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| **Topic:** Dining in the Dark | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Sunmi Kim(Cindy) | Intermediate | Adults | 4 | 30 minutes |
| **Materials:**  - Pictures for eliciting : Pre-Task  - Video : Pre-Task  - Power point : Task Preparation & Post Task  - Worksheet#1 : Task Preparation  - Blindfold: Task Realization  - Foods(tomato, tangerine, banana, macaroon, rice-cake, noodle, drinks) : Task Realization  - Mystery box : Task Realization  - Worksheet#2 : SOS Activity | | | | |
| **Aims:**  - Students will be able to use various expressions and express how they feel.  - Students will be able to express a variety of senses of touch. | | | | |
| **Language Skills:**  - Listening : Students will comprehend the audio during the video.  - Reading : Students will read worksheets with expressions.  - Speaking : Students will express a variety of senses of touch.  - Writing : Students will take notes during video. | | | | |
| **Language Systems:**  - Phonology : / final y -- long e/ (pointy, silky, slimy, squishy, etc)  - Lexis : new words of sense of touch (gross, petrified, squishy, jagged, rough etc)  - Grammar : adjectives describing feeling of foods and taste, simple present (It feels \_\_\_\_).  - Function : describing  - Discourse : conservation about Ss’ feelings | | | | |
| **Assumptions:**  - Students have eaten all the food used in the class.  - Students are ordinary people who can feel the touch. | | | | |
| **Anticipated Errors and Solutions**  - Students keep quiet for fear of making mistakes while speaking.  → encourage them to speak with ease, not to correct their errors immediately  - Students find it difficult to express their sense of touch.  → instruct them on various tactile expressions in advance | | | | |
| **References:**  Jeannie and Amy Dine in the Dark.The Ellen Show(October 12,2011).In youtube.  Retrieved January 3, 2019, from https://www.youtube.com/watch?v=YDlsNg1KSqw&t=98s | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** Warm-up | | | | |
| **Aims:** Students will be interested in today’s topic. | | | **Materials:** Pictures, Video | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 | Whole Class  Pair | *Nothing*  *Black(Dark)*  *Eating food(Dining)*  - Take notes | | - Greeting  *Hello, everyone. Good morning. Did you eat breakfast? What did you have?*  - Eliciting  *What can you see in this picture?*  *What color is it?*  *What are they doing?*  *How do you think the people in the picture feel?*  *Right. Today’s our topic is ‘Dining in the Dark’. We’ll going to learn about the expression of sense of feeling and express what we feel.*  Write the topic “Dining in the Dark” down on the board.  - ICQ  *Are you working alone?*  *What should you do as you watch the video?*  *Let’s watch a video together.*  *Write down all the words you can hear while watching the video with your partner.*  (Monitor students. Make sure they are taking notes.)  - After watching the video CCQ:  *What happened in the video?*  *What were they doing?*  *Where were they?*  *How did they feel?*  *How can you tell?*  *Do you want to try dining in the dark?* |
| **Notes:** Focus on key expression when checking after video | | | | |
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| **Task Preparation:** Pre-activity (Vocabulary) | | | | |
| **Aims:** Students will learn various expressions about touch. | | | **Materials:** Power point, Worksheet#1 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 | Whole Class  Pair | - Brainstorm  *Ice Cube*  *Cold*  *Hard*  *Wet*  *Dog and Cat*  *Soft*  *Fluffy*  *silky* | | Put two pictures on the board.   1. *Ice Cube* 2. *Dog and Cat*   *Today we are going to learn some new words we can use to describe how objects feel. Let’s begin. As I introduce the words, please listen and repeat with me.*  - Show PPT(including CCQs)  **Pointy :** sharp  *Does it look like a shot?*  *The end of my pencil is pointy.*  **Rough :** not smooth  *Can something rough scratch our skin?*  *A cat’s tongue feels very rough.*  **Jagged :** uneven shape or edge with lots of sharp points  *Does a beard look jagged?*  *Rocks near the ocean are dangerous because they are jagged.*  **Smooth :** has no roughness, lumps, or holes  *How can you describe something soft?*  *A snake’s skin feels smooth.*  **Gross :** something unacceptable or unpleasant  *What do you call the smell you dislike?*  *Eating live octopus is so gross!*  **Petrified :** extremely frightened  *What do you look like when you see a ghost?*  *Curtis was petrified when he saw Jayme’s Halloween costume.*  **Silky :** smooth, soft, and shiny  *Which word expresses a very soft cloth (like silk)?*  *My hair feels silky and smooth.*  **Squishy :** soft and easy to squash  *How does it feel to touch the jelly?*  *The octopus feels squishy like jelly!*  **Slimy :** thick, wet, and unpleasant  *How do you feel when you touch the water-glue?*  *I hate worms because they feel slimy!*  *Let’s practice the words one more time. Let’s listen and repeat.*  *pointy, rough, jagged, smooth, gross, petrified, silky, squishy, slimy*  -Worksheet  *Let’s practice together. Write down the number of words that match the picture and read the word carefully with the pronunciation.* |
| **Notes:** pointy / rough / jagged / smooth / gross / petrified / silky / squishy / slimy etc | | | | |
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| **Task Realization:** Main-activity (Express Feelings) | | | | |
| **Aims:** Students will express feelings using a variety of senses of touch | | | **Materials:** Blindfold, Foods(tomato, tangerine, banana, macaroon, rice-cake, noodle, drinks), Mystery box | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 | Whole Class | - Take turn | | *Now we’re going to practice the words we learned by doing an activity!*  *Let’s use the expression* ***“It feels ~”****to say how you feel.*  - Demonstrate  *I’ll show you an example. First, cover the eye and pick up an object from this mystery box.*  <tomato> *It is hard and It feels round. It is small. Is it a baseball?(N) Is it fruit?(N) I think it’s a tomato. Is it a tomato?(Y)*  - ICQ  *What expressions do you have to use?*  *Can you see the object when you touch it?*  *You can say the feeling and ask questions just like I did.*  *Who want to be a first?*  *Now, let’s talk about how things taste when drinking something while blindfolded.*  Wrap up |
| **Notes:** pointy / rough / jagged / smooth / gross / petrified / silky / squishy / slimy etc  It feels ~ | | | | |
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| **Post Task:** Post-activity (Discussion) | | | | |
| **Aims:** Students will discuss and review what they have learned. | | | **Materials:** Power point | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 | Individual | *It was a little scary.*  *I was getting sensitive.*  *The touch feels stronger.*  *Smooth*  *Squishy / Slimy*  *Vodka* | | - Asking about the lesson  *How did you feel when you couldn’t see anything?*  *Now I’m going to put you into groups. I want you to discuss “Who do you want to have a Dining in the Dark?”[Significant other, friends, or family?]*  *Share your ideas with your partner. You have two minutes.*  *(Put students into partners)*  *- ICQ*  *What are you going to do?*  *How much time do you have?*  *Are you working in groups?*  *You may begin.*  (Monitor.)  Get each group to talk about their experiences.  *Ok, group 1. Please share your ideas using the vocabulary what we learned today.*  *(Write ideas on the board)*  *Ok, Group 2. Please share your ideas using the vocabulary what we learned today.*  *(Write ideas on the board.)*  *Let’s do a quick review:*  *How does a snake’s skin feel?*  *How does jelly feel?*  *Great job!*  *And, here is a bonus question.*  *Do you remember what the woman drank in the video you saw at the beginning of class?*  *If no one can remember, assign it for homework and get them to tell you in the next class.*  *Everyone did a great job today!*  *See you tomorrow!* |
| **Notes:** Significant other - People do not like to think of their partners only as lovers | | | | |

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| **SOS Activity** | | | | |
| **Aims:** Students will play puzzle related topics. | | | **Materials:** Worksheet#2 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 | Individual |  | | - Word Search Game  *We have a little time left, so let’s play a game using the word what we learned today.* |
| **Notes:** | | | | |

**Worksheet#1**

10/9/8/1/7/5/2/3/4/6

**Worksheet#2**

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