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| **Topic:**Hotter weather lowers exam result | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| 신다은 LIZ | Upper Intermediate | adult | 7 | 25mins |
| **Materials:**  -board and markers  -article (9 sheets)  -comprehension Qs with vocabulary Qs (9 sheets)  -answer sheet (9 sheets)  -different test scores and situations  -visual aids | | | | |
| **Aims:**  - SWBAT guess the topic by answering to a guiding questions.  - SWBAT use causations in appropriate situations by doing cause-and-result activity. (result in, affect, lead to)  - SWBAT make sentences with verbs indicating cause and result by doing cause-and-result activity. (result in, affect, lead to)  - SWBAT explain the reason of their change in grades by doing cause-and-result activity.  - SWBAT share their ideas with classmates by cause-and-result activity and discussion.  - SWBAT distinguish the differences between affect and effect by doing vocabulary exercise.  - SWBAT identify the topic of an article and express their own ideas by discussing in groups.  - SWBAT skim and scan the given article by solving comprehension questions.  - SWBAT use words into another sentences by doing vocabulary exercise. | | | | |
| **Language Skills:**  - Lexis: causation vocabulary(result in, affect, lead to)  - Function: causing, comparing  - Phonology: affect/ effect | | | | |
| **Language Systems:**  -Reading: article  -Listening: to other students’ ideas in cause-and-result activity and discussion  -Speaking: working with classmates during cause-and-result activity, presenting in front of class, free discussion  -Writing: making stories during cause-and-result activity | | | | |
| **Assumptions:**  Ss already know  - their classmates  - the teacher’s type of teaching  - the meaning of most of the words in the article  - experiences of getting higher/ lower test scores | | | | |
| **Anticipated Errors and Solutions:**  -The weather effected test scores. -> affected  -The temperature rise leaded to a poorer grade. -> led to | | | | |
| **References:**  - Hotter weather lowers exam result (1st June, 2018). In *Breaking news English*. Retrieved 27th November, 2018, from *https://breakingnewsenglish.com/1806/180601-exam-results-5.html* | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  - SWBAT guess the topic by answering to a guiding questions. | | | **Materials:**  Visual aids  Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2mins | Whole class | Ss answer the guiding question | | **Greeting**  **Guiding Questions**  *- How is the weather today? It is freezing, isn’t it? Do you think this freezing weather affected your day and this class? Why?*  *- If we take a test after this class, do think you will get a high score? Why do you think so? What factors do you think will affect your test result?*  **Introduce the article**  *Today, we will read an article with a title of ‘Hotter weather lowers exam result’.* |
| **Notes:** | | | | |
| If student answer for too long, skip the second guiding question. | | | | |
| **Practice:** | | | | |
| **Aims:**  - SWBAT distinguish the differences between affect and effect by doing vocabulary exercise.  - SWBAT skim and scan the given article by solving comprehension questions.  - SWBAT use words into another sentences by doing vocabulary exercise. | | | **Materials:**  -article (9 sheets)  -comprehension Qs with vocabulary Qs (9 sheets)  -answer sheet (9 sheets) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2mins  5mins | Whole class  pair work | read the article one by one  solve the worksheet with a partner  Check answers | | **Reading the article**  *Each of you will read one line at a time. The person in the right side of the one who just read will read the next line. I will go first.*  **Vocab & Comprehension Qs**  *Now, you will be given a set of questions. There are few vocabulary questions, and comprehension questions. You will work with the person next to you to get the answers. I will give you 4 mins.*  **ICQ**  *Are you going to work alone?*  *How much time do you have?*  Give time warning and hand out the answer sheet. |
| **Notes:** | | | | |
| If there are any questions about the worksheet, let other students who know the answer to explain about it. | | | | |
| **Production:** | | | | |
| **Aims:**  - SWBAT use causations in appropriate situations by doing cause-and-result activity. (result in, affect, lead to)  - SWBAT make sentences with verbs indicating cause and result by doing cause-and-result activity. (result in, affect, lead to)  - SWBAT explain the reason of their change in grades by doing cause-and-result activity.  - SWBAT share their ideas with classmates by cause-and-result activity and discussion. | | | **Materials:**  -board and markers  -article (9 sheets)  -different test scores and situations | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2mins  5mins | Whole class  Group work | Listen to the T  Answer  do the activity in groups  rap up  present the stories they made | | **Introduce the activity**  *You all seem to understand the article well. Now we will do an activity related to the article. By matching the causes with the result of changing of a test score, we will make a specific situation describing those causes and results.*  **Give Instruction**  *You are all going to pick one score and one situation each. There will be three groups of 2, 2 and 3 people. In each group, you will pick two scores and one situation. One score will be your prior score and the other one will be your current score. You will decide whether your score has risen of fallen. With the chosen situation, each team will make one story that describes why your score has changed. You will have 5 mins to prepare a short story and will present your story to your classmates.*  **Demonstration**  **ICQ**  Who are you working with?  How much time do you have?  Are you going to only share it with your partner?  Go around and note about each student.  Give time warning  Lead Ss to present their stories. |
| **Notes:** | | | | |
| Demonstrate well with the target sentences written on the board.  Check if Ss are in the right track during the activity. | | | | |
| **Post Production:** | | | | |
| **Aims:**  - SWBAT share their ideas with classmates by cause-and-result activity and discussion.  - SWBAT identify the topic of an article and express their own ideas by discussing in groups. | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1min  5mins  3mins | Whole group | Listen to T  Answer CCQ  Discuss in groups  Listen to T and get feedbacks | | *Everybody did such a great job.*  **CCQ**  *Do you remember what the topic of our article was?*  **Free discussion**  *Very Good.*  *Now you will have some time to discuss about a question related to our topic.*  *This group will answer this question, and this group will …*  Give the Applied Qs as a discussion topic.  - Do you think cold weather affects test scores too? Why do you think so?  - What other factors affect your test scores other than studying less?  Times up.  **Conclusion**  Everyone did such a great job. Today we learned about the relationship between hot weather and test score. Now you will be able to describe a situation that has cause and result using ‘result in, affect, and lead to’.  Thank you so much and class dismissed! |
| **Notes:**  Give individual feedbacks if there is enough time.  Correct the errors if there were any. | | | | |