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| **Topic: No shampoo may be better for your hair.** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| **Inhyuk Lee** | **Immediate** | **22-35** | **16** | **20 min** |
| **Materials:****-Board and markers****-16 copies of worksheets and pictures** |
| **Aims:****- Realized the disadvantages of shampooing.****- Students will be able to make scripts on their own.****- Identify the prepositions from the article.****- Recognized two aspects (pros and cons) of using shampoo.** |
| **Language Skills:****- Speaking: Teacher’s eliciting; ‘how many times do you use the shampoo?’** **Sharing students’ experiences about shampooing in discussion.****- Reading: Comprehension the script.** **Improving your reading speed.****- Listening: Understanding of what other’s opinion trough having a conversation.****- Grammar: Using the prepositions adequately.** |
| **Language Systems:****- Phonology: Focusing on their intonation.****- Lexis: Understanding the synonyms from the article.****- Grammar: Using the prepositions properly.****- Function: Reading the article closely and carefully.****- Discourse: Having a debate by claiming the pros and cons.** |
| **Assumptions:****- Almost of them has already used the shampoo every day.****- Students might be able to get lost the track when they have activity.** |
| **Anticipated Errors and Solutions****- Students might be lack of time to prepare their activity.****-> Changing the timing practically between Task Preparations and Task Realization.** |
| **References:****‘No shampoo may be better for your hair’ [Copy right]****Published on 4th Apr, 2017. On** [**www.breakingnewsenglish.com**](http://www.breakingnewsenglish.com)**.****Retrieved on 18th Feb, 2019.****From,** [**https://breakingnewsenglish.com/1704/170404-shampoo.html**](https://breakingnewsenglish.com/1704/170404-shampoo.html)**Sources,** [**http://www.bbc.com/news/uk-38812935**](http://www.bbc.com/news/uk-38812935)**http://www.treehugger.com/organic-beauty/washing-ones-hair-shampoo-so-passe.html****http://ecosalon.com/no-poo-method/** |
| **Notes:** |

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| **Pre-Task: Lead in (1 min)** |
| **Aims:****- Get students’ interest.****- Understand the topic today.** | **Materials:****- Board and markers.****- Pictures.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **10 sec****40 sec****10 sec** | **Whole****Whole****Whole** | **Greeting.****Answer the teacher’s questions.****Attention of the teacher.** | **<Greeting>****“Good morning everyone?”****\*\*\* Showing the picture.****<Eliciting>****Ask students.****“How many times do you use shampoo during the weekend?”****<Introduction of the lesson topic>****Today, we are going to talk about how affect shampooing is for our hair.** |
| **Notes: Make sure to get student’s interest and to be a rapport in this stage.** |
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| **Task Preparation: Reading the script and Discuss about the topic. (8 min)** |
| **Aims:** **- Reading comprehended.****- Fill in the blank of the task.** | **Materials:****- 16 copies of worksheets.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **1 min****1 min****2 min****4 min** | **Whole****Whole****Whole****Groups** | **Thinking about the effects of shampooing.****Reading the article****Answer the questions in the worksheet.****Preparation of activity****\*\*\* Make a role and the situation of script on their own.** | **<Brainstorming****“What are the effects of shampooing for hair?”****And the difference between ‘Rinse(Conditioner)’ and ‘Treatment’****<Reading the article>****Provide students enough times to read the article.****<Answer the questions and Check.>****<Preparation>****- Help students to understand their tasks.****- Encourage the students to engage in the activity.** |
| **Notes:** **- Provide students enough time to speak in the whole class.****- Do not spend a lot of time for Teacher-Talking-Time.****- Take care of the students who are not around.****- Encourage all the students in order to engage in the activity.** |
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| **Task Realization: Having a conversation and Presentation of activity (9 min)** |
| **Aims:****- Presentation of their task.****- Focused on using prepositions properly and intonation on their speaking.** | **Materials:****- 16 copies of worksheets.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **9 min** | **Whole** | **<Presentation Time>****Present the activity in front of the class.** | **- Giving students some feedback after they present.** |
| **Notes:** **- Focus on fluency when students speak and take notes when they did mistakes in the conversation.** |
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| **Post Task: Feedback based the activity. (2 min)** |
| **Aims:****Remind what they learned.****Give students positive feedback.** | **Materials:****- Board and Markers.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **1 min,****30 sec****30 sec** | **Whole****Whole** | **Pay attention to teacher.** | **<Error sentences>****Giving students the collections.****<Closing>** |
| **Notes:****- Give students motivations by giving possible suggestion for improvement.** |