|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.** | | | | |
|  | | | | |
| **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.** | | | | |
|  | | | | |
| **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.** | | | | |
|  | | | | |
| **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.** | | | | |