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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** The world most famous tongue twister |

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| Instructor:  Mia, Park | Level:  Intermediate | Students:  6 | Length:  30min |

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| Materials:   * Computer * TV Screen * PPT file (slide for all activities) * Speaker * Hand out (Worksheet#1 for tongue twister challenge, Worksheet #2 for a reading paragraph, Worksheet#3 tongue twisters list) * A ball (for a question ball game) * Flash cards (for sos activity) * White board, Board markers |

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| Aims:   * Main Aim: Ss will improve a reading comprehension skill, And learn how to pronounce S [s] and SH [ʃ]. * Secondary Aims: Ss will be able to understand vocabularies related to the history of a tongue twister ‘She sells seashells’ and improve their speaking and listening skills by the activities. * Personal Aim: I want to make an enjoyable reading class. |

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| Language Skills:   * Listening: Ss will listen to the video and the pronunciation of new vocabularies. * Speaking: Ss will say the tongue twister, discuss and make questions. * Writing: Ss will write words to complete the fill in the blank. * Reading: Ss will read a story about the world most famous tongue twister and tongue twisters and new vocabularies |

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| Language Systems:   * Phonology: S [s] and SH [ʃ]. * Lexis: New vocabularies from the story   (Fossil hunter, Reptile, Flipper, Plesiosaur, Prehistoric, Species, Reputation, Scant, Contribute, Commemorate, etc.)   * Grammar: 5W1H * Functional: Ask questions * Discourse: Q&A |

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| Assumptions:  Ss already know   * Tongue twister ‘She sells seashells’ * How to make a question with 5W1H * How the class is organized and operated (4&2 at each table, 3&3 for group activities) * They need pencils and papers for the class |

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| Anticipated Errors and Solutions:   * If Ss do not want to play a game with classmates * I will persuade to participate in the game with benefits. * If Ss need linguistic support, * I will encourage them to inquire a teacher anytime or let them use the dictionary or internet website. * If a certain student contributes too much to the discussion * I will kindly point out the next person to speak |

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| References:   * Video file for prediction: <https://youtu.be/ZeoBBq4DRtI?t=14> * Media file for new words: <https://www.dictionary.com> & <https://www.howtopronounce.com> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answer to the teacher’s question | Hello everyone.  How are you today?  (Ss answer) |

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| **Pre-Activity** | | | |
| Materials: Computer, PPT file, Video file, TV Screen, White board, Board markers, Worksheet#1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  5min  4min | Whole class  Individual/ Whole class  Whole  class | Answer to the question out loud  Say the sentence out loud  Listen and repeat words on screen | **Procedure:**  **1.Prediction**  Before the start, you are going to watch a video related to today’s topic. Let’s see together. (Start from 14’)  **Elicit**  (After watching)  Who do they look like? What are they trying to do?  (If someone says ‘Tongue twister’, write on a borad)  **Tongue Twister Challenge**  Why don’t we do the tongue twister challenge like people on the video?  (Ss answer)  (PPT slide on the screen)  Look at the screen.  Hasn’t everyone seen this before?  (Ss answer)  Let’s read together now.  (After reading)  Now, I will give you 1 minute for practice to say it as fast as you can without any pauses and mistakes.  Do it individually. Please, try to complete to say it within 10 seconds.  **Demonstrate**  First I will show you. My best record was 8 seconds.  **ICQ**  How many minute do you have?  Do you work alone or in groups?  Now, start.  (After 1minute)  Time’s up!  Now, please show off how good you are! From Jenny. Start!  Now, it is time for today’s topic.  Can anyone guess?  **Model**  (Write on a board)  Today’s topic is the world most famous tongue twister.  **CCQ**  How do you know if someone or something is famous?  Who can you think of the world-famous person?  **2. New Vocabulary**  **Instruction**  Okay. Before reading a story, we are going to practice new words.  Let’s look at the screen.  Please, listen the pronunciation, and repeat after me. (Fossil hunter, Reptile, Flipper, Plesiosaur, Prehistoric, Species, Reputation, Scant, Contribute, Commemorate)  **ICQ**  Do you only listen or listen and repeat?  Let’s start. |

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| **Main Activity** | | | |
| Materials: PPT file, MP3 file, Computer, TV screen, Worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  4min  2min | Pair/ Whole class  Whole class  Pair/ Whole class | Write words to complete a story  Read the sentences  Discuss with a partner, answer a question | **1. Fill in the blank**  I am going to hand out a worksheet for filling in the blank activity.  **Instruction**  (Show Ss the worksheet)  Can you see the words at the bottom? Please, use these words to complete the story.  **Demonstrate**  Let’s do the first one together.  Now, I will give you 3minutes. Work with your partner.  **ICQ**  How much time do you have?  What do you use to complete the story?  Do you alone or with your partner?  You may begin.  **Monitoring**  (Play the background music. Quietly walk around the class. See if Ss are on track. Answer to questions.)  1minute left.  Time’s up!  **Check answers**  Let’s check the answer together.  Lydia, can you read the first sentence?  (All Ss must take a turn)  And this time, let’s read it again together.  **2. Create a title of a story**  By the way, as you can see there is no title for this story. How poor it is.  Please, discuss with your partner and give it a good title. I will give you 1minute now.  Now, let’s start.  **Monitoring**  (Play the background music. Check time, Answer to questions.)  Time’s up.  Claire, what is your team’s idea? (3teams all answer) |

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| **Post-Activity** | | | |
| Materials: A ball, White board, Board marker, PPT file, Computer, TV screen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min  1min | Whole class  Whole class | Ask questions using 5W1H and find answer from the reading paragraph  Answer out loud | **1. Question ball game**  Look what I have. It is a ball with 6 question words written on it.  I am going to explain the rule of a question ball game.  **Instruction**  There are 5W1H question words written on a ball. And also, there are a bonus and a punishment too.  Whoever catches the ball has to ask the question using the question word that your right thumb touches.  Anyone who knows the answer raise your hand. If the answer is correct, she gets a point. Who gets the highest point is a winner.  **Demonstration**  I will show you first. Jenny can you throw the ball to me?  (Touch ‘Who’) Who wrote a song ‘she sells seashells’?  (Ss answer)  Okay. Now let me check if you know the rules.  **ICQ**  What grammar do you have to use for the question?  Who is the winner?  **Monitoring**  (Check if the answer is correct. Count a score)  (after 5 minutes)  Now we will finish the game. Let’s see. Who is the winner?  ‘XXX’ Congratulations!  **2. Review**  (Recap the new vocabularies. Pick out grammatical and pronunciation errors Ss made during the class and find correct answers with Ss.)  Today, we learned about the story about the world most famous tongue twister. And, also we practice to pronounce S [s] and SH [ʃ].  Can you think of any words we learned today with S [s] and SH [ʃ]? (Write on a borad.)  (Seller, Fossil, Species, Dinosaur, Plesiosaur, Breast Cancer, Seashell, Seashore, etc)  Well done everybody. I will give you a tongue twisters list. We will play a game with these sentences at the next class. Thank you! |

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| **SOS Activity** | | | |
| Materials: Flash cards, PPT file, Computer, TV screen | | | |
| Time  5min  2min | Set Up  Group  Whole class | Student Activity | Teacher Talk |
| Read the result and share their opinion about it.  Answer out loud | 1. **Tongue Twisters card game**   We are going to play a card game.  **Instruction**  I will put you in 2 groups.  Jinny, could you move to my seat?  I am going to give you cards with tongue twister sentences written on.  First, you pick a card and put it on the desk for everyone to see. Then, you have to say it out loud for 3times, without any pauses and mistakes.  You play clockwise. If you succeed, keep the card. Whoever gets the most cards is a winner.  **ICQ**  How many times do you have to say when you pick a card?  Can you make pauses and mistakes while you say the sentence?  Who is the winner?  (Ss answer)  So, the first player is who has the longest hair in your group.  Let’s start.  **2. Review**  (Recap the new vocabularies. Pick out grammatical and pronunciation errors Ss made during the class and find correct answers with Ss.)  Today, we learned about the story about the world most famous tongue twister. And, also we practice to pronounce S [s] and SH [ʃ].  Can you think of any words we learned today with S [s] and SH [ʃ]? (Write on a borad.)  (Seller, Fossil, Species, Dinosaur, Plesiosaur, Breast Cancer, Seashell, Seashore, etc)  Well done everybody. I will give you a tongue twisters list. You can practice more for the next time. Thank you! |