selfies.*  **Reading an article**  *-Today, we are going to talk about the topic, “Snapchat dysmorphia”.*  (Point at the topic written on the board.)  *-I will be giving an article about today’s topic, and then read it out loudly with your partner. I will be giving you a time limit of 2 minutes to get it done.*  **ICQs**  -What will you be reading?  -Do you read it alone?  -How much time do you have?  (Pair up with the person next to Ss. Hand out the article & worksheet and monitor discreetly.)  **After reading the article**  *(Showing Ss the photo of my before and snapchat filter selfie.)*  *-Take a look at this photo. I just took a selfie on snapchat. How do I look? I wish I had a high nose, wider eyes and baby face like this snapchat filtered selfie.*  *In this case, I say “I wish…” When I say “I wish…” I am talking about something that I want but probably will not happen, or you don’t think will happen.*  **CCQs**  -Did I have a high nose, wider eyes and baby face?  -Do I have a high nose, wider eyes and baby face?  -Will I have a high nose, wider eyes and baby face?  **Drilling**  (Point to the substitution table on the board.)  Wish(es) +Subject+ past simple tense   |  |  |  |  | | --- | --- | --- | --- | | I wish | I | could | see it | | She wishes | We | weren’t | here | | He wishes | Martin | knew | the answer. | | We wish | You | had | more money. |   **Simple repetition drill**  (Show Ss the substitution table)  *-Ok. Listen to what I say and don’t repeat.*  **ICQ**  *-What do you do?*  (Point to the substitution table while reading.)  *-OK. Now listen and repeat.*  **ICQ**  *-What do you do?*  *(Point to the substitution table while reading and whole class repeat)* |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  -SWBAT put the new grammar in their own sentences, so Ss will be able to know when to use the structure. | | | **Materials:**  -A hat  -White board, markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min | Whole  class | -Ss create and share the new sentences with the whole class. | | **Instruction**  *-Now, I will be passing out the hat and then the person that wear it will make his or her own sentences with “wish+past simple tense”. And please pass it on to the person next to you.* |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  -SWBAT use and practice using the new grammar fluently by playing a wish board game. | | | **Materials:**  -Worksheet  -White board, markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 8 min | In pairs | -Ss play a wish board game  -Ss answer the T’s questions. | | **Instruction**  *-Now, let’s play a wish board game. Get in pairs, throw a die and ask each other. The student that reaches the finish square first or is the farthest in the game when their time is up Wins! You will have about 8 minutes to get it all done.*  **CCQs**  *-What do you do?*  *-Will you be doing it alone?*  *-How much time do you have?*  **Time warnings**  *Times up in 1 minute. Let’s wrap up the board game.*  **Presentation**  (Pick students on random. Call on to write their own examples that they made during the game. |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  -SWBAT express their thoughts and recall what they have learned through the activities. | | | **Materials:**  -None needed | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min | Whole group | -Ss give some feedback to T | | **Feedback & evaluation**  -what do you think about today’s topic?  -Did you enjoy today’s activity?  **Language focus**  **Error correction**  (Write the entire incorrect sentences on the board and ask Ss to correct it.)  **Closing**  **Homework**  *-I know all of you wish you did not have homework. Your wish comes true.*  **Wrap up**  *-I am so glad you enjoyed today’s activity. Good job, everyone! Class dismissed. See you next time!* |
| **Notes:** | | | | |