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| **Topic:** Children lack skill in holing pencils due to iPads | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Lee, Hyun Jung | Intermediate | Adults | 15 | 20 minutes. |
| **Materials:**  Board markers  Pictures (Eliciting)  Audio file  Flashcard games  Word pairs worksheet#1  Discussion worksheet#2 | | | | |
| **Aims:**  SWBAT use vocabulary related to topic and make discussion.  SWBAT listen to the Audio file and choose the correct words from the word pairs sheet.  SWBAT work in pairs to share their ideas on pencils and iPads.  SWBAT to discuss the meaning of the word and put correct word flashcard on the white board.  SWBAT speak and express their own ideas and thoughts through pairs/in groups. | | | | |
| **Language Skills:**  Listening: Ss will listen to the teacher’s instructions and listen to the audio clip.  Speaking: Ss will discuss in partners and share each other’s ideas about pencils and iPads.  Reading: SS will read the article on the worksheets.  Writing: Ss will write down word pairs on the worksheet. | | | | |
| **Language Systems:**  Phonology: Learning different pronunciation of swipe [swaɪp] and grip [ɡrɪp]  Lexis: The unfamiliar vocabulary used in the topic (swiping, lack, grip, fundamental movement, foundation skill etc.)  Grammar: The prepositions for, from, in, into, of, with  Function: Giving an exact information and asking ss to listen to an appropriate expression about the pencils and IPADS.  Discourse: Expressing their own ideas and opinions through discussion | | | | |
| **Assumptions:**  Ss may already know how the class runs.  Ss may assume the topic before the lesson from eliciting.  Ss may do the worksheet without difficulties.  Ss enjoy talking to each other about the topic.  Ss may debate and discuss about pens and iPads. | | | | |
| **Anticipated Errors and Solutions**  Some Ss may have some difficulties to put correct words from the word pairs sheet.   * Make Ss work is pairs or in groups so that they can share their answers together.   Some Ss may not be active during pairs/in groups discussion.   * Monitor them and encourage them to make them by asking their opinions.   Ss might need more time to complete the discussion.   * Check time and cut reviewing today’s topic. | | | | |
| **References:**  Children lack skills in holing pencils due to iPads (4th April, 2018), *in Breaking News English*, Retrieved January 31st, 2019, From <https://breakingnewsenglish.com/1804/180404-pencils.html> | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:**  Ss will guess today’s topic from the picture and elicit the words.  Ss will be able to use the vocabularies by providing useful structures.  Ss will listen to the audio clip and able to check the topic. | | | **Materials:**  A picture that children are holding pencils and IPADS.  Board marker  White board  Audio file. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 mins  2mins | Whole Class  Whole Class | Greetings with students and show picture for eliciting | | **Greetings**  Hello, students.  How are you today?  Did you eat lots of foods during your new year holiday?  Hope you guys are in good condition and let’s start our lesson today!  Today we are going to have an interesting activity. Before doing our lesson let’s to look at the picture first.  Show a picture to the student.  **Eliciting**  What do you see in the picture?  Can you see that Children is holding a pencil?  Yes, they are holding a pencil.  If you see in the picture, do children grip pencils properly or wrong?  When you were a child did you have any difficulties holding and writing with pencils?  Let’s look at another picture.  From this picture what do you think they are doing?  Yes, they are looking and swiping the screens on the iPads.  Ok, as you see in the picture nowadays children are having a lack muscle strength in their hands and cannot write properly.  Please look at numbers on the board I just wrote down.  In a survey 2008 41% of 169 teachers identified “incorrect” pencil grasp as a common handwriting difficulty. (Graham et al. 2008)  **CCQs**  Do you think it is important to use pencils?  which one is more important to build up for the foundation skills?  Or is it more important to use iPads?  Today we are going to learn about Children lack skill in holding pencils due to iPads.  I already wrote down several vocabularies related to our topic.  Some of you might know all the words or some of you might not.  Please refer the sheets that I handed out to you.  듣기  Ok, you can check some key words which you might want to know from the article.  Now we are going to listen to a short audio clip, and you might understand what we are going to do in the class.  Listen to the audio file about 2 minutes |
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| **Notes:** Check students’ attention | | | | |
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| **Task Preparation:** | | | | |
| **Aims:**  Ss will be able to guess the right answers from word pairs by working in pairs or in small groups.  4 people from each small group will come out in front of the table and will choose the right flash card word and stick it on the white board. | | | **Materials:**  White board  Markers  Flash card games (8 vocabularies)  Word pairs worksheet (15 copies) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 mins  2 mins | Whole Group  Whole Class | Ss need to stick flashcard words on the white board.  Ss need to work in groups to check their right words from the worksheet. | | I have prepared a quick flashcard word game. These words are related to the topic.  I will give you a meaning of words to each group and please choose 1 or 2 persons from your group and find the right flashcard word and stick it on the white board.  **Instruction**  Ok, from now on I want everyone work in groups or in pairs to choose the right words from the worksheet #1.  I will give you around 2 minutes.  **ICQs**  So, are you ready to choose the words from word pairs?  How much time do you need?  If you are not finished, you may check from the article.  Also, for your reference I have wrote the answers on the board. |
| **the Notes:** If some students cannot finish the whole work sheet then just tell them that they can check through the articles. | | | | |
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| **Task Realization:** | | | | |
| **Aims:**  Ss will be able to discuss about today’s topic and share their ideas with pairs/in Groups. | | | **Materials:**  Discussion worksheet (15 copies) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min  8 mins | Whole Class | Pairs/in Group discussion  Students work in pairs for the discussion. And share their opinions together after they finish their own thoughts.  **Bell ringing** | | **Instructions**  Ok, you have already done the worksheet.    Now, you may find A and B worksheets.  Please make sure you are holding different worksheets so that you may have a discussion asking different questions to each other.  Ok, please work in pairs to make discussion for today’s topic.  Please think first shortly before you answer and share your thoughts with your partners.  I will give you about 8 mins to discuss.  **ICQs**  How much time for the discussion?  Are you going to discuss alone?  Have you almost finished talking each other?  I will give you 2 mins more.  Ok, Students we are almost finished.  Please wrap up your discussion.  If you are not finished, you may have more talking time after the class.  And don’t worry even though you haven’t finished it all. |
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| **Notes:** Make sure every student done the task. | | | | |
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| **Post Task:** | | | | |
| **Aims:**  Ss may recognize the errors they made during the task.  Ss will review what they have learned. | | | **Materials:**  White board  Board marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min | Whole Class | The class was interesting | | Ok from today’s lesson we have talked about debating Pencils and iPads.  **CCQs**  So, do you think pencils are more important than using iPads?  What do you need to do in order to strengthen your muscles when using pencils?  Which is more important to build up for foundation skills?  I think you have done all well and the lesson went quite smoothly.  I hope you enjoyed my lesson and wish to see you all again.  Thank you for having great participation in my class.  See you!  Class dismissed. |
| **Notes:** | | | | |