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| **Smell; Certain smells take you back to your childhood** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Byun, You Sun (Chloe)** | **intermediate** | **Adults** | **15** | **20 minutes** |
| **Materials: 15 copies of article, White board, markers, pictures for eliciting.** | | | | |
| **Aims:**  SWBAT practice on the reading accuracy.  SWBAT know how scents in our daily lives make us nostalgic, and how does it recall and affect our memories and emotions.  SWBAT know the differences between smell, scent, and odor. The usage of words. | | | | |
| **Language Skills:**  **Listening:** Ss listen to T’s lecture. After going through the reading article and circling words, ask a student to read out-loud for the class.  **Speaking:** Student discuss while going through the worksheets questioning.  **Reading:** Reading the article. | | | | |
| **Language Systems:**  **Lexis:** Differences between the words smell, scent, and odor. Also, the new vocabulary introduced**.**  **Discourse:** From sharing information and tell stories about their own memories on scents.  **Grammar:** To answer the questions through discussion, ss automatically speak in past sentences. | | | | |
| **Assumptions:**  Ss can use the information whenever they smell something, for example, they would automatically notice that they are not just using the nose to smell something and gathering information.  Ss practice describing on certain scents, or situations. | | | | |
| **Anticipated Errors and Solutions:**  Students may have difficulties on understanding fully about the work of sensory systems in our brains.  **-**Use related images to describe or drawing on board to describe. | | | | |
| **References:**  BreakingNewsEnglish.com. (n.d.). Certain smells take you back to your childhood. Retrieved from https://breakingnewsenglish.com/1712/171228-smells.html | | | | |
| **Notes:**  **Possible fill up activities**   * One person from each group can smell a perfume scent that t prepared, and they deliver ‘the scent’ information to their groups. Based on the information, each group should guess that are closely related to the perfume’s 3 notes and 3 creative theme sentences for advertising the perfume. Through this activity, t plays the role of nose, ss who delivers a perfume scent information to his/her groups play the role of piriform cortex, and each group play the roles of orbitofrontal cortex(taste/foods), and hippocampus(emotions/memory). * Matching words (for short amount of time) * Ask ss if they want to share their stories on certain scents. (ex. Ivory, downy, coffee etc.) | | | | |

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| **Presentation:** | | | | |
| **Aims: To let ss to notice the main topic. “smell and memories in our brain”.** | | | **Materials:** Board, markers, 2 pictures of eliciting,  15 copies of worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min. | T-S  interaction | Ss answer.  Ss answer.  Ss answer. | | \*Hand out work sheets.  \*The board is clearly prepared ahead of beginning of the class.  -Main topic and discussion.  \*lead-in  Starts with greetings  *Hello, how are you guys today?*  *Had a great lunch?*  *We are going to talk about how the smell works in our brain and how it recalls our memories.*  *First, I am going to show you some pictures!*  \*Eliciting  *What do you guys see?*  *What is she doing?*  *Perfume scent, how does it smell like?*  *How about something awful like skunk’s farts? even your dad’s socks or Unwashed clothing you wore 10 times?*  *Do you guys know the difference between*  *smell, scent and odor?*  *(Ask ss to check the last page of the worksheets)* |
| **Practice:** | | | | |
| **Aims:** Ss practice on reading while reading the given article and gather information from it. | | | **Materials:** 15 copies of worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 mins | Individual | Reading through the article and circling right words for the sentences. | | *Please read through the article and*  *Circle the right words for each sentence.*  \*Correct the answers together with students.  *Are you guys done with the reading?*  *Are there any words that are not familiar with?*  Before starting the discussion activity, teacher begins with ICQ.  \*ICQ  *Are you guys working in individually?*  *How much time do you have?* |
| **Production:** | | | | |
| **Aims:** Through discussion in pairs, ss have their own outcomes related to the topic. Ss use adjective while having discussions. | | | **Materials:** 15 copies of worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 mins. | In pairs  (2 people of A/B) | Students have discussions on the worksheet questions. | | Take notes while ss having discussions. |
| **Post Production:** | | | | |
| **Aims:** Ss present their tasks by sharing what they have discussed on the questions. | | | **Materials:** 16 copies of worksheets, board, markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 mins.  1 min. | Individual | Each student presents their discussion. | | \*Error corrections if needed.  (grammar fixation)  After students’ presentations,  Wrap up ideas.  *My favorite perfume is ---*  \*CCQ  *How was your food smell like during having your lunch?*  *Some of your lunch box smelled very delicious. The smell reminded me of ----* |