

Title or Explanation

"Westport's Urban Problems"

Level/Age

Intermediate/Elementary school students – 5th or 6th grade

Time

40 minutes

Aim

By the end of the lesson, learners will be able to accurately give opinions about urban growth problems in the fictional town of Westport.

Materials

- ☛ Leaflet – about growth problems (e.g. traffic jams, poor social services, crowded city center, lack of entertainment, etc.) in the town of Westport
- ☛ Interaction slips – slips of paper that contain the following expressions: *Sorry, I couldn't catch that/Do you mean...?/Could we go back to the point about...?/Could I just say something here?/Could you explain that (a bit more)?/I'd like to mention/talk about.../That's all from me* (*5 copies of each phrase x 4 groups)

Lead-in

1. Ask learners to think of the town they live in (e.g. Seoul). What urban growth problems are there? What are some improvements they would like to have in their town? Collect suggestions and write on the whiteboard.
2. Put up the following words on the whiteboard:

<i>suburbs</i>	<i>office blocks</i>
<i>traffic jams</i>	<i>hospital</i>
<i>overcrowding</i>	<i>leisure centre</i>
<i>crime</i>	<i>arts centre</i>
<i>unemployment</i>	<i>schools</i>

Tell the learners the words come from a public information leaflet for people who live in a local area. Ask them to divide the words into two groups: (1) Places in town (2) Problems in town. Mime, draw, or explain any unfamiliar words.

Set up and run

3. Give the students the leaflet about urban growth problems in the fictional town of Westport. Ask learners to read the text and then number the improvements (below) in order according to how they think the money should be spent.

<i>A new hospital</i>	<i>A leisure and sports centre</i>
<i>Better roads</i>	<i>An arts centre</i>
<i>A better railway: more trains</i>	<i>Redeveloping the city centre</i>
<i>New schools</i>	<i>Job creation for young people</i>
<i>More police</i>	

4. Put learners in groups of four. Ask them to present their ideas. The group should come to an agreement on three improvements they think are most important. Tell them they have to fight for their ideas; provide arguments to support their opinions.

5. Regroup the learners into new groups. The easiest way to do this is to give everyone in each group a number 1-4. Then get them to regroup so that all of the 1s are together, all of the 2s are together, and so on. After that, hand out the "interaction" slips so that each groups has five copies of each phrase. Explain that each time someone uses a phrase correctly they take a slip. The person with the most slips at the end of the speaking task (Step #8) wins.

6. Discuss with the class when they would use each phrase, for example:

TEACHER *Let's look at the next phrase, 'Could we go back to the point about ...?' When do we use this? Anyone?*

ANATOLY *We want to talk about something before.*

TEACHER *Right. We want to go back to something. The next one – 'Sorry. I couldn't catch that'?*

MARIA *We want to hear it again.*

TEACHER *So 'catch' means ...?*

MARIA *'Hear'?*

7. For the speaking task, everyone must try to persuade the rest of the group to agree with their ideas (ideas they fought and argued for in Step #4). They should each present these in turn. After each person has spoken, the others can comment and argue. In the end, the new groups must agree on three improvements.

Close and post activity

8. When all pairs are finished with the speaking task, bring the whole class back together and ask the learners about their discussion – e.g. who had the most convincing arguments and why. At this stage, don't ask each group about the three improvements they agreed on. Save this for Step #10.

9. Ask the learners if there are any questions about the content of the lesson or specific language items used in it.

10. Now get the groups to cooperatively write a short "manifesto" (a public declaration of policy and aims) together explaining the three improvements they chose to spend money on and why. When everyone is finished, ask one person from each group to present their "manifesto." The class votes on the best one.

Name/Student number:

Our City's Problems

Westport is growing fast—too fast some say! The list of problems is growing every day. Most of us live in the suburbs and work in the centre. There is no good rail service so traffic jams are a daily problem for us. Our roads are too crowded and there are far too many accidents. Our services are just not good enough. Our hospital is too small. Our schools are overcrowded. There are not enough policemen. Our city centre has had to grow too quickly and is a jumble of badly built office blocks and apartments. Ask people what they think of Westport. Nine times out of ten you get the same replies, 'It's boring!', 'It's ugly!', 'There's nothing to do!' We all know what this means: unemployment and crime is a growing problem—particularly among young people. But we have a hard question for the City Council: the increase in population means an increase in the money the council gets from taxes. How is the money going to be spent? Come to the public meeting and have your say!

Which do you think is most important?

A new hospital

Better roads

A better railway: more trains

New schools

More police

A leisure and sports centre

An arts centre

Redeveloping the city centre

Job creation for young people

Title or Explanation

"I Give my Opinion"

Level/Age

Advanced/Private Elementary school students – 5th grade

Time

40 minutes each (2 sessions)

Aim

By the end of the lesson, learners will be able to express their opinion like 'I think spider man is more courageous super hero than X-man because... (with their personal reasons). Then agree or disagree with other opinions.

Materials

- ⊙ Blank cards (to write number) – 14
- ⊙ Timer and doll

Lead-in

1. Lead – in – Teacher shows two pictures (Shrek and kung fu panda). Have the students think who is more handsome and brainstorm the words they can use when they speak the reasons such as, stronger, taller, green skin, white skin, round face, big eyes, big mouth...)

(Before having students talk, teacher says "I think that... because..." as a model.)

2. Language focus: Write the Expressions to learn on the board, and leave three key words as blanks.

(There are picture hints to guess the key words, think, believe, and certain.)

<u>Opinions</u>	<u>Agree or Disagree?</u>
I _____ that... because...	I agree. or I disagree that/with...
I _____ that... because...	I think so, too. or I don't think so.
I'm _____ that... because...	Me too! or Not me!

Set up and run

3. Speaking (pattern drill): Give students 1 or 2 more debate questions and practice the expressions above with chain drill.

First teacher starts giving an opinion to the first student, He/She will answer (choosing from the board) and give his/her own opinion to the next person. (While doing this other students who are waiting should think about the reasons because they can't give the same reason.)

4. Find who has same opinion: Teacher gives a hand out that has more debate questions. Student mark if they agree or disagree with the reason (write the key word) .All students stand up and find someone who has the same opinion on each question. Then write down the name and the reason as a simple key words. Students attach their own paper on the board in order they finish.

One student says : I think cats are better pets than dogs, because...). Do you agree?

The other says : I don't think so. I think dogs are better pets than dogs because...

I believe going to the beach is more exciting than going to the mountain. Do you agree?

Me too, I believe going to the beach is more exciting than going to the mountain because...

(Each student can only ask one question so they can check two questions one time)

5. Guess how many: Teacher gives students a blank card with clay. Teacher asks the same questions that they did and have students guess how many students agreed on each opinion. Students write number on the card and at the back they write A for agree or D for disagree. When they finish put the card on clay showing only the number, then check the answer.

6. Tennis debating: Choose a debate question that has a half and half opinion. Divide the class into agree and disagree team. Teacher gives opinion with reason and find someone who disagree with the idea and throw the doll. They take turns. (Teacher sets the time and the team has more reasons will win.)

Close and post activity

8. Get learner feed back: Gives students a new debate question and do the chain drill (No.3) to check if they can give opinion with appropriate reason.

9.: Communicative game: (Bare wolf game) Teacher is a narrator and students seat in circle. 10 students are people in town who want to survive from 4 bare wolves. When it gets dark everyone fell asleep and teacher shows a secret word to 10 citizens except for the 4 bare wolves. All wake up in the morning and teacher asks basic questions then students give short answer one by one. (If bare wolves got too much hint about the secret word from citizens, It's dangerous for citizens. So citizens have to be careful not to give too much hint or give specific information.)

Now the students have a talk about who are the bare wolves. (They have to use the expressions they learned here.) They vote for one possible bare wolf and when it gets dark all the students fell asleep. The teacher let them know what's happening and they keep doing it until they find all the bare wolves.

Name/Student:

Title/Explanation

Learn about jobs.

Level

Beginner 3rd grade

Time

40 minutes

Aim

Students will be able to ask and answer about jobs.

-Main expression is Q: "What do you want to be?" B: "I want to be a doctor."

Materials

1. Picture cards of jobs (ten kinds of job)

(a fire fighter, a police officer, a farmer, a teacher, a bus driver, a nurse, a singer, a cook, a scientist, a dentist)

2. 6 sets of jobs cards

(each group has ten cards of job. Cards are the same that the teacher will show at the beginning of the lesson.)

3. Survey charts for each student (Ss ask each other "What do you want to be?" and write the answer on the survey chart)

Lead-in

1. Talk Ss that they are going to learn about jobs and some expressions about jobs.

2. Brain-storming about jobs

-Ask students their family member's jobs i.g "What does your father/mother/sister do?"

-Ss can answer "My father is a teacher. My mom is a nurse. My sister is a student. etc

Set up and run activity

1. Introduce today's main expressions on the board and explain the meaning.

-Q. "What do you want to be?" A. "I want to be a doctor."

2. Show some picture cards introducing jobs. (The teacher explain what they do and where they work)

(a fire fighter, a police officer, a farmer, a teacher, a bus driver, a nurse, a singer, a cook, a scientist, a dentist)

3. Introduce today's song "people in my town" and sing together watching video clip.

(this song is about many kinds of jobs and very easy to sing along)

4. To practice main expressions, ask the class "What do you want to be?" showing picture cards one by one.

5. The class answer "I want to be a teacher" according picture cards that teacher shows (do this activity more than 8 times)

6. Explain about the next activity "a card play"

① Ss are going to do a group activity with cards using main expressions.

② Put one set of cards (one set has 10 cards) on the table for each group and turn them over

③ One of students pick up the one card, then other students ask together "What do you want to be?"

④ The student who pick up the card answer the question "I want to be a"

7. Make groups of five and give each group one set of job cards Ss play a card game. One of them pick up the one card and the others ask "What do you want to be?", then the student who pick up the card have to say 'I want to be a" The sentence must be about the card that he/she turned over.

8. Do No.5 activity about 10min. The teacher goes around the classroom and helps Ss who need help.

9. Finish No.5 activity.

10. Explain the next activity "survey"

-SS ask their friends "what do you want to be?", they have to say the answer "I want to be a"

-Ss write down friend's name and the answer on the survey chart.

-If Ss can't write the job in English, they find the word in picture cards on the board.

11. Give sheets of survey chart Ss and survey each other. (Ss have to ask at least more than 5 friends)

12. Finish the survey.

Close activity and post activity

13. Make Ss go back to their sits.

14. Ask Ss how was a card play and a survey to get Ss feedback.

15. Talk to Ss will do a fun game to review using P.P.T slide show

-When the teacher clicks an icon in the slide, Ss listen to the sound and guess what sound it is. Ss have to think about what kind of job has that sound.

For example, when Ss listen to the piano sound, they can say "I want to be a pianist" (Ss will do this activity about 6 times).

Name

Title/Explanation

Go fish game

Level

Low-intermediate/3rd graders

Time

25 minutes

Aim

Students will be able to ask & answer which food they like or don't like.

Materials

Video (was taken by foreigner teacher & me at cafeteria), Picture cards (apple, kiwis, bananas, cookies, chicken, pizza, tomatoes, hamburgers), Maracas

Lead-in

1. Teacher shows a video and Ss find out what the key expression is today. The video was about conversation which food Bettina likes or don't likes at the cafeteria.). T asks Ss, "What does Bettina like? And what doesn't Bettina like?" Ss answer them.
2. T reviews the vocabulary of foods by eliciting from students; apple, kiwis, bananas, cookies, chicken, pizza, tomatoes, hamburgers with pictures.
3. T shows apple card & asks Ss, "Do you like apples?" If Ss like apples, they make a big circle with arms in the air saying "Yes, I do." If Ss don't like apples, they make a cross with arms in the air saying "No, I don't." And T and Ss practice more with cards.

Set up and run activity

5. T gives Ss eight cards for each S. Ss spread eight cards on their desk.
6. T shows apple card and says "I like apples." And Ss pick apple card up saying, "I like apples." T and Ss practice more with cards. (Set)
7. T says Ss, "You will play "Go fish" game. And T explains how to play a game.(Run)
8. First, work in pairs (play with your partner). Gather eight cards and shuffle 16cards. Each student has 4 cards, place the remaining cards face down on the desk like pile.
9. S1 asks S2, "Do you like apples?" If S2 has an apple card, puts down apple card on the desk saying, "Yes, I like apples." If S2 doesn't have an apple card, says "No, I don't like apples. Go fish." Then S1 should take one card from the card pile.
10. S2 asks S1, "Do you like chicken?" If S2 has a chicken card, puts down chicken card on the desk saying, "Yes, I like chicken." If S2 doesn't have a chicken card, says "No, I don't like chicken. Go fish." Then S1 should take one card from the card pile
11. If anyone has 2 of the same cards at any time, put them down on the desk, and say, "I like food name." S who has no cards left wins.
12. T gives Ss 5 minutes and Ss keep doing until T says "Game's over." and counting own scores.

Close activity and post activity

13. T gives a point to winner
14. Review what students did today. Teacher shows them some pictures of foods and asks, "Do you like cookies?" Ss answer with action, "Yes, I like cookies. Or No, I don't like cookies. "
15. To wrap up the activity, Ss make a line; boy & girl, in front of T, and face to each other. A boy asks a girl, "Do you like food name?" the girl answers, "Yes, I like food name. Or No, I don't like food name." Then T shakes maracas if their conversation is right, and two Ss go back to their seat. If Ss say wrong sentence, T points them to go left side of the classroom. After class, T should correct them what they have a problem. *Nil extension task*

Name

Title or Explanation
Spinning Game

Level/Age
Low-intermediate fourth graders

Time
40 minutes

Aim
Students will be able to play a spinning game saying the expressions "What time is it?", "It's ten" and "It's time for ____."

Materials
Story book (reconstructed story according to level) 「What time is it, Mr. wolf?」, Puppet
Picture cards (time for school, time for breakfast, time for lunch, time for dinner, time for story, time for bed)
Spinning Game Board, paper clip, pencil. PPT

Lead-in (total 10 minutes)

1. Teacher tells students a story that shows time with the puppet.
2. While teacher tells a story with actions, teacher has students chorus the sentences with the actions (It's time for school/ breakfast/ lunch/ dinner/ story/ bed)

Set up and run activity (total 20 minutes)

3. Teacher put the 6 picture cards on the blackboard. (Set)
4. Teacher has students practice the sentences. When teacher points to the cards and says "It's time for _____", students repeat the sentence with the action. (Set)
5. Teacher explains how to play the "Spinning Game" with the PPT. (Set)
6. Teacher asks students to make pairs and gives a Spinning Game Board and a paper clip to a pair of students (Set)
7. Teacher asks students to play rock-paper-scissors (Run)
8. The winner places a clip in the center of the board and a pencil in the center of the clip to make a spinner. (Run)
9. The winner spins the clip and does the dialog about the picture where the clip stops with a partner. (Run)
10. First, the loser should ask "What time is it?"
If the winner says "It's eight", the winner gets 1 point.
If the winner says "It's eight" and "It's time for breakfast." the winner gets 2 point. (Run)
11. The student that gets many points wins at the end. (Run)

Close and post activities (total 10 minutes)

12. Teacher asks whether there are any questions about the key expressions and asks the students to express expanded expressions. (It's time for class/ etc)
13. To wrap up the activity, teacher plays the "UP and DOWN" Game. When teacher asks "What time is it? Please, take a guess". Students should answer. And then teacher says "up" or "down".
If Students answer correctly, "It's twelve", teacher says "That's right. It's twelve. It's time for closing"

Name

Title or Explanation (e.g. "Celebrity")

Colors

Level/ Age (e.g. Intermediate/Adults)

Low intermediate / 6 years old

Time (e.g. 45 minutes)

30 minutes

Aim (*Complete the SWBAT sentence by emphasizing the sole learning outcome.)

Students will be able to ask and answer about favorite color "what's your favorite color?" / My favorite color is.....by game " my favorite color" and survey

Materials (*Provide examples whenever possible)

- 3 plastic bottles – teacher squeeze a little red, yellow and blue paint on lid of bottles
- around water 200ml for color magic show
- six plastic transparent cups and color name card (after make color, pure cup and attach name card on the cup)
- color song - <http://www.youtube.com/watch?v=IjtER4nfgTw&feature=related>
- color board and ball – make different color shapes (red, orange, yellow, green, blue and purple and each size is around 20cm) using felt and attach in board. Next wind Velcro on Styrofoam ball (if student threw the ball, the ball sticks on color shape)
- handout – "what's your favorite color" students survey friend's favorite color
- minibook – students make their own color book using colored pencils and colored paper

Lead-in (*Activate background knowledge and raise interest)

1. Check students' knowledge about colors (ex: what color do you like? what color can we see in this classroom?)
2. Color magic show- teacher pour water into three bottles and close each lid which squeeze a little red, yellow and blue (Careful: students never know secret of lid)

Teacher asks what color do you like? Please say magic word to me "aburcadabura" after then teacher shakes a bottle. As a result the water color change. Through this activity make three colors (red, yellow, blue) Next mix color for making orange, green, purple When make color, talk about the color (ex what color is it?) and pure the color water into cup and attach name card (student ~~get~~ / ~~does it~~ who can find the color water name card?)

Set up and run activity (*Focus on very clear, concise instructions with examples)

4. Sing the color song "what's your favorite color?"
 - first listen the song and repeat each sentence after teacher sing and then sing the song together.
5. Game "my favorite color....."
 - setting: teacher hangs a color board on the wall and make start line on the floor using color tape.
 - student stand in start line and suppose say my favorite color is red. Next student threw a ball at a red shape felt on color board. If student do not attach the ball to correct color shape, the student try again.
6. Survey
 - give handout "what's your favorite color."
 - students ask each other and write down finish survey make graph with teacher.
 (ex: what color does tina like?, look at this graph which color the best favorite color in this classroom?)
7. Make color minibook
 - using paper make a minibook and students choose several color pencil.
 - draw each page using different color pencil and write down color's name.

Close and post activities (*Bring the activity to a close, then get feedback on the work done and extend.)

13. Some of students introduce their work in front of their peers after they finish the work.
14. Check students' explanation about their work (They explain correctly about color's name or not)
15. Ask if they have a question about color.
16. Provide color book like color zoo or brown bear brown bear what do you see
 - Make color - prepare palette, brush and a variety of watercolor in art area, so children mix different colors and make new color after then they look into color's name through color book which include many colors' name like Elmer's colors

Title or Explanation

The best place for vacation

Level/Age

Intermediate/Elementary school students – 6th grade

Time

40 minutes

Aim

By the end of the lesson, learners will be able to accurately explain why you want to go a certain place for the vacation.

Materials

- ♣ Pictures for guessing game – about five pictures of favorite places that people like to go (ocean, forest, amusement park, museum, concert) and to make students guess from the small hole of the pictures.
- ♣ A map for guiding the tour places in Korea
- ♣ A brochure for the trip – The table that is compared for the advantage of the each place(Seoul, Gyeongju, Jeju, Kangwondo).

Before

1. Ask learners to think of the place that people like to go for vacation and guess the certain place in the Korea from the hole of the picture. Which place do you want to go? Why do you like to go there? Collect opinions and write on the whiteboard
2. Put up the following words on the whiteboard :

(P)alace	heritage
(A)musement park	scenery
(N)ature	dynasty
(I)sland	exotic
go hiking	(O)cean
3. Tell the learners the words come from the guidebook for travelers. Ask them to divide the words into two groups.

(1) Places to travel (2) Words for depicting the tour place. Match between the places and the words that are connected.

During

4. Give the students several questions about a trip and have learners discuss that in pairs.

Where would you like to go?	Because it's _____.
How will you travel?	When will you go?
Where will you stay?	How long will you stay?
5. Put learners in group of five. Give a brochure for the field trip in each group, then have learners compare each place and discuss the good points and bad points of them.

	Seoul	Seorak mountain	Gyeongju	Jeju
price	110,000 won	130,000 won	140,000 won	250,000 won
Days	2	3	3	4
vehicle	bus	bus	bus	Ship + airplane
program	Royal palace	Go hiking	Bulguksa	Hanla mountain

	Musical	Swimming in ocean	Seokguram	Seongsan Ilchulbong
	Amusement park	Rail bike	Riding a bike	Horse riding

6. Choose learners one place for field trip and have them survey the place for the field trip with five friends.

Let them use the following sentences. : Where would you like to go for field trip?

→ I like to go _____. Because _____.

7. Regroup the learners into new group according to the place that they want to go.

Have each group think many words about the place that they chose, then each group takes turns in saying the words that are related to the place. The group that say the most words will win.

8. For the speaking task, each group must try to persuade the rest of the group to agree with their ideas.

They should each present these in turn.

After

9. In conclusion, they vote on the best one and say the good point and bad point of that place.

10. Ask the learners if there are any questions about the content of the lesson or specific language items used in it)

11. Have learners think what they need to prepare for the field trip and write down it on the whiteboard. Also, they can think about their attitude and good manners for the field trip.

Name/Student: