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| **Topic: Going to bed late shortens our life** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Ss:** | **Length:** |
| Kim,Mi Jeong(MJ) | Intermediate | adult | 4 | 25 minutes |
| **Materials:**  White board and board markers.  Birds pictures (picture#1,#2,#3) : pre activity  Video about the topic (video#1)  Vocabulary worksheet (worksheet#1) : main activity (4 copies)  Finding their style worksheet (worksheet#2) : main activity (4 copies)  The video script and other opinions (worksheet#3) : post-activity (4 copies)  Discussing(worksheet#3) : post-activity (4 copies) | | | | |
| **Aims:**  **Main aim :** Ss will be able to improve their speaking skills through discussion related to the topic  **Secondary aim** : Ss will be able to explain what they think about the topic  **Personal aim** : I want Ss to work in pair to discuss and understand and respect other opinions | | | | |
| **Language Skills:**  **Reading :** Ss will read other opinion through the worksheet #1  **Listening :** Ss will listen to others’ opinions and understand  **Speaking** : Ss will discuss with class mates and speak their life style  **Writing :** Ss will take notes others’ opinions | | | | |
| **Language Systems:**  **Phonology** – ow**l** /aʊ**l**/ vs ea**rl**y / ˈɜː**rl**i/  **Lexis** –new words related to the topic (night owl vs early bird)  **Grammar** – day to day prepositions  **Function** –warning and discussion  **Discourse** – discussion | | | | |
| **Assumptions:**   * Most student already know going to bed late is harmful * Most student are interested in a diet * Ss already know language skills and systems * They must be lack of sleep because of a lot of works | | | | |
| **Anticipated Errors and Solutions:**  If time is running out  → shorten the discussion time  If there is more time than planned  → do the SOS activity  If some Ss keep quiet for fear of speaking  → encourage them to speak and do not correct their errors immediately  If all of the Ss agree with the topic and I don’t have any disagree opinions to discuss  → I will give some information against the topic | | | | |
| **References:**  Going to bed late shortens our life, says study. (16th April, 2018). In Breaking New English. Retrieved December 31, 2018, from <https://breakingnewsenglish.com/1804/180416-sleeping-late.html>  Turn day to night. (November 18, 2015). In Phtoshopcreative. Retrieved January 3, 2019, from <https://blog.photoshopcreative.co.uk/blog/tutorials/turn-day-to-night/>  Science Confirms: Intelligent People Go To Bed Late, Leave A Mess Everywhere, And Use Bad Language. (n.d.). In magazine. Retrieved January 3, 2019, from <https://curiousmindmagazine.com/science-says-highly-intelligent-people-messy-profane-night-owls/>  Six Differences Between Early Birds and Night Owls (n.d.). In Hello.Good Night. Retrieved January 3, 2019, from <https://blog.sleepnumber.com/six-differences-between-early-birds-and-night-owls/> | | | | |
| **Notes:** | | | | |

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| **Presentation: Lead-in** | | | |
| **Materials:**  Board and markers, | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **1min** | **Whole class** | **Greeting teacher** | **<Greeting>**  Hello, everyone.  How are you today?  You guys look tired.  Did you sleep well last night? |
| **Notes:** | | | |
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| **Practice: Pre-Acitivity** | | | |
| **Materials:**  Board and markers, picture#1, picture#2, picture#3, | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **5min** | **Whole class** | **Listening to the instruction**  **Answer the questions** | **<Eliciting and Prediction>**  **(Eliciting)**  **(Showing the picture#1)**  What parts of a day do we have?  **Drawing a line on the board to explain about a day time.**  Yes, we have morning, afternoon, evening and night.  When do you usually get up?  We usually get up in the morning.  When do you eat lunch?  We usually have lunch in the afternoon.  When do you eat dinner?  We usually eat dinner in the evening.  When do you usually go to bed?  Yes, we usually go to bed at night.  **(showing the pictures#2)**  There is a picture of animal.  What is it?  Yes, it is a bat. Bats are active at night.  Do you know what bird is active at night?  Yes, it is an owl.  **(showing the picture #3)**  Owls are active at night.  Some people are active at night like owls.  What can we call them?  Yes, ‘Night owl’ who go to bed late  **(CCQ)**  Is a night owl a bird?  Do night owls go to bed early?  Do you know what the opposite of this word is?  ‘Early bird’ the people who go to bed early.  You know what?  A study says night owls are 10 per cent more likely to die.  So today’s topic is ‘going to bed late shortens our life’  **Writhe the subject ‘going to bed late shortens our life’ on the board.** |
| **Notes:** | | | |
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| **Production: Main Activity** | | | |
| **Materials:**  Board, worksheet#1, worksheet#2, video#1 | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **7min**  **4min** | **whole**  **class**  **Individual** | **Learn the words**  **Watch the short video**  **Answer the question**  **Do the worksheet#2** | We are going to see a short video.  But, before watching the video, we are going to learn some words which will help you to improve your listening.  **(distribute the worksheet#1)**  Let’s read the vocabularies first.  Repeat after me.   1. mortality rate 2. suffer 3. abuse 4. observe 5. expose   It’s very short and fast. Watch the video carefully and fine out the reason why the people who sleep late get shorter lives and the solution to avoid the problem.  **(ICQ)**  What are you going to find out?  **(play the video)**  Why do people who sleep late get shorter lives?  What is the solution?  **If they can’t understand the video, I will give the script to student. Because it is not listening lesson.**  What is your type?  Are you an early bird or night owl?  **asking each Ss**  Here are some questions.  Bedtime isn’t the only area in which early birds and night owls differ.  Fill out the blank which one is night owl and early birds.  You will find out your real life style.  I will give you 3minutes.  **(distribute the worksheet#2)**  **(ICQ)**  Do you work in pair?  Did you find your real life style?  Is it still same? |
| **Notes:** | | | |
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| **Post Production: Post-Activity** | | | |
| **Materials:**  Worksheet#3 | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **13min** | **In pair** | **Think about the topic**  **Do the discussion activity**  **Ss talking time** | 1. **Discussion**   Do you think going to bed late is really bad? There is another opinion which is against the topic.  Another study says ’intelligent People Go To Bed Late’ and the other says sleeping late won't have any effects on your health if you have same amount of sleeping every day.  You can refer to any opinion and talk about your partner.  **(distribute the worksheet#2)**  Are you a night owl or early bird?  When you are lack of sleep, have you ever felt any symptom? What are they? And what do you do to get off of sleepy?  If a “stay up late” person and “go to bed early” person both get the same hours of sleep, is sleeping late really harmful?  Let’s talk about these questions with your partner who is in front of you. I will give you 5 min. After talking to each other, and tell us about your partner.  **(ICQ)**  How much time do you have?  Do you work alone?  What are you supposed to do after discussing with your partner?  **Give Ss time warning.**  **(After discussion)**  Times up!  Let’s talk about your partner’s opinion.  Jen, can you talk about your partner’s opinion?  **Jen will talk about the partner’s opinion.**  Oh, interesting etc…  Do you agree with your partner?  What is Jen’s opinion?  **.**  **.**  **.**  We have different life styles and opinions.  Isn’t it interesting?  It has been good working.  I want you to improve quality of your life.  See you next time. |
| **Notes:** | | | |