

2013

Summer English Teachers In-Service Training Program



인천광역시북부교육지원청
<http://bukbu.ice.go.kr>

2013 Summer English Teachers In-Service **Training Program**

Time table

Date	Period	Class Name	
		Elementary School Teachers	Middle School Teachers
		A	B
7/22 (Mon)	1	Opening Ceremony	
	2	Dafydd Niall Phillips	Rachel J. Dade
	3		
	4		
	5	Justin Jordan	Nicholas Alexander Perry
	6		
	7		
7/23 (Tue)	1	Alischa Janse	Dafydd Niall Phillips
	2		
	3		
	4	Rachel J. Dade	Kaitlin Gallup
	5		
	6		
7/24 (Wed)	1	Nicholas Alexander Perry	Justin Jordan
	2		
	3		
	4	Zhada Ayeisha Eaves	Alischa Janse
	5		
	6		
7/25 (Thu)	1	Oliver Hyde	Robert Hanes Glenn
	2		
	3		
	4	Ian Chesney	Zhada Ayeisha Eaves
	5		
	6		
7/26 (Fri)	1	Robert Hanes Glenn	Oliver Hyde
	2		
	3		
	4	Kaitlin Gallup	Ian Chesney
	5		
	6		
	7	Closing Ceremony	

Everyday

1st period : 09:10-10:00
 2nd period : 10:10-11:00
 3rd period : 11:10-12:00

4th period : 13:00-14:00
 5th period : 14:10-15:00
 6th period : 15:10-16:00
 7th period : 16:10-17:00

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부 광 중

Dafydd Niall Phillips



Lesson Plan 1

Ireland: Sports, food and culture

Dafydd Phillips

Objectives

- Present a brief outline of Ireland, focusing on its most popular sports and food.
- Give teachers a short introduction to Ireland's culture, values and social norms.
- Allow teachers to discuss their own views and perspectives about Ireland and its culture, and compare Ireland to Korea.

Learning Outcomes

- Allow teachers to develop their discussion skills and their ability to present ideas and arguments through English.
- Provide teachers with an opportunity to converse using English, to further increase their confidence of speaking English in front of others.

Materials

- PowerPoint presentation
- Worksheet on Irish sports, food and culture
- Video clips of Irish sport

Method

- The lecture will be organised in a seminar style, meaning that teachers will be able to present their opinions, ask questions and offer points of information throughout the class.

- Teachers will be presented with a brief lecture on Ireland, with debate and discussion afterward.
- To conclude teachers will be asked to complete a short quiz on the topic of the lesson.

Allocation of Time

Time	Section	Native Teacher	Korean teachers	Material
(5 분)	Greetings	To begin the native teacher will ask the class discuss in groups the first things they think of when they think of Ireland.	The Korean teachers will discuss in groups and present their opinions	
(20 분)	Presentation	<p>The native teacher will present a PPT. outlining the various aspects of Irelands culture focusing on sport and food</p> <p>The native teacher will engage the class with their perspectives and input.</p> <p>The teacher will answer any questions that may arise</p>	<p>The class will provide answers to questions regarding the topic.</p> <p>The Koreans teachers will put forward their viewpoints regarding Ireland and its culture.</p> <p>The class may ask any questions in relation to the topic of the lecture</p>	PowerPoint

<p>(20 분)</p>	<p>Discussion</p>	<p>The native teacher will ask the class to undertake a brief quiz to their memory of the presentation.</p> <p>The native teacher will lead a discussion regarding the topic Ireland and Irish culture.</p>	<p>The Korean teachers will attempt the quiz.</p> <p>The class will consider how Ireland differs from and is similar to Korea. Culture will be examined and considered by the teachers.</p>	<p>Quiz paper</p>
<p>(5)</p>	<p>Wrap-up</p>	<p>The native teacher will thank the class for their time and input</p>	<p>The class may ask any further questions regarding the topic if they wish.</p>	

Ireland: A brief quiz

1. Which one of the following is the most popular sport in Ireland?
(circle)

Soccer Gaelic Football Golf Hurling

2. What is the staple of the Irish diet? (circle)

Rice Pasta Maize (corn) Potatoes

3. What is Ireland's third most popular sport?

Soccer Hurling Rugby Irish Football

4. What does an Irish person mean when they say 'It's grand'?

'It's amazing' 'It's fine' 'It's great' 'It's not okay'

5. Which one of the following is NOT popular in Ireland?

Pork Beef Seafood Chicken

6. What do think are some of the main cultural differences between Korean and Ireland? Do you think there are any similarities?

Lesson Plan 2

Idioms

Objectives

- Present a brief outline of common idioms.
- Provide teachers with examples of idioms which are commonly used in Ireland.
- Allow teachers to discuss the idioms and practice constructing sentences using the new idioms.

Learning Outcomes

- Allow teachers to further develop their English skill by increasing their knowledge of idioms.
- Provide teachers with an opportunity to practice using idiomatic expressions.

Materials

- PowerPoint presentation
- Worksheet on idioms

Method

- The lecture will be organised in a seminar style, meaning that teachers will be able to present their opinions, ask questions and offer points of information throughout the class.
- Teachers will be presented with a brief lecture on idioms, with discussion and opportunities to practice using the idioms afterwards.
- To conclude teachers will be asked to complete a short worksheet on the topic of the lesson.

Allocation of Time

Time	Section	Native Teacher	Korean teachers	Material
(5 분)	Greetings	To begin the native teacher will ask the class to think of some common idioms	The Korean teachers will provide idioms and demonstrate their meaning by making an example sentence	
(20 분)	Presentation	<p>The native teacher will present a PPT. outlining various idioms, demonstrating sample sentences</p> <p>The native teacher will engage the class with their opinions on what each idiom could mean.</p> <p>The teacher will answer any questions that may arise</p>	<p>The class will attempt to guess the meaning of new idioms by judging from its context in the sample sentences.</p> <p>The Koreans teachers will put forward their viewpoints regarding each idiom</p> <p>The class may ask any questions in relation to the idioms</p>	PowerPoint

<p>(20 분)</p>	<p>Discussion</p>	<p>The native teacher will ask the class to undertake a worksheet to assess their knowledge of the new idioms</p> <p>The native teacher will lead a discussion requiring the class to create sentences using the new idioms</p>	<p>The Korean teachers will attempt the worksheet</p> <p>The class will attempt to construct sentences using the idioms they have learned.</p>	<p>Worksheet</p>
<p>(5)</p>	<p>Wrap-up</p>	<p>The native teacher will thank the class for their time and input</p>	<p>The class may ask any further questions regarding the topic if they wish.</p>	

Lesson Plan 3

A brief history of the EU (European Union)

Objectives

- Teachers will gain an understanding of the history of the European Union.
- Teachers will engage in discussion in a seminar style lecture format.
- Teachers will develop their English and debating skills by debating the merits of the European Union.

Learning Outcomes

- Allow teachers to develop their discussion skills and their ability to present ideas and arguments through English.
- Teachers should be more confident in their abilities to discuss English topics not directly related to teaching.

Materials

- PowerPoint presentation

Method

- Teachers will be presented with a brief history of the European Union.
- The lecture will be organised in a seminar style, meaning that teachers will be able to present their opinions, ask questions and offer points of information throughout the class.
- Teachers will develop their English skills by discussing the benefits of and problems associated with the European Union.

• *Allocation of Time*

Time	Section	Native Teacher	Korean teachers	Material
(5 分)	Greetings	To begin the native teacher will ask the class what they know about the European Union	The Korean teachers will provide any information or knowledge they have of the European Union.	
(20 分)	Presentation	<p>The native teacher will present a PPT. outlining the history of the European Union</p> <p>The native teacher will engage the class with their opinions on European integration.</p> <p>The teacher will answer any questions that may arise</p>	<p>The class may offer viewpoints and ask questions</p> <p>The Koreans teachers will offer their perspectives on the history of European Union.</p> <p>The class may ask any questions in relation to the idioms</p>	PowerPoint

<p>(20 분)</p>	<p>Discussion</p>	<p>The native teacher will lead a discussion about the European Union</p> <p>The native teacher will ask the class to consider the advantages and disadvantages of European Union membership</p>	<p>The Korean teachers will offer their viewpoint and perspectives</p> <p>The class will discuss the pro and cons of EU integration</p>	<p>Worksheet</p>
<p>(5)</p>	<p>Wrap-up</p>	<p>The native teacher will thank the class for their time and input</p>	<p>The class may ask any further questions regarding the topic if they wish.</p>	

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부일여중

Zhada Ayeisha Eaves



Overview

During my sessions for leading the teachers' camp, I will touch upon a 'fun' discussion, a 'serious' discussion, and a 'motivational' discussion. I have chosen this specific combination in order to stray away from repetitive after-lunch sessions. Often, after-lunch sessions have low energy levels. So, hopefully, the 'change in pace' will keep everyone alert.

I will use the following tips in order to lead an effective lecture:

1. Participants will be allowed to write their thoughts down. This will allow them to find a clear way to express themselves. It will also give them a sense of security and notes to refer to while speaking publicly.
2. If the class is a large size, then I will divide the class into small groups. The groups can discuss and jot down their thoughts among themselves prior to a class discussion. Groups can highlight their thoughts and present them to the class. This helps participants become comfortable and can 'break the ice'.
3. I will ask questions that participants can probably relate to in their personal lives. If participants can feel a connection, then the lecture becomes more than a simple 'lecture'. Therefore, they may be more willing to participate and keep the conversations flowing.
4. If there is a board available, write down the class thoughts. The ability to see their thoughts can also help the flow of conversations.
5. If the class is small enough, try to learn the participants' names.
6. Try to encourage participation from shy participants. If it is really hard, collect written thoughts from the students. Then, 'randomly' find the thoughts of the shy student on the 3rd or 4th round of choosing thoughts to comment on.

7. Acknowledge contributions from participants. If someone helps the conversation, acknowledge him/her. It will make the person more motivated to continue participating.
8. Create structure for the discussion.
9. Encourage participants to listen to each other. Randomly ask participants to rephrase what another has said.
10. Talk less and facilitate more. I will allow the participants to do most of the work in the conversation.
11. Never humiliate the participants. It will only interfere with the process.
12. Have “Plan B’s” just in case the discussion comes to an end.

Attached are the lesson plans for each period. I will repeat the lesson plans on the second day of facilitation.

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"Free Talk" Lectures

1st Period: Introduction, Team Building & Ice Breakers

Lecture:

The first lecture is primarily to learn about the participants and to get them moving. This lecture is about extremely casual conversations.

Structure:

- Introduction: Who am I? (10 minutes)
 - o Brief Self-introduction (5 minutes)
 - Name, place of origin, age, number of siblings, education, and hobbies
 - o Questions (0-5 minutes)
 - If the participants have any questions for me
- Team Building Activity (30 minutes)
 - o Directions (5 minutes)
 - o Likes/ Dislikes (5-7 minutes)
 - Ask different people in your group about what they like and don't like
 - o Categorization (5-7 minutes)
 - Now, categorize your group into 3-5 subgroups (depending on the number of people in the initial group). Figure out how you will categorize everyone, but exclude likes and dislikes for food, colors, people in their family, and clothing. For example, one group will make three sub-groups for people's favorite pizza: barbecue chicken pizza, plain cheese pizza, and sweet potato pizza. However, this example cannot be used because it includes food.

- Presentation (10 minutes)
 - Each group will present their group and their subgroups. They will describe how they went through the process of deciding on the subgroups.
- Post Ice-Breaker Game: “Me Too...” (15 minutes or however short/ long this needs to be)
 - The participants will sit together in a circle. Everyone will receive 10 paper clips. I will start the game by saying something that I have done. For example: *I have gone skating*. Everyone who has gone skating throws one paper clip in the middle of the table. Go around the circle until everyone has had a chance to say something. Continue the game until someone runs out of paper clips. However, try to avoid statements that most likely everyone has tried. For example, *I have eaten bibimbap*.

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Teacher's Summer Camp 2013

"Free Talk" Lectures

2nd Period: Stereotypes and Discrimination

Lecture:

This lecture will focus on the topics of stereotypes and discrimination. It will include discussion as well as an activity to illustrate the impacts from discrimination.

Structure:

- Talk about stereotypes and discrimination
- Conduct an activity
- Discuss thoughts about the activity, discrimination, and an action plan

Details:

1. Before class, pass out colored circles to each participant.
2. Encourage honest opinions throughout this section. See how many have discussed discrimination prior to this moment.
3. Introduce 'stereotyping' and 'discrimination' (20 min):
 - a. What is a stereotype?
 - b. We all stereotype. Show pictures of people that can be related to the following things. Ask participants what they think about them and their character:
 - i. Latina woman, skinny, celebrity on the red carpet
 - ii. Man, handicapped in a wheelchair
 - iii. Chinese woman, fat, with many children
 - iv. An African-American male with dreadlocks with a backpack
 - v. A thin Korean man in shorts and a shirt

- c. How can stereotyping people lead to discrimination?
 - d. What are some examples of discriminatory acts?
 - e. How do you think the people feel when discriminated against?
4. The Activity (10 min)
 5. Ask the class for reactions. If needed, use the following questions (20 min):
 - a. Do you feel that it is fair to judge someone based on what they look like or where they are from?
 - b. Do you feel that it is fair to treat him or her differently?
 - c. Have you ever been discriminated against? How did you feel?

Activity:

1. Each participant receives a colored or marked piece of paper at random.
2. At the beginning of the activity, each person realizes the color or marked number of his or her paper. This splits the group into four different categories. Each category represents a person going through a situation.
3. The narrator will read the situations out loud. The participants will listen.
4. Scenario: You are a teenager with high hopes for life. You want to be an aerospace engineer one day. So, you study hard and make excellent grades in school. You like to play sports and socialize. You are actually team captain of your school's soccer team. One day, you and your family moves to a new town. You welcome the idea of exploring something new. You arrive in the new town. You are the only light-skinned person in the town of dark-skinned people. You don't think about the body differences when you first arrive, but then...

5. **School:** You rush off to school for your very first day. You see all of the new people to talk to. You start socializing.
- a. Groups A & B: All of the other kids socialize with you. They don't see color differences. In fact, you exchange phone numbers and start hanging out. Look at you... social butterfly all over again.
 - b. Group C: The other kids are a bit stand-offish... At first, they don't talk to you very much, only about school work. Eventually, they share some stories about their lives, but you never exchange phone numbers and they never seem eager to talk to you. You do find one or two people to chat with on a regular basis.
 - c. Group D: The kids at school like to make jokes about you. They don't necessarily bully you, but they definitely don't want to be your friend. You find yourself alone 99% of the time. No longer a social butterfly. You wonder if something has changed.
6. **Job:** Since you are a go-getter, a person who sets goals and tries to achieve them, you decide that you should start gaining work experience. The extra pay would be nice too. You can buy those new pair of shoes that you saw in the mall. So, you rush off to grab job applications and attend interviews.
- a. Group A: After filling out job applications and attending interviews, the supervisors really like you. In fact, you get three job offers. You call up your friends. They advise you to take the job at the mall so that they can visit you all of the time. You do. You will start working on Monday.
 - b. Group B: You fill out the job applications, but when you walk in the door for your interview, you realize that the interviewer looks at you up and down. He raises an

eyebrow and hesitantly tells you to follow him to the interview room. The interview goes well. You did not get the other two jobs, but you did get one at a pizza parlor. You call your friends and tell them about your new job. They want a slice of pizza.

- c. Group C: You apply for many job applications. You get a call for three job interviews. You go to the interview locations. When you arrive at the three locations, the secretary calls the interviewer and informs them of your arrival. They start to mumble in a different language. Two out of the three interviewers were too busy at the moment. Your interview was cancelled and they will call the next time that they are free. The third interviewer welcomed you inside his office. He looked over your work experience. You were qualified for the top position, but you were offered the lowest position. You take the offer. It's a job. Take what you can get.
 - d. Group D: You apply for many jobs and get called for three interviews. Each interviewer told you that your experience is phenomenal, but... you just don't physically qualify to work with our customers. You were not able to find a job.
7. **Shopping:** You decide to go shopping on a Sunday. After all, after a week of final exams, you deserve to buy a new outfit. You walk into a middle-class store.
- a. Group A: A store employee greets you with a smile and asks if you need any help. You just want to look around the store. Eventually, after trying on clothes for thirty minutes, you decide on a purchase. The cashier greets you, rings up your total and tells you the number. You pay for your item and get on your way.

- b. Group B: A store employee greets you with a smile and asks if you need any help. You just want to look around the store. She follows you to make sure that you don't try to steal anything. She even waits for you outside of the dressing room door. The cashier rings up your items and instead of telling you the price, they quickly hold up a calculator to your face. You pay for your items and get on your way.
- c. Group C: No one greets you as you walk into the store. You graze the aisles and find potential outfits. You want to use the dressing room, but the store employees won't give you any time. You patiently wait as they talk to other customers. However, after they are finished with one customer they go to a customer who arrived after you. You have to fight for attention. When they finally give you attention, it seems unwelcomed. You put down the clothes and walk out of the store.
- d. Group D: Before you can get to the first rack of clothes, the employees tell you, "Nothing will fit you here." You are asked to leave. You walk away without any purchases.
8. Media: After school, you come home and pop some popcorn. You plop on the biggest sofa in your house and turn on the TV. Finally, you can relax.
- a. Group A and B: Every commercial is about 'beauty'. They show things that will not look good on you. Example: clothes, make-up, etc. You are reminded that you are in a town where no one looks like you. You call your friends and they remind you of your beauty. You go to your closet and put on your new outfit. You look in the mirror. You are beautiful.

- b. Group C: Every commercial is about ‘beauty’. They show things that will not look good on you. Example: clothes, make-up, etc. You are reminded that you are in a town where no one looks like you. You remind yourself of the joys in life. You are grateful for the things and opportunities that you have.
- c. Group D: Every commercial is about ‘beauty’. They show things that will not look good on you. Example: clothes, make-up, etc. You are reminded that you are in a town where no one looks like you. You go to the mirror, filled with rejection and loneliness, you long for a place where you can be accepted for who you are and not what you look like. No longer an outstanding scholar rather an empty shell... a person who is losing interest in school and sports and life in general.

9. Wrap up the activity and ask for thoughts and feedback.

Why this lesson?

As part of most of job orientations or in-training sessions, I was often involved in discrimination courses. Yet, I was first introduced to it as a high school student while participating in a multi-cultural summer camp. I thought it would be interesting to talk about such a deep topic that affects so many people, including myself.

What is a stereotype? How does it lead to discrimination?

According to the Oxford Dictionary, stereotype is defined as ‘a widely held but fixed and oversimplified image or idea of a particular type of person or thing’.

Ask.com: We develop stereotypes when we are unable or unwilling to obtain all of the information we would need to make fair judgments about people or situations.

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Yahoo Answers: When we judge people and groups based on our prejudices and stereotypes and treat them differently, we are engaging in discrimination.

Stereotypes can be both positive and negative.

Thoughts to jog the conversation about the activity...

These are some of the extreme as well as normal cases.

People in Group A were well accepted. They eventually started to expect good and normal things to happen regardless of their skin color.

People in Group B were accepted, but reminded of their differences. They expected normal things to happen, but did not expect life to flow as usual.

People in Group C were not accepted. They were constantly reminded of their differences, but they still were treated like humans. They did not see things as fair, but they were able to accomplish the things that they wanted to do.

People in Group D were not accepted and denied access to many 'normal' things in life. They started to accept their differences and inability to blend in. They started to expect denial. This can drop self-esteem levels and affect the overall person.

My thoughts on the discrimination activity

The activity was designed to help us see various degrees of discrimination. It occurs every day and many places around the globe. Humans are often comfortable with things that are familiar to them or what they were raised to believe. We can make an impact and decrease the degree of discrimination in our communities. What are some possible action plans? Could the action plans

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include discussing this issue with our students, relatives, or friends? Could we treat everyone equally and try to help everyone feel welcomed? Could we stop discriminatory acts in the process? In the states, it took a lot to decrease discrimination during and after the Civil Rights Movement. My uncle once hated white people. Many treated him and other African-Americans with pure hate when he was a child. Similar to the feelings that some of my students expressed to me about Japanese people... but as I and many others have learned, we have to overcome our differences. Discrimination hurts. Let's replace it with love.

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3rd Period: Latin American Culture

Lecture: Participants will review the history and culture of the Latin American population. They will compare the Korean culture to the Latin culture as well. Finally, the participants will immerse themselves into the Latin American culture by learning how to salsa.

Structure:

- Give a brief overview about the history of Latin America
- Discuss some culture aspects
- Learn how to salsa

Details:

1. Give a brief overview of Latin America (10 minutes)
 - a. History (5 minutes)
 - b. Latin America Today (5 minutes)
2. Talk about the culture of Latin America (20 minutes)
 - a. Participants will read a short story or description of Latin America (5 minutes)
 - b. Group work: Divide the class into groups and have them highlight similarities and differences between the Korean culture and the Latin American culture (10 minutes)
 - c. Class work: From the group work results, as a class highlight the similarities and differences between the Korean culture and the Latin American culture. (5 minutes)
3. Learn how to salsa (20 minutes)
 - a. A brief background about salsa dancing (5 minutes)

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- b. Pair up the participants and demonstrate the basic steps of salsa as well as a turn
(5 minutes)
- c. Practice the basic salsa steps (5 minutes)
- d. Free dance (5 minutes)

An Overview of the Latin American Culture



Latin America is generally thought to consist of all of the countries in Central and South America in addition to the countries in the Caribbean.

Prior to European colonization, the Native Americans had many civilizations around the continent. Two of the most recognized cultures include the Mayans (in current Mexico and some surrounding areas) and the Aztecs (in current Peru). They cultivated food, created art, maintained religions, developed technologies and science, and fought in wars with other Native American cultures.

In 1492, Christopher Columbus thought he was sailing a shorter route to Asia. Instead, he landed on a Caribbean island. He believed that it was India, even until his death. This is where the term 'Indian' originates from. (For the record, it is not politically correct. Indians are those born in India, have Indian citizenship, or of Indian descent. 'Native American' is the most common politically correct term.) After Columbus brought his findings back to Europe, many other Europeans traveled to this 'India', but soon realized that it was a new continent. They called the 'New World' the Americas.

Many Europeans flocked away from the over-populated European continent to the New World. There, they found riches, land, and space to breathe. However, as they traveled, not only did they kill many Native Americans by gun as well as enslave them in brutal conditions, the Europeans brought viruses, bacteria, food, and animals from their homeland. These foreign items devastated the Americas: the land and its people. After only a few years since Christopher Columbus landed, over half of the Native American population had died. Many ancient records were destroyed. New predators brought to the land disrupted the natural ecosystem. Cultures

were abolished. It was a devastating time for the Americas. It took hundreds of years for peace and equality to begin to grow again. However, through all of the tragedy, there is beauty. The mix of many cultures created the culture that is now seen throughout Latin America, including some parts of the United States.

Latin America Today

Today, there are 42 countries throughout Latin America and the Caribbean. Many are thriving. Brazil will host the FIFA World Cup in 2014 as well as the Summer Olympics in 2016. Colombia supplies 90% of the world's supply of emeralds. Mexico introduced chocolate to the world. Although the largest country in Latin America, Brazil's official language is Portuguese, Spanish dominates the language field in the rest of Latin America. The food is diverse. For example, Caribbean food is a mixture of Indian, Chinese, British, Spanish, French, Dutch, African, and Armenian influences. On a Caribbean plate, you can expect to see spicy jerk chicken, curry, rice, coconut, fish, and an assortment of island fruits. Music is also diverse. In Mexico, Mariachi bands are quite popular. They often consist of three or more men playing a form of Mexican folk music. Just like every continent, the cultures within have unique aspects. However, they also have similarities.



Culture Story

**I will bring in copies of a story written by a college roommate from Colombia.

How to Salsa

1. In the closed dance position, the lead takes his partner's right hand in his left and places his right hand on her left shoulder blade. The partner should keep her left hand on his right shoulder, with her arm over his.
2. In the hand-in-hand position, the lead has his palms facing upwards, and the partner takes his hands with her palms down. This allows for more freedom of movement.
3. Have good posture. When dancing, you should always keep your spine straight and your shoulders back.
4. Always look up. Keep your hand held up or tilted to look at your partner. Do not look at your feet or your partner's.
5. Move your hips. Most of the movement in the Salsa comes from the hips, so you will want to keep your hips loose. Don't be afraid to sway your hips.
6. Keep your arms bent at a 90 degree angle from the elbows. In this position, your hands are most easily accessible to your partner.

Choosing the Salsa Music

1. Choose a song that has a 4/4 beat (four beats to the bar) and a fast tempo. Before you start a song, make sure that you can keep up with the speed and identify the beats for your steps.
2. 2Count as you listen to the song. If you count out the beats in the music, you will be able to find the Salsa beat and identify which steps go with which beat.
3. You can also tap your foot as you're listening to a song to identify the beats.

Dancing as a Lead

1. Lead by giving claves. The leader in the dance should guide the follower by giving claves. Claves are little tugs or pushes that let the follower know when to turn, hesitate, dip, or perform other moves.
2. A clave should be a gentle push on the woman's shoulder or waist using the hand that is resting there.
3. Use the following basic steps to dance the Salsa with your partner:
 - a. Start with both of your feet together
 - b. Hold the beat on the first beat and do not move
 - c. On the second beat, step forward with your left foot
 - d. On the third beat, rock back on your right foot
 - e. On the fourth beat, step back with your left foot
 - f. On the fifth beat, hold the beat and do not take any steps
 - g. On the sixth beat, step back with your right foot
 - h. On the seventh beat, rock forward on your left foot
 - i. On the eighth beat, step forward with your right foot
 - j. Repeat these steps to the rhythm, since Salsa music uses 4/4 time and contains eight beats

Dancing as a Follower

1. Move when the lead tells you to. As the follower, you must be attuned to what the lead is directing you to do. Pay attention to all the claves that your partner gives you and move instinctively in the direction that he is pushing you in.
2. Do not lead or pull your dance partner around. As the follower, you should wait for his lead and follow in line with the dance.

3. Use the following basic steps to dance the Salsa with your partner:
4. Start with both of your feet together.
 - a. On the first beat, step back with your left foot.
 - b. On the second beat, break back with your right foot.
 - c. On the third beat, step to distribute the weight back onto your left foot.
 - d. On the fourth beat, hold the beat and do not take any steps.
 - e. On the fifth beat, step forward with your right foot.
 - f. On the sixth beat, break forward with your left foot.
 - g. On the seventh beat, step to distribute your weight back onto your right foot.
 - h. On the eighth beat, hold the beat and do not take any steps.

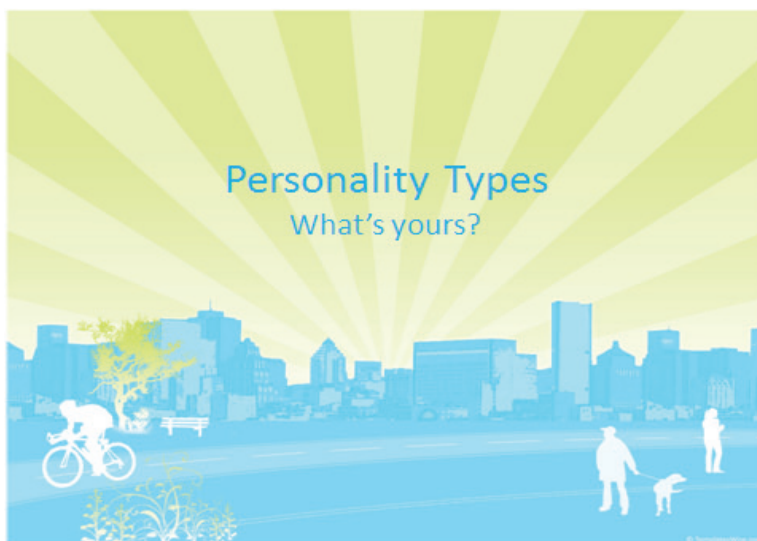
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부 일 중

Ian Chesney



ENGLISH CLASS LESSON PLAN










Date	Thursday July 25 and Friday July 26th, 2013
Students	Teachers (Elementary and Middle School)
Topic	"What's your personality?" Personality
Instructor	Ian Chesney (Buil Middle School)

I. Lesson Plan

1. Teaching Procedures

Title	"What's Your Personality?"		
Model	Interactive Conversation and Writing Class	Period	4th
Level	High (advanced)	Students	Teachers
Aims	<ul style="list-style-type: none"> ◎ Students are able to 1) learn new vocabulary for discussing personality. 2) complete a personality test and discuss their own personality traits with a partner. 		

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
INTRODUCTION	Present aims (1')	<p>▶ Presenting aims</p>  <p>Today's Plan</p> <ul style="list-style-type: none"> Personality (Vocabulary) Personality Test Talking about personality  <p>**Teacher hands out paper materials**</p> <ol style="list-style-type: none"> 1. T reads today's objectives and plan to Ss. <p>-T: "Let's check today's plan together. Today we will: ..."</p> <ol style="list-style-type: none"> 2. T explains about the aims. <p>-T: "So today, we will learn how to describe our how personalities to others. At the same time we will learn new vocabulary for describing personality."</p>	<ul style="list-style-type: none"> 🌸 To introduce the learning aims and class plan to the Ss. 	T -> Ss	PPT
		<p>▶ Pre-Teaching</p>  <p>"Introduction to personality"</p> <ol style="list-style-type: none"> 1. T begins with a short warm up by asking Ss what the word personality means. <p>T: "Ok, what does the word personality mean? Who can define it?"</p> <p>Ss: **Respond</p>			

<p>D E V E L O P M E N T</p>	<p>Pre-Teaching (12')</p>	<div data-bbox="359 224 478 582" style="background-color: #d9ead3; padding: 5px;">  </div> <h3 style="color: #4f81bd;">Personality</h3> <ul style="list-style-type: none"> • What kind of person you are. • How you act alone and around others. • Words to describe your personality: <ul style="list-style-type: none"> - Fun - Outgoing - Shy - Friendly - Mean - Dishonest <p>2. T goes over the word "Personality." T asks Ss to say some words we use in English to describe personality. Together he makes a list with the students. T: "What are some words we can use to describe someone's personality?" Ss: **Respond</p> <p>3. T goes over and introduces Ss to the main new vocabulary of the lesson.</p> <div data-bbox="359 929 853 1019" style="background-color: #d9ead3; padding: 5px;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>• Introvert</p>  </div> <div style="text-align: center;"> <p>• Extrovert</p>  </div> </div> <p>T goes over the meanings of the following words:</p> <ol style="list-style-type: none"> 1. Introvert / Extrovert 2. Thinker / Feeler 3. Judging / Perceiving <p>For each word, T will ask students questions in order to elicit any information they may already know.</p> <ul style="list-style-type: none"> - T: "What do you think "Introvert" means?" - Ss: **Respond <p>4. T introduces Ss to the topic of the Myers-Briggs personality test. He explains to the Ss that psychologists Myers and Briggs came up with 16 different personality types (8 for Introverted people and 8 for Extroverted people). He will tell the Ss his</p>	<p>🌸 To explain the important vocabulary to the Ss. Ss will also learn some common vocabulary that is used for describing personality traits. Ss will also learn about the 16 different Myers-Briggs personality types.</p>	<p>T ↔ Ss Ss ↔ T</p>	<p>PPT Handout #1</p>
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Pre-
Teaching
(12')

personality type and will tell them that today they will be doing their own personality test.



- Myers-Briggs
- What is your personality type?
- Ian Teacher's is ISTJ

The 16 Personality Types

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

-T: "Let's take a look at the 16 different personality types."

5. T quickly goes over the 16 different personality types with the Ss. He describes some of the most dominant traits of each personality type.

The 16 Personality Types

ISTJ The Inspector	ISFJ The Protector	INFJ The Counselor	INTJ The Mastermind
ISTP The Artisan	ISFP The Composer	INFP The Healer	INTP The Architect

The 16 Personality Types

ESTP The Dynamo	ESFP The Performer	ENFP The Champion	ENTP The Visionary
ESTJ The Supervisor	ESFJ The Provider	ENFJ The Teacher	ENTJ The Commander


*REPEAT







T ⇔ Ss


Ss ⇔ T



PPT

Handout #1

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials								
D E V E L O P M E N T	Activity 1 (10')	<p style="text-align: center;">▶ Activity</p> <p style="text-align: center;">🌳 Activity#1 "Personality Test"</p> <p style="text-align: center;">Which personality type are you?</p> <ul style="list-style-type: none"> • Take some time to complete your own Myers-Briggs personality test. • After we will go over the results of our tests. <div style="display: flex; justify-content: center; align-items: center;">  <div style="margin-left: 20px;"> <p style="text-align: center;">The Myers-Briggs™ Type Indicator <small>(The Keirsey Temperament Sorter)</small></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">E <small>Extroverted (Expressive)</small></td> <td style="padding: 2px;">S <small>Sensing (Observant)</small></td> <td style="padding: 2px;">T <small>Thinking (Logic-Minded)</small></td> <td style="padding: 2px;">J <small>Judging (Structured)</small></td> </tr> <tr> <td style="padding: 2px;">I <small>Introverted (Reserved)</small></td> <td style="padding: 2px;">N <small>Intuitive (Introspective)</small></td> <td style="padding: 2px;">F <small>Feeling (Friendly)</small></td> <td style="padding: 2px;">P <small>Perceiving (Pragmatic)</small></td> </tr> </table> </div> </div> <ol style="list-style-type: none"> 1. T will have Ss take a version of the Myers-Briggs personality test. <ul style="list-style-type: none"> – T: "Ok please take some time to complete your personality test. After we will go over the results together." 2. After giving them some time to complete the test he will have them go over their score on the test to find out what personality type they have. For this he will hand out a score sheet which they can use as a template for determining the score of their test. The teacher will explain how to add up their score using the score sheet. <ul style="list-style-type: none"> – T: "Ok, please take time to add up your scores properly using the score sheet. Once you have done this you can use your scores to find out which Myers-Briggs personality type you have." 	E <small>Extroverted (Expressive)</small>	S <small>Sensing (Observant)</small>	T <small>Thinking (Logic-Minded)</small>	J <small>Judging (Structured)</small>	I <small>Introverted (Reserved)</small>	N <small>Intuitive (Introspective)</small>	F <small>Feeling (Friendly)</small>	P <small>Perceiving (Pragmatic)</small>	<p>🧩 The aim of the test is for Ss to learn some common ways of testing personality that are used in western culture. The aim is also for Ss to practice familiarizing themselves with the terms "introverted" and "extroverted" to describe their own personality.</p>	T ↔ Ss	PPT Worksheet #1 and Handout #2
E <small>Extroverted (Expressive)</small>	S <small>Sensing (Observant)</small>	T <small>Thinking (Logic-Minded)</small>	J <small>Judging (Structured)</small>										
I <small>Introverted (Reserved)</small>	N <small>Intuitive (Introspective)</small>	F <small>Feeling (Friendly)</small>	P <small>Perceiving (Pragmatic)</small>										

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
D E V E L O P M E N T	Activity 2 (14')	<p> Activity#2 "Personality traits and ideal careers"</p> <div style="display: flex; align-items: flex-start;"> <div style="background-color: #d9ead3; padding: 5px; margin-right: 10px;"> <p>ISTJ</p> <ul style="list-style-type: none"> • 20% of people in Korea have the personality type ISTJ! <p>Responsible Loyal Hard-working</p> <p>Queen Elizabeth II</p>  </div>  </div> <p>1. The T will go through the different personality types with the Ss. For each personality type he will go over the different personality traits.</p> <p>2. Then T will ask the Ss what careers they think would be best for someone with this personality type. The teachers will give their opinions of ideal careers.</p> <ul style="list-style-type: none"> - T: "Ok, what career would be best for someone with the ISTJ personality type?" - Ss: "Maybe a teacher, or an accountant?" <div style="display: flex; align-items: flex-start; margin-top: 20px;"> <div style="background-color: #d9ead3; padding: 5px; margin-right: 10px;"> <p>ENTJ</p> <ul style="list-style-type: none"> • Only 4% of people in Korea have the personality type ENTJ! <p>Clear sense of order Blunt Decisive</p> <p>Douglas MacArthur</p> </div>  </div>  <p>3. The Ss need to watch for when the personality type that they got comes up. For example, if a Ss got ENTJ from the test, then he/she would write ENTJ on the worksheet. They should also write how many Koreans share that personality type, which celebrity shares that personality type, and some of the different career options that the other Ss come up with.</p>	<p> The aim is for Ss to practice writing different vocabulary that is used in English to describe different personality traits. This will also allow them to think creatively and spontaneously and share their own opinions about what careers are best for each personality type.</p>	T ⇔ Ss (whole)	PPT Worksheet #2

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
C O N S O L I D A T I O N	Post-Activity (8')	<p style="text-align: center;">▶ Post-Activity</p> <p style="text-align: center;">🌳 "Discussing personality"</p> <p style="text-align: center;">Which personality type are you?</p> <ul style="list-style-type: none"> • With your partner. Ask each other the discussion questions on the bottom of the "Personality" worksheet. • At the end, I will ask some to present their answers. <div style="text-align: center;">  </div> <p>1. For the final activity the Ss will use the discussion questions on the sheet to ask their partner about their personality. For each question they will ask what their partner's personality type is and what their opinion of it is. The questions will be on a handout that also includes a list and definitions of the important vocabulary that they learned during the lesson. Ss should use this vocabulary in their lesson.</p> <ul style="list-style-type: none"> - S1: "Which personality type do you have?" - S2: **Respond - S1: "What is an example from your own life which shows that you have some of the personality traits of that type?" - S2: **Respond - S1: "Is there any personality type that has qualities that you wish you possessed? Why?" - S2: **Respond - S1: "Do you think these personality types are accurate? Why or why not?" <p>2. Then the partners should switch and have the other person ask the questions and the other answer them.</p>	<p>🧩 To get Ss to practice having a normal conversation about someones personality. The questions will allow them to think about how the Myers-Briggs personality traits reflect their own personality. The questions will also allow the Ss to think critically about the material.</p>	T ⇔ Ss Ss ⇔ Ss	PPT Handout #1

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
C O N S O L I D A T I O N	Closing (5')	<p> Wrap up, presentation & goodbye!</p> <p>Which personality type are you?</p> <p><u>Myers-Briggs Test</u></p> <ul style="list-style-type: none"> • Which personality type do you have? • What is an example from your own life which shows that you have some of the personality traits of that type? • Is there any personality type that has qualities that you wish you possessed? Why? • Do you think these personality types are accurate? Why or why not? <p>1. The T will ask some Ss to share their dialogue with the class. They will then take turns asking each other the questions and providing the answers that they gave. - Ss: **Repeat dialogue to the class.</p> <p>2. The teacher will ask a few more Ss to share their dialogues and then he will wrap up the class.</p> <p>-T: "So today you learned about personality. While learning about our own personalities we also learned different vocabulary and ways of discussing people's personalities with them." -T: "You may keep all of the worksheets and handouts that I provided. Try getting one of your friends to do the Myers-Briggs personality test and see if you can explain to them what their personality is." -T: "Goodbye everyone! Have a good day!" -Ss: "Goodbye Ian!"</p>	<p> To consolidate Ss' learning and wrap up today's lesson. The presentations will allow Ss to feel more comfortable speaking in a normal setting around their peers.</p>	T ⇔ Ss Ss ⇔ Ss	PPT Handout #1

2. Teaching Materials

Worksheet #1

Myers-Briggs Test

1.
 - a. Do you like working in a **group**?
 - b. Do you like working **alone**?
2.
 - a. Do you like **facts** and things that are **real**?
 - b. Do you like ideas and things you can **imagine/dream**?
3.
 - a. Do you think with your **head/brain**?
 - b. Do you think with your **heart/feelings**?
4.
 - a. Do you like to make **plans**?
 - b. You don't like to make plans or are not good at planning.
5.
 - a. Do you like to **say** the answer in class?
 - b. Do you like to **write** the answer?
6. How do you make your decisions?
 - a. based on **past experiences**?
 - b. try a **new idea**?
7. If your friend has a bad haircut,
 - a, will you tell him/her it is ugly even if it is **mean**?
 - b. will you say something **nice** so they don't feel bad?
8.
 - a. Do you like to **make plans**?
 - b. Do you like to do something **when you feel like it**?
9.
 - a. Are you **loud** and **active** and like to play sports?
 - b. Do you like to do something **quiet** and indoors, such as reading?
10.
 - a. Do you like what is **popular** (what everyone likes)?
 - b. Do you like something that is **different** (your own style)?
11.
 - a. Would you rather be a little bit **mean but honest**?
 - b. Or would you rather say something **nice**?

Worksheet #2:

Myers-Briggs Temperament Information (MBTI)

My MBTI Type is: _____

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

1. Only _____% of people in Korea share my type.
2. The famous person that shares my type is _____.
3. Ideal majors/careers for me:

- _____
- _____
- _____
- _____
- _____



Handout #1:

Personality

Vocabulary:

Personality trait: An aspect of a personality type. For example, kind, caring, mean, bossy, etc.

Introvert: Someone who has more interest and preoccupation with oneself, rather than others and the social world around them. This is usually a person who is more **reserved (keeps to themselves)**.

Extrovert: Someone who has more interest in the social world and directing their behavior towards others. These people love social interaction.

“Thinker”: Someone who likes thinking and using logic and reasoning. These people are less emotional.

“Feeler”: Someone who is intuitive and is good at sensing other peoples feelings and emotions. These people are more emotional.

“Sensing”: Use common sense to solve problems; more engaged in the present.

“Intuitive”: Use imagination to solve problems; more engaged in the future.

Judging: Making an opinion or evaluation about something or someone.

Perceiving: To become aware of something through the senses (ie. sight, hearing, taste, etc).

Discussion Questions:

- 1) Which personality type do you have?
- 2) What is an example from your own life which shows that you have some of the personality traits of that type?
- 3) Is there any personality type that has qualities that you wish you possessed? Why?
- 4) Do you think these personality types are accurate? Why or why not?

Handout #2:

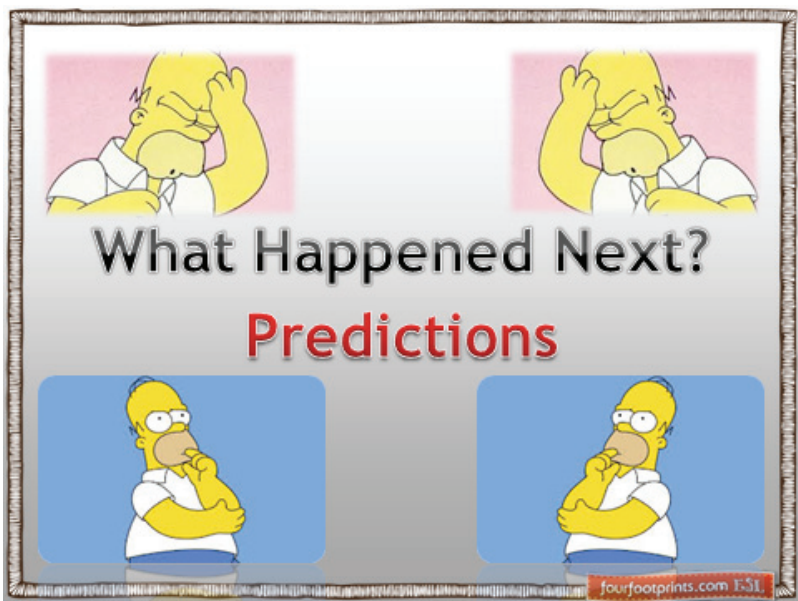
Myers-Briggs Preference Questionnaire Score Sheet

	a.	b.		a.	b.		a.	b.		a.	b.
1.			2.			3.			4.		
5.			6.			7.			8.		
9.			10.			11.			12.		
13.			14.			15.			16.		
17.			18.			19.			20.		
Total			Total			Total			Total		
	E	I		S	N		T	F		J	P

Example Myers-Briggs Preference Questionnaire Score Sheet

	a.	b.		a.	b.		a.	b.		a.	b.
1.	x		2.		x	3.	x		4.	x	
5.	x		6.	x		7.	x		8.		x
9.	x		10.		x	11.	x		12.	x	
13.	x		14.	x		15.		x	16.	x	
17.		x	18.		x	19.	x		20.	x	
Total	4	1	Total	2	3	Total	4	1	Total	4	1
	E	I		S	N		T	F		J	P

ENGLISH CLASS LESSON PLAN




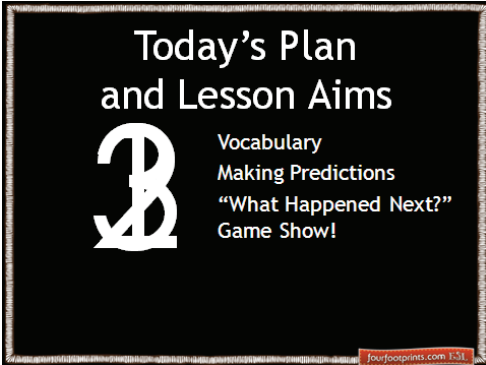
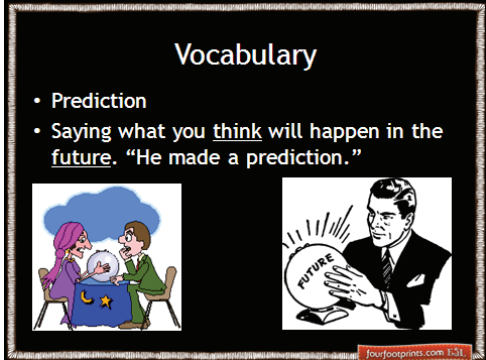
Date	Thursday July 25th and Friday July 26th, 2013
Students	Teachers (Elementary and Middle School)
Topic	"What Happened Next?" Predictions
Instructor	Ian Chesney (Buil Middle School)



I. Lesson Plan

1. Teaching Procedures

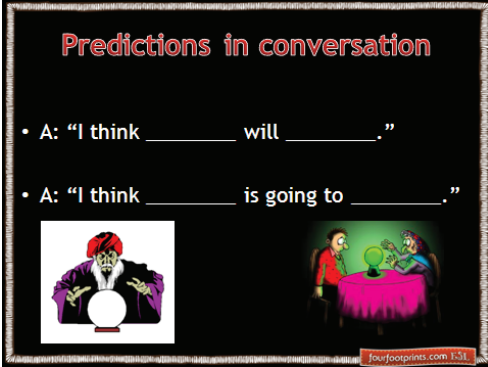

Title	"What Happened Next?"		
Model	Interactive Speaking and Writing Class	Period	6th
Level	High (advanced)	Students	Teachers
Aims	<ul style="list-style-type: none"> ● Students are able to 1) speak and write appropriate predictions to describe pictures. 2) speak and write predictions in response to short video clips that they witness. 		

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
I N T R O D U C T I O N	Greeting	<p>* T(Teacher) greeting with Ss(Students). -T: "Hello class!" -Ss: "Hello Ian!" -T: "Today we have an interesting lesson to practice making predictions! Let's begin!"</p> <p>▶ Attention Grabber</p> <p>🌟 What happened next?</p>			
	Warm up (5')	 <p>1. T shows Ss part of a short video clip. He then pauses it half way through. -T: "What happened next?" 2. T asks students to guess what will happen next in response to the question. -T: "What do you think is going to happen next in this video?" 3. T listens to responses from some students and then shows them the remainder of the video. This gets students laughing and interested. (**Ss answers may vary slightly).</p>	<p>🌟 To make Ss interested in the topic and motivated to learn the study points of this lesson.</p>	T ⇔ Ss	PPT Video Files


Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
I N T R O D U C T I O N	Present aims (2')	<p style="text-align: center;">▶ Presenting aims</p>  <p>1. T reads today's objectives and plan to Ss. -T: "Let's check today's plan together. Today we will: ..."</p> <p>2. T explains about the aims. -T: "So today, we will learn how to use and make proper predictions and we will practice speaking and writing them with some interesting activities."</p>	<p>🌸 To introduce learning aims to Ss.</p>	T → Ss	PPT
D E V E L O P M E N T	Pre-Teaching (6')	<p style="text-align: center;">▶ Pre-Teaching</p> <p style="text-align: center;">🌸 "Introduction to making predictions"</p>  <p>1. T introduces and explains vocabulary and patterns which are used to make predictions. 2. T goes over the word "Prediction." He asks students questions to elicit information. T: "Does the word prediction refer to the past, present or future?" Ss: "Future!" T: "What is the other word that is underlined?" Ss: "Think!" T: "Good. This word is very important. A prediction is something that you <u>think</u> will happen." 3. T asks Ss how to use the noun</p>	<p>🌸 To explain the important vocabulary to the Ss. The aim is also for students to understand how to use this word in order to make a proper prediction. This way Ss will start off by practicing a more simple structure: "I predict.../ I predict that..."</p>	T ↔ Ss	PPT Worksheet #1

<p style="writing-mode: vertical-rl; text-orientation: upright;">D E V E L O P M E N T</p>	<p>Pre-Teaching (6')</p>	<p>"prediction" in its verb form.</p>  <p>-T: "How do you change the word 'prediction' to a verb?" -Ss: "Predict!" -T: "Perfect! So the first sentence structure for making predictions, that we will practice is: 'I predict that...'"</p> <p>4. T shows students an example. Ss look at the pictures and guess what the prediction should be using: "I predict that..." T picks a student to give an answer. S: "I predict that Kim Yu-Na will win a gold medal at the PyeongChang Olympics." (**Ss answer may vary slightly).</p> <p>-T: "Let's look at some pictures together and make predictions using the structure we learned."</p>	<p style="text-align: center;">*REPEAT</p>	<p>T ⇔ Ss</p>	<p>PPT Worksheet #1</p>
<p style="writing-mode: vertical-rl; text-orientation: upright;">D E V E L O P M E N T</p>	<p>Activity 1 (6')</p>	<p>▶ Activity</p> <p>🌳 Activity#1 "Making predictions"</p> 	<p>🌸 The pictures will allow Ss to practice writing predictions by using context that they would find interesting. Ss who are picked to share their predictions with the class, will benefit everyone else because the teacher will correct any mistakes in pronunciation.</p>	<p>T ⇔ Ss</p>	<p>PPT Worksheet #1</p>

<p style="text-align: center;">D E V E L O P M E N T</p>	<p style="text-align: center;">Activity 1 (6')</p>	<p>1. T will show Ss a different example so that they can practice making predictions using the structure they have learned, in context. For example, the teacher will show students 3 pictures with arrows under neath to show the sequence of events. The Ss will then write down a prediction based on what they see in the pictures.</p> <p>2. Ss will have to guess and write a prediction for 1 other different example (different from the Kim Yu-Na example).</p> <p>3. After the Ss have completed a written prediction for the example, the teacher will pick Ss to say their prediction out loud to the rest of the class.</p> <p>-T: "Can you please share your prediction with us?"</p> <p>-S: "I predict that the SK Wyverns will win against the Lotte Giants." (**Ss answers may vary slightly).</p>	<p style="text-align: center;">*REPEAT</p>	<p style="text-align: center;">T ↔ Ss</p>	<p style="text-align: center;">PPT Worksheet #1</p>
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Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
D E V E L O P M E N T	Activity 2 (8')	<p>🌳 Activity#2 "Making predictions in conversation"</p>  <p>1. First T will go over two ways of making predictions that people often use in conversation.</p> <p>2. Then T will show the students an example of a prediction using this sentence structure.</p> <p>-T: "For example, last year people said "I think the world <u>will</u> end on December 21st 2012."</p>  <p>3. Then the T will show students the experiment that they will do. The teacher will ask them the question "what happened next?" Ss will use the prediction structure that they just learned and will make a prediction about what will happen when you mix Mentos candy with Coca-Cola. They will write this onto their worksheet.</p> <p>4. Then the T will pick some students to share their predictions with the class. After, he will show them the outcome.</p> <p>-T: "Can you share your prediction with us?"</p> <p>-S: "I think that the coke bottle will explode."</p>	<p>🌸 To get Ss to practice making predictions in a more casual form. This is a structure that they will use in everyday conversation.</p>	<p>T ⇔ Ss</p>	<p>PPT Worksheet #1</p>

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
CONSOLIDATION	Post-Activity (15')	<p style="text-align: center;">▶ Post-Activity</p> <p style="text-align: center;">🌳 "What Happened Next? Game Show!"</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>"What Happened Next?" Game Show!</p> <ul style="list-style-type: none"> • I will show you a video clip. The video clip will pause. • You must guess what will happen next. Write a sentence on your worksheet. • Then I will give you a multiple choice. Choose which answer you think is correct and write it on your worksheet. • I will show you what happened next in the video. • If your multiple choice was correct you get 1 point. If your sentence was also correct you get a bonus 2 points. <p style="font-size: small; text-align: right;">yourfootprints.com 1/31</p> </div> <p>1. The teacher will introduce the final activity for the lesson. -T: "Alright, now we will play the 'What Happened Next?' Game! Welcome to the 'What Happened Next?' Game Show! You will work with a partner (the person next to you) to complete predictions for the videos that you see."</p> <p>2. For this activity the students will play a game where they will watch video clips of sports split into two parts. After seeing the first part they will have to write a prediction on their worksheet. The teacher will get them to write predictions using all 3 of the sentence structures that they learned. Before each round the teacher will tell the students which sentence structure to use. Students will complete the predictions in pairs. For each round, the teacher will pick some students to share their predictions with the class. For example, T: "Can you please share your prediction with us?" S: "<u>I think</u> that the baseball player <u>is going to</u> hit a home run!"</p> <p>3. After making their predictions the teacher will show the students three multiple choice options for the outcome of the video. Each pair will choose one and record it onto their sheet. If they pick the right multiple choice question then they get 1 point. If their prediction sentence was also the same as what happened then they will get an extra 2 points.</p>	<p>🌸 To get Ss to practice making predictions on their own with less guidance from the teacher. The videos will allow students to come up with creative and spontaneous answers that mimic the type of predictions they may use in everyday life.</p>	T ⇔ Ss Ss ⇔ Ss	PPT Video Files Worksheet #2

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
C O N S O L I D A T I O N	Closing (8')	<p>🌱 Wrap up, conversation practice & goodbye!</p> <div data-bbox="411 461 906 831" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Discussion!</p> <ul style="list-style-type: none"> • Tell your partner three predictions about your life. Use the different prediction forms. • "I predict that I will become a famous motorcycle driver." <div style="text-align: center;">  </div> </div> <ol style="list-style-type: none"> 1. First the teacher will quickly go over how to make a prediction for yourself. Then he will tell the students to share three predictions about themselves with their partner. -T: "Ok class. You can also make predictions about yourself." T: "How would you change these prediction sentences that we learned so that you were making a prediction about yourself?" S: "By using 'I'!" T: "Good job! Yes to make a prediction about yourself you can change these sentences by using 'I.'" 2. Then the teacher will show the students an example. -T: "For example, you could say: I predict that I will become a famous motorcycle driver." 3. The teacher will tell the students to share three predictions about themselves with their partner, before the end of the class. 4. Each person will then take turns sharing three predictions about themselves. 5. Teacher dismisses the class and says goodbye! -T: "Goodbye class! See you next time!" -S: "Goodbye Ian!" 	<p>🌱 To consolidate Ss' learning and wrap up today's lesson. The extra practice will allow students to use predictions on their own in a more personal way, and at the same time get them to practice what they learned.</p>	T ⇔ Ss	PPT

2. Teaching Materials

Worksheet #1

Name: _____

“What Happened Next?” Predictions

Vocabulary:

1) _____

Making Predictions:

1)

2)

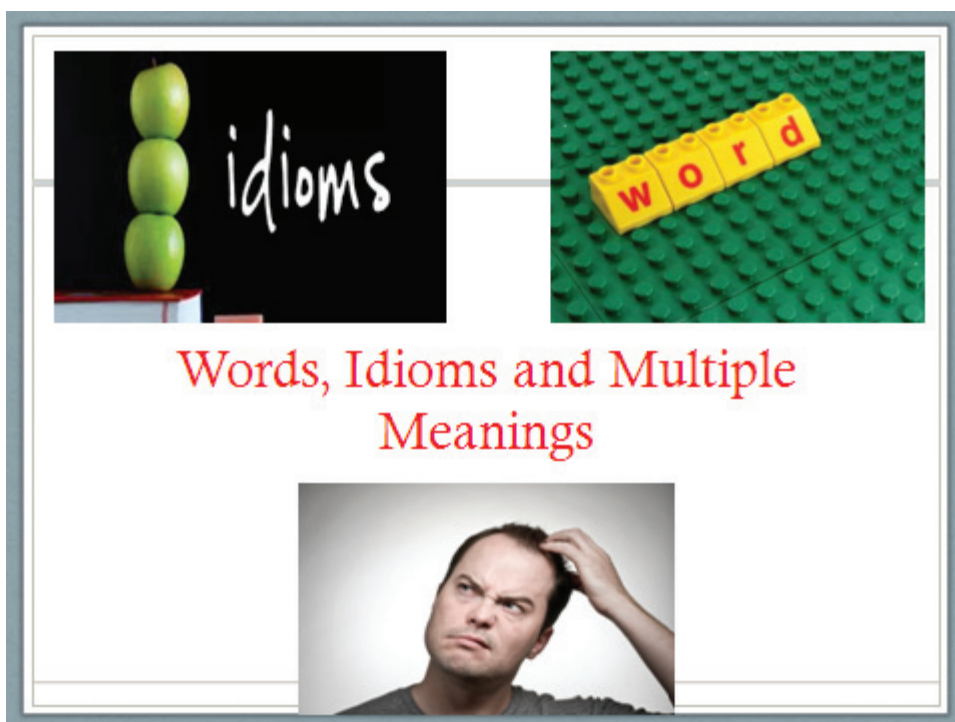
Worksheet #2:

Names:

“What Happened Next? Game Show!”

ROUND	PREDICTION	M/C (A/B/C)
1		
2		
3		
4		
5		

ENGLISH CLASS LESSON PLAN




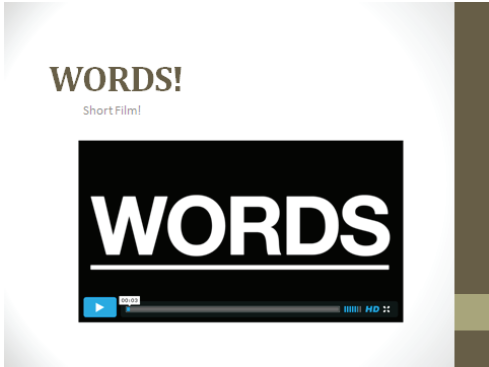
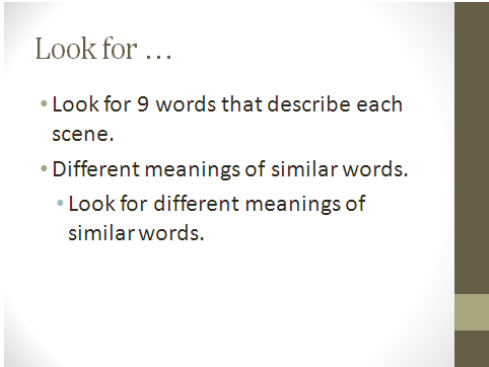
Date	Thursday July 25th and Friday July 26th, 2013
Students	Teachers (Elementary and Middle School)
Topic	"Words, Idioms and Multiple Meanings" Idiomatic English
Instructor	Ian Chesney (Buil Middle School)

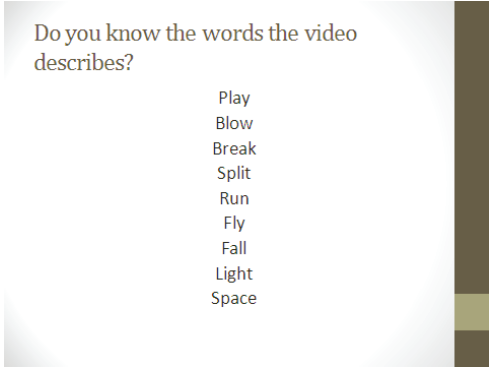
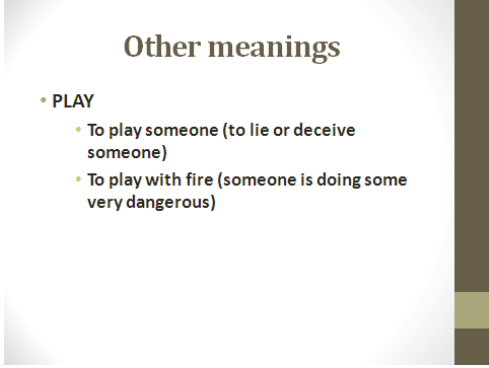
I. Lesson Plan


1. Teaching Procedures


Title	"Words, Idioms and Multiple Meanings"		
Model	Interactive Speaking and Writing Class	Period	5th
Level	High (advanced)	Students	Teachers
Aims	<ul style="list-style-type: none"> ◎ Students are able to 1) properly identify an idiom and understand its meaning through context. 2) properly use the new idioms from the lesson in conversation. 		


Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
I N T R O D U C T I O N	Greeting	<p>*T(Teacher) greeting with Ss(Students). -T: "Hello class!" -Ss: "Hello Ian!" -T: "Today we will be practicing our skills in idiomatic English. Let's begin!"</p> <p>▶ Presenting aims</p> <p>🌳 Today's Plan</p>			
	Present aims (2')	<div style="border: 1px solid gray; padding: 10px; margin: 10px;"> <p style="text-align: center; font-weight: bold;">Today's Plan</p> <div style="display: flex; align-items: center;">  <div style="font-size: 0.8em;"> <p>Words and multiple meanings! Activity</p> <p>What are idioms?</p> <p>Using idioms in conversation</p> <p>Practice and review - "The Break Up"</p> </div> </div> </div> <p>1. T reads today's objectives and plan to Ss. -T: "Let's check today's plan together. Today we will: ..."</p> <p>2. T explains about the aims. -T: "So today, we will learn how to properly understand the many different meanings that English words can have and we will practice and improve our skills in using idioms in everyday conversation."</p>	<p>🌸 To introduce learning aims to Ss.</p>	T -> Ss	PPT



Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
D E V E L O P M E N T	Pre-Lesson Activity (10')	<p style="text-align: center;">▶ Pre-lesson Activity</p> <p style="text-align: center;">🌳 "Words!"</p>  <p>1. T introduces and explains the exercise that the Ss will be doing.</p> <p>2. T explains to Ss that they will be watching a short video that will show different scenes and actions. The Ss will have to write down all of the words that each scene is demonstrating. They should also try and think of as many different meanings for each word that are shown. T: "Ok, first we are going to do an activity to help us practice and understand the many different meanings of English words. While you are watching write down all of the words that are being acted out in each scene. Also try and think of all the different meanings for each word"</p>  <p>3. T plays the video. After playing the video he asks the Ss what were the different words that they saw being acted out in each scene.</p> <p>-T: "Ok, so what were the different words that we saw being acted out in</p>	<p>🌳 To warm up students to the style of thinking and learning that is required of them when they are learning about idioms. This allows them to apply their outside English knowledge and think about how the meanings of words can change depending on the context they are used in.</p>	T ↔ Ss	PPT Video file Notebook / Paper



<p>D E V E L O P M E N T</p>	<p>Pre-Lesson Activity (10')</p>	<p>the video?" -Ss: "Play, Blow, Break, Split," Etc</p>  <p>-T: "Perfect! Ok let's go over some of the different ways these words were used in the video." -Ss: "Play, as in a play in sports. Break, as in break a plate, or break as in break up," etc. -Ss: **Responses from students</p> <p>4. T will go through some of the different meanings for each word with them and then he will also go through some other meanings that were not shown in the video.</p>  <p>-T: "As you can see the English language is full of many different words that have multiple meanings. Many of these words are also used as idioms. Give yourself a pat on the back for being so proficient in such a difficult language!"</p>	<p>*REPEAT</p>	<p>T ⇔ Ss</p>	<p>PPT Video file Notebook / Paper</p>
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Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
D E V E L O P M E N T	Pre-Teaching (8')	<p>▶ Pre-teaching</p> <p>🌳 Pre-teaching: "What are idioms?"</p> <div data-bbox="384 439 874 797" style="border: 1px solid gray; padding: 10px; text-align: center;"> <p>What are Idioms?</p>  </div> <p>1. T will have a discussion with the Ss about what idioms are. He will ask Ss to explain, as best they can what an idiom is.</p> <p>-T: "Ok what are idioms?"</p> <p>-Ss: **Respond</p> <div data-bbox="384 1032 874 1391" style="border: 1px solid gray; padding: 10px;"> <p style="text-align: center;">Idioms</p> <hr/> <p>It is a phrase that has 2 meanings.</p> <p>It has a literal meaning and the idiom meaning.</p> <p>As we saw in the last video, the meanings of words change depending on the context they are used in.</p> </div> <p>2. After going over what idioms are, the T will ask the Ss for some examples of some common idioms that they know.</p> <p>-T: "What are some common English idioms?"</p> <p>-Ss: **Respond</p> <p>3. Then the T will go through three examples of some of the most commonly used English idioms. This will help to explain how idioms are used. For each idiom he will have the students try and guess the meaning by looking at the picture. Students should look at each picture in order to find the "literal" meaning of the idiom. This will give</p>	<p>🌸 To explain what idioms are to the Ss and explain to them why they are so important to learn. The teacher will also explain how to identify an idiom and how to figure out its meaning based on the context it is being used in.</p>	T ⇔ Ss	PPT Notebook / Paper

<p>D E V E L O P M E N T</p>	<p>Pre- Teaching (8')</p>	<p>them clues as to what words are in the idiom.</p> <p>-T: "Ok everyone, take a look at the picture. What do you see?"</p> <p>-Ss: "I see a cat and he is floating on a cloud."</p> <p>-T: "Very good! Does the cat look like he's happy or sad?"</p> <p>-Ss: "He looks very happy!"</p> <p>-T: "Excellent! What number is the cloud?"</p> <p>-Ss: "Nine."</p> <p>-T: "Great so you would say the cat is....?"</p> <p>-Ss: "The cat is on cloud nine."</p> <p>-T: "Perfect! That is our idiom: 'On cloud nine.'"</p> <p>4. The T will also ask the Ss what they think each of these example idioms mean?</p> <p>-T: "What do you think this idiom 'On cloud nine' means?"</p> <p>-Ss: "I think it means that you are very happy about something. because in the picture the cat seems very happy."</p> <p>-T: "Great job!"</p> <div data-bbox="384 1294 874 1630" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>On Cloud Nine</p>  </div>	<p>*REPEAT</p>	<p>T ↔ Ss</p>	<p>PPT Notebook / Paper</p>
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Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
D E V E L O P M E N T	Activity 1 (10')	<p>🌳 Activity #1 "Using Idioms in Conversation"</p> <div data-bbox="368 432 858 792" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>IDIOMS IN CONVERSATION</p>  </div> <ol style="list-style-type: none"> 1. First T will explain how using English idioms in conversation can be very useful making it easier to explain something to an English speaker. 2. Then T will explain the activity that the Ss will be doing. For the first activity the Ss will watch and listen to a short animated video of two people talking about "relationship problems" while using idioms at the same time. -T: "Ok now we will watch a short video. In the video you will see two people talking. Victoria is talking to her friend about her relationship problems. Listen carefully for why Victoria is sad and why she broke up with her boyfriend. Also listen and make a note of any idioms that you hear." <div data-bbox="368 1458 858 1818" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Conversation (Video)</p> <ul style="list-style-type: none"> • Why was Victoria sad? • Why did Victoria break up with her boyfriend? </div> <ol style="list-style-type: none"> 3. Then the T will show Ss the video. After showing them the video the T will ask the Ss what idioms they heard in the video, as well as the other questions. 	<p>🧠 To get Ss to practice listening to idioms and recognizing when an idiom is being used.</p>	<p>T ⇌ Ss (whole)</p>	<p>PPT Video file Notebook / Paper</p>

<p style="writing-mode: vertical-rl; text-orientation: upright;">D E V E L O P M E N T</p>	<p>Activity 1 (10')</p>	<p>-T: "Ok everyone, so why was Victoria sad?" -Ss: **Respond -T: "Ok why did Victoria break up with her boyfriend?" -Ss: **Respond - "He was too needy." -T: "Did you hear any idioms?" -Ss: **Respond</p> <div data-bbox="368 481 858 846" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Did you hear any idioms?</p>  </div> <p>4. The T will then write down any of the different idioms that the Ss say they heard during the video. After, with the class, he will go over the meaning of each idiom. For each idiom the T will ask the Ss what they think the idiom means. Then he will show them the proper meaning.</p> <div data-bbox="368 1160 858 1525" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>"In a nutshell"</p>  </div> <p>-T: "Ok class, what do you think Victoria meant when she said: 'In a nutshell?'" -Ss: "She meant it as a summary?" -T: "Good! Yes when she says the idiom 'In a nutshell...' She is basically saying 'To summarize...' It is a way of telling someone that you are going to give them a summary."</p> <p>5. The T will continue this until he has gone through all 4 of the idioms that they heard in the video. After that he will quickly show them a list of all 4 idioms and their meanings.</p>	<p>*REPEAT</p>	<p>T ⇄ Ss (whole)</p>	<p>PPT Video file Notebook / Paper</p>
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Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
C O N S O L I D A T I O N	Post-Activity (15')	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Post-Activity</p> <p style="text-align: center;"> "Idioms in the Newspaper"</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> <p>Activity</p> <ul style="list-style-type: none"> • With a partner, read the story "The Break Up" • While you're reading, circle any <u>new</u> idioms that you read. • Below the story, write down the idioms and try and state what they mean. • After we will go over the idioms.  </div> </div>			

Steps	Stages & Timing	Procedures	Aims	Patterns of Interaction	Materials
C O N S O L I D A T I O N	Closing (5')	<p style="text-align: center;">🌟 Wrap up, discussion & goodbye!</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"> Activity </p> <ul style="list-style-type: none"> • IDIOMS: • "Hit the rocks" • "Tip of the iceberg" • "Head over heels" • "In a nutshell" • "Split up" • "Not my cup of tea" • "Hit it off" • "Fingers crossed" • "Go Dutch" • "Tie the knot" • "Dump (someone)" • "Steal (someone's) heart" • "Blind date" </div> <p>1. After giving the Ss time to find the idioms and come up with some of their meanings, he will then go through them with everyone all together. The T will show a PPT slide of all the different idioms that they read in the article. For each idiom, he will first ask the students what they think the meaning is. Then he will tell them what the real meaning is.</p> <p>-T: "Ok class what do you think 'to dump' someone means?"</p> <p>-Ss: "I think it is another way of saying 'to break up' with someone."</p> <p>-T: "Excellent! To dump someone is almost a slang way of saying that you have broken up with someone. You could also say 'I've been dumped' meaning someone broke up with me. Either way this phrase definitely falls in the category of common idiomatic English."</p> <p>2. Then the T will ask for some volunteers to use the idiom in a sentence. He will make any corrections in their pronunciation.</p> <p>-T: "Can someone use 'Fingers crossed' in a sentence?"</p> <p>-Ss: "I have my fingers crossed that my date will go well tonight!"</p> <p>*T will continue this for a few more idioms depending on how much time is left in the class.</p> <p>*If there is extra time at the end of class then the T will play an idioms pictictionary game with the Ss. One student will have to draw an idiom on the board while the other students guess which idiom it is.</p> <p>-T: "Great work today class! Goodbye everyone!"</p> <p>-Ss: "Goodbye Ian!"</p>	<p style="text-align: center;">🌟 To consolidate Ss' learning and wrap up today's lesson. A final review of the idioms will help Ss to remember when and how to use these in future conversations.</p>	T ⇔ Ss	PPT Worksheet #1

2. Teaching Materials

Worksheet #1

“The Break up”

Dear Dr. Hitch,

This kind of thing is usually not my cup of tea; however, I really need advice. First I will begin by telling my story. It all started in university. I felt very lonely and sad all of the time. My friend was really worried about me and was also beginning to get annoyed with my neediness, so she decided to set me up on a blind date with one of her friends. His name was Dan and he was incredibly handsome. After our first date we immediately hit it off, and I am proud to say that I stole his heart. We continued to go on dates every weekend even though we were both students and were really busy with school. Because we were students, we both didn't have very much money, so we went Dutch on most of our dates. However, we didn't mind; it was just so nice to be with each other. We both began to fall head over heels for each other. Three years passed and we seemed to be happy the whole time. However, last year, our relationship hit the rocks. In a nutshell, we both started fighting a lot. He would get really angry with me all of the time, and that was just the tip of the iceberg! I became so scared that we would split up so I decided to ask him to tie the knot. It was a big mistake. He said that he felt confused and needed some time alone, and then he dumped me. I want to try and find a way to fix our relationship; I have my fingers crossed! Can you give me some advice? What should I do first? Help me Dr. Hitch!

Sincerely,
“Devastated”

NEW IDIOMS:

4

부평여중

Rachel J. Dade



Teacher: Rachel J. Dede

Lesson: Memory Activity

Where: Samsan Middle School

What: Summer Teachers In-service Training Program

Students: Elementary & Middle School Teachers

Memory Activity

Objective: The students will be working on using their memory and writing skills for this lesson. This is a great lesson for the students to work on developing sentences based off what they have seen in a picture. While there is a game element to the lesson, it is not the focus.

Materials:

1. PowerPoint
2. Worksheet

Procedure:

1. This lesson can be done in groups or individually. If groups, put the students in their groups.
2. Directions
 - a. The students are to look at the picture for 25 seconds.
 - b. Answer the question on your worksheet.
 - c. Raise your hand to answer. (How you facilitate this is up to you.)
3. Show the first picture.
 - a. Have the student look at it for 25 seconds.
4. Show the question.
 - a. Have the students write an answer on their worksheet.
5. Answer the question.
 - a. This can be accomplished in a few different ways. I usually have the students play a game of “rock, scissors, paper” to answer first. Or you can make a speed game out of it—the first team to raise their hands gets to answer the question.
 - b. The sentence doesn’t have to be the exact same as what’s on the board, but the grammar must be correct.

Example:

Picture:



Question:

☞ How many dogs were playing cards?

Answer:

☞ Seven dogs were playing cards.

Scoring

Win Money!!!

Lose Money!!!



Steal Money!!

Lose all your money!!



Memory Activity Worksheet

Name: _____

Date: _____

Class: _____

Directions: *After the 25 seconds are up please write down your answer to the question. The letters on the PowerPoint and the worksheet are the same. If a group chooses **K** find the **K** question on the worksheet.*

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____
- K. _____
- L. _____
- M. _____
- N. _____
- O. _____
- P. _____
- Q. _____
- R. _____
- S. _____
- T. _____
- U. _____
- V. _____
- W. _____
- X. _____
- Y. _____
- Z. _____

Teacher: Rachel J. Dede

Lesson: Funlisch

Where: Samsan Middle School

What: Summer Teachers In-service Training Program

Students: Elementary & Middle School Teachers

Funlisch!

Objective: The students will be participating in activity the game Funlisch. This activity will help the students to be quick on their feet and to rely on language they have already learned. The objective for this lesson is to show the Korean English teachers some fun activities they can use with their students that are engaging and exciting while also helping them with their English. This is an excellent activity for after school classes, after exam time, and for the start of the semester after a long break.

The goal for this game is for the students to guess what the picture is by using the words put on the board.

Materials:

1. PowerPoint
2. Magnets
3. Funlisch Cards

How to play:

The students will not work in teams for this activity. On the board will be three categories: **Definitely**, **Kind of**, **Not**, and the students will need these words explained for them. Next to the three categories will be a large list of laminated words.

One student will volunteer to go first. This student will come to my computer and look at the picture. They must then choose words on the board and put them into the appropriate category. They have one minute. If a student guesses the correct answer, what the picture on my computer is, they will come and be the new student to put words on the board. **Note:** you should go over the laminated words on the board to make sure the students know each of the words. If a word they want to use is not on the board they can write it in the category.

1. Explain the difference between *definitely*, *Kind of*, and *Not*.
2. Explain some of the more difficult words on the board.
3. Have one student volunteer.
4. Show the volunteering student the picture on your computer.
5. This student must put words into the three different categories.

Example: The picture on my computer is a bird. **Only the student up at the board sees the bird.**



This student will put words into the categories so that the students can guess that the picture is a bird.

Definitely	Kind of	Not
<i>Little</i>	<i>Cute</i>	<i>Human</i>
<i>Colorful</i>		
<i>Animal</i>	<i>Food</i>	<i>Big</i>

Sample cards:

Bright	Brown
Food	Living
Colorful	Black
Orange	Black
Furry	Human
Animal	Glass
Plastic	Soft
Dangerous	Scary

Teacher: Rachel J. Dede

Lesson: Picture Dictation

Where: Samsan Middle School

What: Summer Teachers In-service Training Program

Students: Elementary & Middle School Teachers

Picture Dictation

Objective: For this lesson the students will practice their listening skills.

Materials:

1. Blank paper (I use leftover paper)
2. PowerPoint
3. Simple images

Procedure: In the beginning of this lesson the students will be extremely confused and ask you a lot of questions about the pictures they are drawing. This lesson is meant for the students to be creative and think. While the pictures are not going to turn out to be the exact same as the image on the computer, it's an excellent lesson for the students to practice their listening skills.

Have the students fold their blank paper into the number of images you will use. I typically get through about four pictures.

The teacher will have an image on their computer that the students cannot see. The teacher must explain the details of this picture to the students. While the teacher is explaining the students must draw the picture.

Example 1:



My directions:

1. Draw an egg shape with two cat ears.
2. Draw two small feet.
3. Draw two small black circles, for eyes.
4. Around those two black circles draw another circle.

5. Draw an upside down triangle for the nose. (For this one I have to show them the shape with my hands.)
6. Above the nose draw a straight line.
7. Below the nose draw a small circle.
8. Draw a big circle for the stomach. (At this point they'll realize it's Totoro)
9. Inside the circle draw 7 of this shape. I have to draw it on the board for them.
10. Draw two penguin arms
11. Draw three whiskers.

Example 2: (Tell the students this is a real famous person).



My directions:

1. Draw a head, neck, and shoulders.
2. Draw a white collared shirt with a neck tie.
3. Draw medium lips.
4. Draw very curly hair **only** on the sides of his head. The **top** is **bald**.
5. Draw a nose.
6. Draw two human, not character, eyes with eyeliner.
7. Draw two big eyebrows.
8. Draw a hat. (Show them the design of the hat with your hands)
9. Draw a short mustache.

Teacher: Rachel J. Dede

Lesson: Top 5 activity

Where: Samsan Middle School

What: Summer Teachers In-service Training Program

Students: Elementary & Middle School Teachers

Top Five Activity

Objective: This activity is meant to be fun and for the students to think about different categories. The students will be given a category where they have to list the top 5 items in that category.

Materials:

1. Computer
2. PowerPoint
3. Worksheet

Procedure: It's first important to discuss the idea of top 5. "People from all over the world were interviewed about the best 5 things in a category and these are the top five answers that I have are the average." You must also have the same answers.

1. Give the students the worksheet.
2. Explain that these are the average top answers.
3. Explain the point system.
 - a. If the answers are the same and in the same position (toothbrush as number 1 on both lists)
4. Go through the list of questions

Example:

Question:

☞ Top five things we use every day.

Answers:

1. Toothbrush..... 5 points
2. Soap..... 4 points
3. Car..... 3 points
4. Phone..... 2 points
5. Water..... 1 point

The team, or individual, with the most amount of points are the winners.

Top Five Activity Worksheet

Name: _____

Date: _____

Class: _____

Team: _____

Directions: Write down your answers on the line and the points on the second line.

1. Name something you use every day.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

2. Name something that is easy to do forwards, but hard backwards.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

3. Name something your body needs.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

4. Name a big animal with a short tail.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

5. Name a scary sound

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

6. Name clothing you buy without trying on

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

7. Name a quiet animal

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

8. Name something dogs like to play with.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

9. Name a smart animal

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

10. Name something that is usually white

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

11. Name something you can't do when the weather is bad

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

12. Name something in your house that is difficult to move

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

5

부흥중

Justin Jordan



Lesson Title	Conversation class for teachers
Class	
Level	Mixed Level
Length of lesson	3 hours 50 minutes(x3)
Lesson Target	Students will be able to give their opinion about given articles, song and video.
Materials/Resources	Worksheets (3) Download song Download video
Preparation	Print worksheets and download the song and video from the internet.
Possible Problems	You need to make sure you have somewhere to play the video and the song. You may want to take your laptop just in case. It is also recommended that you download the song and the video to your computer or a USB drive rather than relying on a link. Linked videos are not always reliable. Use keepvid.com or something similar.
Self Introduction (5-10 minutes)	Introduce yourself to the class and share some things about yourself that the students might be interested in. -such as where you're from, what your job was before coming to Korea and how long you have been in Korea. -ask the students if they have any questions they would like to ask you.
Students Introduction (5-10 minutes)	Go around the group and ask each person to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with

	<p>the same letter of his name. Write them down on the board or a piece of paper so you can refer to them at a later time.</p>
<p>Activity 1 a</p>	<ul style="list-style-type: none"> • After the introductions are finished hand out the two sided 'honesty' worksheet with the story on it. Tell them that we are going to read a story together and then have a discussion about what the story was about. • Tell the students the title of the stories and the theme of the story, and then ask the students to take a few minutes to read the story silently by themselves. • After the students have finished reading the story by themselves you could have the students make group circle (if possible). • Pre-teach the vocabulary to the students. • Tell the students that now we will read the story together. • Tell the students that we will go in a circle and each student will read 1 or 2 sentences each. • After reading the story together ask if there is anyone that can summarize the first story. • After the summary of the first story ask if there is a volunteer to summarize the second story. • Next ask comprehension questions to be sure of everyone else's understanding of the stories. • If needed you can summarize the story again to help with students' comprehension.
<p>Activity 1 b</p>	<ul style="list-style-type: none"> • When you have finished reading the story and summarizing it then read over the discussion questions with the students. • Make sure they understand what each question is asking. • Reword the questions if needed. • Next, put the students into groups of two, but if

	<p>there is an odd amount of students then there can be one group of three.</p> <ul style="list-style-type: none"> • Have them ask each other the discussion questions. • After about five minutes have them rotate their partners. • When they have discussed the questions for about ten minutes then have the class come back together in a circle and then discuss the questions as a class.
Activity 2 a	<ul style="list-style-type: none"> • When the class returns from their break tell them that we are going to watch a short video about Nick Vujicic. • Briefly explain who Nick Vujicic is and let them read the brief summary before playing the video. • Next play the video at least two times to be certain everyone understands what the video is about. • After you have played the videos two times ask the students if they understand or not. • Test the students to see if they really understand by asking some comprehension questions about the video. • You can summarize the video again briefly if there are still people who do not totally follow or if possible one of the students who understands the video can explain it to them. • Ask the students if there are any vocabulary words from the video that they do not understand. • Define those words for the students. • Next, put the students into groups of two, but if there is an odd amount of students then there can be one group of three. • Have them ask each other the discussion questions. • After about five minutes have them rotate their partners.

	<ul style="list-style-type: none"> • When they have discussed the questions for about ten minutes then have the class come back together in a circle and then discuss the questions as a class.
<p>Activity 3a</p>	<ul style="list-style-type: none"> • Finally after the students have come back from their last break tell them that for our last activity we will listen to music. • Before handing out the worksheet have the students listen to the song. • After they have warmed up listening hand out the worksheet and tell them now you are going to give them the lyrics to the song, but there are some words missing and they must listen to the song carefully and fill in the blanks with the missing words. • You may have to play the song more than once for the students to get all (or most) of the words. • Have the students discuss the song in pairs for a time determined by the teacher. • After they have discussed the song in pairs have the class come together as a group to continue to discuss the questions. • Try to make sure each student has time to express how they feel about each question. • The teacher should monitor the students' conversations and correct grammar and or pronunciation when needed.

“Honesty”

Honest Taxi Drivers

A Washington taxi-driver says he never thought twice about returning a wallet **containing** US\$5950 (\$8800).

"If money doesn't belong to me, I don't keep it," said Vinod Mago, 55, an Indian **immigrant**. "I know God is watching everybody, every second."

When Mago found the wallet in the back seat he **raced** to the airport in time to return it to the owner, who gave him and the taxi co-ordinator US\$100 each.

Earlier in the week, New York taxi-driver Osman Chowdhury, an immigrant from Bangladesh, returned a bag containing 31 diamond rings.

There's some things that you just can't do

A store manager **overheard** a **clerk** saying to a customer, "No, **ma'am**, we haven't had any for some weeks now, and it doesn't look as if we'll be getting any soon either."

Alarmed by what was being said, the manager rushed over to the customer who was walking out the door and said, "That isn't true, ma'am. Of course, we'll have some soon. In fact, we **placed** an order for it a couple of weeks ago."

Then the manager pulled the clerk to the side and angrily said, "Never, never, never, never say we don't have something. If we don't have it, say we ordered it and it's on its way. Do you understand?! Now, what was it she wanted?"

The clerk smiled and said, "Rain."

Vocabulary

Fine	to be okay; to have no problems.
Containing	holding inside
Immigrant	someone that has moved from their home country to a foreign country
Raced	to go quickly
Overheard	accidentally hearing something being talked about
Clerk	the shop keeper or assistant
Ma'am	another polite word for lady
Alarmed	to be worried suddenly
Placed	to have an item put into something such as a box; or to have made an order for something (as is the meaning in this story)
Policy	another word meaning rules
Embarrassment	to have been made a fool of in front of others
Reward	gift for doing something wonderful

Comprehension Questions

1. What are the names of the two short stories?
2. How much money was in the wallet that the taxi driver returned?
3. What countries were the two taxi drivers from?
4. Why was the store manager angry in the second story?
5. What was it that the customer wanted?

Discussion Questions

1. If you were one of the taxi drivers in the story – what would you have done?
2. If you were the person who had left the wallet in the taxi how would you have felt when the driver returned the wallet? What would you have done for the taxi driver?
3. How do you think the customer in the second story felt when the store manager said he had placed an order for rain?
4. Why do you think the store manager raced out like he did and said this?
5. Have you ever been a victim of someone lying, cheating or acting dishonest toward you? Please share.
6. Could you forgive someone that cheated or lied to you? Why?
7. When is it okay to lie?
8. What is a “white lie?” Give examples of a “white lie.”
9. Why do we continue to lie, when we know how much lies hurt others?
10. What do you do to help yourself, when you feel like lying, cheating or being dishonest?

Life Without Limbs

Nick Vujcic was born with Tetra-amelia, a rare disorder characterized by the absence of both arms at shoulder level, as well as legless. Initially, his parents were devastated, but Nick was otherwise healthy.

Nick was bullied at school, and became depressed. By the age of 8 he contemplated suicide and at age 10 he tried to drown himself in 6 inches of water. However, out of love for his parents he did not go through with it. Nick eventually realized that his accomplishments could inspire others and became grateful for his life. A key turning point came when his mother showed him a newspaper article about a man dealing with a severe disability. Nick realized he wasn't unique in his struggles and began to embrace his disability.

Nick is widely known as a motivational speaker, giving talks worldwide on life with a disability, hope, and finding meaning in life. He is also the founder of a non-profit organization called Life Without Limbs.

Discussion Questions

1. If you had no arms and no legs how do you think you would you feel?
2. What challenges have you experienced in your own life?
3. What do you do when you experience a challenge? Do you deal with it on your own? Seek help from others? Or another way?
4. Do you agree or disagree that challenges help us grow?
5. How do you think Nick is able to still be happy even with no arms and no legs?
6. Can you think of a time when you wanted to give up? What happened?
7. Have you ever helped a friend decide not to give up at something? If so, what did you do?
8. Have you ever failed at something but kept trying until you succeeded?
9. Have you ever wanted to help someone but you couldn't do anything for them? What did you do?
10. When you look at Nick and the hard times he's had in his life, does it make you feel better about your own life?
11. Does Nick's life inspire you to not give up and to keep trying?

Vocabulary

Absence

Devastated

Struggles

Disability

Non-profit organization

Motivational speaker

You Raise me up

When I am _____ and, oh my soul, so _____;
When _____ come and my heart _____ be;

Then, I am _____ and wait here in the _____,
_____ you come and sit _____ with me.

You _____ me up, so I can stand on _____;

You raise me up, to _____ on stormy _____;

I am _____, when I am on your _____;

You raise me up... To _____ than I can _____.

_____ raise me up, so I can _____ on mountains;

You raise me _____, to walk on _____ seas;

I _____ strong, when I am on _____ shoulders;

You raise _____ up... To more _____ I can be.

There is no _____ - no life without its _____;

Each _____ heart beats so _____;

But _____ you come and I am _____ with wonder,

_____, I think I glimpse _____.

You raise me up, _____ I can stand _____ mountains;

You raise me up, _____ walk _____ stormy seas;

_____ am strong, when I am _____ your shoulders;

You raise me up... _____ more than I _____ be.

You _____ me up, so I can _____ on mountains;

You raise _____ up, to walk on _____ seas;

I am _____, when I am on your _____;

_____ raise me _____... To more than I can _____.

You _____ me up... To more than I can _____.

Discussion Questions

1. Did you like the song?
2. What did you like or dislike about it?
3. What do you think it means to raise someone up?
4. Has someone ever raised you up?
5. Have you ever tried to help raise someone else up?
6. Do people usually depend on you for help?
7. Are you willing to help them?
8. What do you think it means "you raise me up so I can stand on mountains"?

Teachers copy

"You Raise Me Up"

When I am down and, oh my soul, so weary;
When troubles come and my heart burdened be;
Then, I am still and wait here in the silence,
Until you come and sit awhile with me.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.
There is no life - no life without its hunger;
Each restless heart beats so imperfectly;
But when you come and I am filled with wonder,
Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.


You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.
You raise me up... To more than I can be.

6


산곡남중 Oliver Hyde



What is Gamification?
Gamification in recycling



What is Gamification?
Gamification in advertising



Gamification


What is Gamification?

Gamification in the classroom: a case study




Game mechanics

- Goals of varying degrees
- Obstacles
- Rewards of varying magnitudes based on obstacle significance




How can we apply this to the classroom?

- Discussion:
 - How can we structure a challenge and reward system for the classroom?




Is this any different from regular rewards we use in the class?

- Regular rewards are too transparent



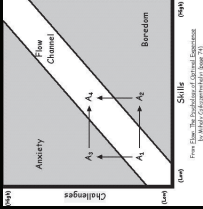
Kinds of motivation

- Motivation is possibly the most significant factor for success in language learning.
 - Intrinsic motivation
 - Extrinsic motivation




Flow

- The space between anxiety and boredom
- challenge must match skill level



Is it always a good idea?

- It what situations can gamification be beneficial?




My proposed implementation




Rankings

- Classes, class groups and individual students are ranked, and the ranking is updated each week.



Task based learning

- Encourage creative problem solving
- Discourage rote memorisation
- Increase confidence




Learning by teaching

- Greater student engagement



Applicable content

- Select content that relates to their lives



Basic Lesson Outline

Stages	Aids
<ul style="list-style-type: none"> ● Greeting ● Overview of the lesson topic and goals. ● Definition of gamification <ul style="list-style-type: none"> ○ applications of gamification ● Introduction to game mechanics ● Activity - observe and note the mechanics of a couple of games <ul style="list-style-type: none"> ○ Review student responses ● Students reflect on how we can apply such mechanics to the classroom ● Consider the differences between gamification and more typical applications <ul style="list-style-type: none"> ○ Understand how the differences affect motivation ● Consider motivation <ul style="list-style-type: none"> ○ Kinds of motivation and how gamification can be used to increase motivation ○ introduce 'flow' ● Think about when to use, and when not to use gamification ● My implementation <ul style="list-style-type: none"> ○ individual, group and class status <ul style="list-style-type: none"> ■ related ranking system (help those that are lagging get extra points) ○ staggered rewards ○ cooperation in the classroom (more points for helping the disadvantaged - then it's the students' job to motivate each other) ○ Task orientated lessons <ul style="list-style-type: none"> ■ multiple routes to demonstrate that they can achieve the goal (if they're not good at speaking, they can write it on a piece of paper and hand it to the interlocutor etc.) ● Learning by teaching ● Appropriate content 	<p>PPT, PC, Projector, White board, Marker, Worksheet, Pen/Pencil</p>

Mechanics of _____

Goals:
Obstacles:
Rewards:

Mechanics of _____

Goals:
Obstacles:
Rewards:

How do we apply it to the classroom?



산곡중

Robert Hanes Glenn



American Folk Remedies



Objective: America was not always the modern, forward-moving, influential, powerhouse culture that most people *perceive* it to be. Much like other cultures and countries around the world, America and Americans started with humble beginnings. Humble in terms of food, agricultural and cooking practices. Humble in terms of travel and transportation. And humble in terms of healing methods and medicinal preparation. Many Americans still hold many of these humble roots and practices close to heart. Within this lesson, my intent is to:

- ◆ inform and educate teachers about early and current American healing practices.
- ◆ share and discuss lesser known (but proven and inexpensive) herbal remedies and concoctions.
- ◆ help teachers naturally heal and ease such conditions as gout, high blood pressure, motion sickness, upset stomach and common warts.
- ◆ pass on knowledge that I have been taught and have learned to others who may find it useful.

Essential Questions:



- ◆ What is a folk remedy? How are folk remedies used?
- ◆ Why are folk remedies not popular and/or looked down upon in mainstream media?
- ◆ What are the basic ways to prepare a folk remedy?
- ◆ Why is it important to take charge of your health?
- ◆ Why is it important to not wholly rely on the hospital or a doctor for your health and wellness?

Slide Summary:

1. **Folk Remedies Introduction:** Here, we will discuss the importance of taking charge of your health. Also, we will look into what folk remedies are and how they can be applied/taken medicinally.
2. **Folk Remedies as a Tradition:** In this part, we will talk about how folk remedies are passed on from generation to generation. We will also discuss positive and negative titles for practitioners of folk remedies.
3. **Folk Remedies:** In this section, we will discuss various natural folk remedies to help heal and ease certain ailments.
4. **Ginger:** How ginger can be used to help a variety of ailments from motion sickness, food poisoning, indigestion and upset stomach. Also, discuss how plants like pineapple, peppermint, papaya and apple have similar effects.
5. **Honey:** How honey can be used to heal wounds faster and as a disinfectant for cuts and scrapes.
6. **Clove:** Cloves are used as breath fresheners, oral analgesics, and contain antibacterial properties.
7. **White Willow Bark:** Many pharmaceutical companies derive aspirin from white willow bark. It can also be boiled into a tea for the same effects.
8. **Black Strap Molasses:** How blackstrap molasses is used to

lower blood pressure and how it replaces electrolytes more efficiently than sports drinks.

9. **Apple Cider Vinegar:** How raw, unfiltered ACV can be used in cases of food poisoning, disinfection, and removal of common warts.

10. **Black Cherry Juice Concentrate:** How BCJC is used in the treatment of gout and achy, sore joints.

11. **Mullein Leaf:** Mullein is an excellent expectorant. It is used in the removal of hard, stubborn phlegm from the lungs. Other expectorants such as basil, sage, licorice root and anise seed.

Materials: Powerpoint presentation, notes, paper, writing utensils, various herbs and home remedies.

Procedure:



- ◆ Greet teachers and participants; introduce the lesson.
- ◆ Engage teachers in discussion of folk remedies and ask of any they may be familiar with.
- ◆ Explain, review and identify vocabulary words within the presentation.
- ◆ Share and allow the teachers to taste, see and experience a

few herbs or remedies that may be strange/foreign to them.

- ◆ Answer and entertain any questions that may arise during and after the presentation.

American Historical Treasures: Coral Castle



Objective: America has many monuments, sites and historical attractions. These places serve to preserve certain aspects of American history, methods, experiences and stories from the past. To better assist with preservation, the U.S. Federal government instituted the National Register of Historic Places in 1966. This bureau serves to document and list all historical sites within the United States of America. One of the places listed on the historic register is a place called Coral Castle in Homestead, Florida. Although Coral Castle is not as old as many other sites across the U.S., it definitely ranks as one of the more mysterious sites on the register. Today, we will explore Coral Castle, the life of its sole builder and contemplate the methods he could have used to make such an awe inspiring structure. Within this lesson, my intent is to:

- ◆ inform and educate teachers about the existence of the U.S. National Register of Historic Places.
- ◆ share and discuss lesser known American tourist attractions.

- ♦ discuss possible/hypothetical building techniques of ancient civilizations including the ancient pyramids of Egypt, Mexico and China.
- ♦ explore the possibilities of what is and what is not possible.

Essential Questions:



- ♦ What is a tourist attraction? What makes certain tourist attractions more interesting than others?
- ♦ Why should countries and cultures preserve their historical treasures? What is the point? Why or why isn't it important?
- ♦ How were ancient civilizations (that were thought to be primitive) able to make such grand structures?
- ♦ What global tourist attractions would you like to visit? Have you visited?
- ♦ As the builder of Coral Castle made this structure out of a labor of love, what feats would you do/go through for your loved ones?

Slide Summary:



1. **The National Register of Historic Places:** Here, we will discuss the NRHP, when it was implemented, why and what purpose it serves.
2. **The Story of Ed Leedskalnin:** In this part of the presentation, we will briefly discuss the lone builder of Coral Castle including some of his accomplishments and the reason for him building this structure.
3. **The Construction of Coral Castle:** Here, we will discuss basic methods that Ed Leedskalnin used to build Coral Castle.
4. **The Mysteries of Coral Castle:** In this section, we will discuss the mystery that is Coral Castle. Ed used special techniques to build this magnificent place, but how did he do it?
5. **The Moving of Coral Castle:** Here we will explain how and why Ed decided to move this entire structure, stone by massive stone, to a location 30 miles north of its original location.
6. **How Did He Do It:** In this part, we will contemplate and discuss the theories of how Ed could have built his magnificent castle.
7. **The Death of Ed Leedskalnin:** We will talk about how Ed died and took the secrets of Coral Castle with him to the grave.
8. **A Documentary about Coral Castle:** If time remains, we will watch a documentary with Korean subtitles so the teachers can

better understand the story of Ed Leedskalnin and his Coral Castle. If not, the teachers will receive the link and can watch the video on their own time.

Materials: Powerpoint presentation, notes, paper, writing utensils.

Procedure:



- ◆ Greet teachers and participants; introduce the lesson.
- ◆ Engage teachers in discussion about historical preservation and tourist attractions.
- ◆ Explain and discuss the mysteries and marvels of ancient architecture to teachers so that they will have a better understanding of Coral Castle.
- ◆ Review the presentation and (if time allows) documentary.
- ◆ Discussion afterwards.

Assessment:

- ◆ How do you think Ed created Coral Castle?
- ◆ Are people who are considered crazy always crazy? Or could they just be misunderstood?
- ◆ What are some of your favorite tourists spots around the globe?



삼산중

Alischa Janse



LESSON PLAN FOR THE 2013 SUMMER

ENGLISH TEACHERS INSERVICE

TRAINING PROGRAM

Trainer: Alischa Janse

Training Dates: Tuesday July 23rd
Wednesday July 24th

Venue: Samsan Middle School

Materials: PPT, paper, bowl, game folder, kwaito song, class stopwatch and students writing paper.

<p><u>Introduction</u></p>	<p>Greet everyone and introduce myself. After my greeting I will have the learners introduce themselves by telling me their names and anything about themselves they are willing to share.</p> <p>After the introductions, I will tell the learners what we will be doing today. For the first hour I will tell them about myself and my country. As an activity I would like them to ask me questions and we can discuss them.</p> <p>For the second hour I will tell them about Education in my country. As an activity I would like them to ask me questions and then we can discuss how education differs in my country and Korea.</p> <p>For the final hour I will show them some of the games and activities I have done with my students over the years.</p>
<p><u>Lesson 1</u></p>	<p>To start the lesson I will show the learners the PPT I prepared about my country. First I will tell the learners a little more about my family and about myself. Next I will tell them about where I am from. I am from Cape Town, South Africa and I will tell them more about that. I will show the students pictures of my home town and tell them what Cape Town is most popular for. I will tell them about the mountains and scenery and the wonderful beaches that can be visited.</p> <p>Next I will tell the learners about South Africa, the rainbow nation. I will ask the learners if they know why South Africa is called the rainbow nation. Then afterwards I will explain it and show the learners an image of some South Africans. South Africans all</p>

look different. We are a mix race of people and have many cultures and languages.

Next I will tell the students about the past South African president and current president. As a conversation question I will ask the students what they know and think about Nelson Mandela. I will ask the students whether they heard or know about the new South African president.

The next slide of the PPT will show some of South Africa's most popular exports. I will explain the images to the students.

I will explain to the learners that many South African wines can be found in Korea. They are really good and perhaps they can try some.

The next slide shows a few South African sports. I will ask the learners whether they know any of them. I will then continue naming and explaining them to the learners.

The next slide shows the different modes of transport in South Africa. I will explain each one to the learners. We have cars and air planes. Our taxis are very different to the taxis in Korea. Our taxis are called mini buses and hold a total of 15 people. We do have the car taxis but they are very expensive and found only at airports or hotels or the big cities. South Africa does not have a subway system. We have trains. I will explain in more detail about the advantages and disadvantages of the taxis, buses and trains in South Africa.

The next slide is about singers in South Africa. I

will explain to the learners that in South Africa we have various types of music. But in South Africa we have a specific type that is unique only to South Africa which is called Kwaito. I will introduce the singers to the students and explain the genre of music each plays. I will play one kwaito song for the learners to listen to then have them tell me their opinion.

The next slide shows the type of meat we eat in South Africa. I will name them and tell the students a little more about them. Then the next slide shows the dishes we make with the meat in the previous slide.

The next slide shows a dish called Potjie Kos. I will explain the dish to the students. Its one of our traditional foods. It's pretty easy to make but the equipment to make the dish is found in South Africa. To make Potjie Kos we need a big pot to put on a fire that is made in the back yard. In the pot goes vegetables and meat. It is cooked outside on the fire. When it's done we eat it with rice. Potjie kos can be beef potjie kos, chicken potjie kos, lamb potjie kos, seafood potjie kos or vegetarian potjie kos.

The next slide shows Christmas time in South Africa. When it is Christmas in South Africa, it is usually hot. We decorate our homes inside and out a few days before Christmas. We have Christmas trees and on Christmas day we have a huge family lunch. Christmas day is a family day so in my family we all go to my parents' home and have

lunch there and spend the day with family. The next slide shows the food we eat on Christmas day. I will name and explain them all. In our home it's a tradition to have everyone sit around the table. We have champagne and my father makes a toast. Then we eat. And we eat a lot.

The next two slides show the food and desserts we have in South Africa. I will name and explain them all. Many of them are the traditional foods and desserts.

When the PPT presentation is over, I will tell the students to prepare a few questions for me or about South Africa or discussion points. I will give them a few minutes to prepare there questions. When they are done they can place their questions in a bowl and I will answer them. The questions can stay anonymous.

I will answer all the questions. When I'm done, we can begin with the next lesson which is Education in South Africa.

Lesson 2

I will start the PPT presentation on Education in South Africa. The first slide shows images of schools in South Africa. I will explain the images and explain why they are all so different.

The next slide introduces the type of schools in South Africa. I will explain to the learners that we only have Primary and High school. We don't have middle school in my country. The images in the PPT are my ex primary and high school. I will explain that the students in High Schools are aged

	<p>14 to 18. I will explain the school system of both.</p> <p>The next slide shows the school uniforms and school fees. I will explain to the learners the school uniforms worn in school, what is allowed and what is not allowed. I will explain that depending on which school it is, school fees can be pretty expensive. Especially with private schools. The next slide introduces public and private schools. I will explain the difference to the learners. I will explain with the use of examples from my experience as a learner and teacher in the schools. I will tell the learners about the sports events, extracurricular activities and so forth, that occurs in South African schools.</p> <p>The next slide is about violence that occurs in schools. I will explain the meaning behind the images I chose and the recent statistics concerning violence in schools. I will tell the learners some stories of violence that I experienced in schools and stories that my nephew and nieces have told me.</p> <p>This concludes the PPT on Education in South Africa. Now I would like the learners to write questions or discussion points they have about Education in South Africa. I will give them time to write their questions. Once they are done, they should place their questions in the bowl and I will choose and answer them. The questions can remain anonymous.</p> <p>After the question and answer session, we will start the next lesson.</p>
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Lesson 3

The next lesson is about the type of games and activities I play with the students and the rules I instill in the classroom.

First I will show the learners the stopwatch. I will explain that when the bell rings for the start of class I have the clock displayed on the white screen or television. The clock is important because I only start the clock when all the students have arrived and they are all quiet. During the class period, when the students are noisy I pause the clock and wait for some quiet. Once they are quiet I will continue the clock again. The students all know that they cannot leave class until the clock is over. The clock is effective in that the students come to class early so we can start early and they can leave on time. It's also effective in the fact that the students want to leave on time so they are not rowdy in class and keep the rowdy ones under control.

The next activity I used when teaching Descriptive Adjectives. I prepared a PPT on the different vocabulary we use when describing people. Then afterwards I have the students describe the images to me that they see using the new vocabulary they learnt.

Then as a fun activity I have one person stand in the back of the class and the rest of the students have to turn and face the student in the back of the classroom. The standing student is the only student who can look at the screen and it's his or her job to describe the person on the screen. The seated students have to draw what the standing student

says. This lesson is lots of fun because sometimes it's the image of a famous person and the drawings the seated students draw can be very funny.

The next activity I did with my students is about Jobs. The first one is a Quiz I did with the first grade students at school. I divided them into teams and I gave each team a board. They had to look at the image on the screen and write the correct spelling of the job they see. If it is correct they have to tell me what that person does. They get a point for the correct answer. The team with the most points gets a prize.

The second Job game I played with the third grade students. I divided them into teams and gave each team a board, marker and eraser. I would show 2 clues and the students had to guess the job. They had to write the job and what the person does. For each correct answer a point is given. The team with the most points wins the game and gets a prize.

The next game I play I usually do as a Review activity. In this case it is Lesson 4 review Bingo. I used all the vocabulary and phrases from Lesson 4 and had students read them out loud and tell me about them. Then gave them the bingo sheet and told them to choose only 36 words and write it on their bingo sheet. Next I show them the bowl in which all the bingo words are in. I choose one and say it and students have to make an X on their sheet if they have the word. The winner is someone who has 5 bingo. Once they have 5 bingo they should come to me and get their prizes which is limited.

Only 8 students can get a prize. It's really competitive and fun. I love it when the students repeat the word I say in a loud voice. Another review game is a Quiz show. I played this with my second grade students. They enjoyed it. The game is similar to Jeopardy. All the questions I prepared are related to the work the students did in class. They enjoyed it. Especially when a team lost points.

An activity I like to do when learning phrases are concerned is called Disappearing Dialogue. I have students remember the dialogue. I give them time to memorize it. They cannot write it down. The next slide I show is of the same dialogue with some words missing. The student has to read the whole dialogue from memory. If it is correct they get candy or chocolate. If the dialogue is too long or difficult then I have students read the dialogue in pairs.

An activity I had students do once was a writing activity. It was after exam time so we had no lessons to teach. As a lesson I had students name different genres of movies like fantasy, action, romance and so forth and then give me examples of movies in those specific genres. Then I divided the students into groups. I told them to choose a genre. Once they chose a genre I told them that in their groups they have to write a story about anything but it must be in the genre they chose. Next I give them an envelope and in the envelope are 5 words. Those 5 words have to be in the story. The group with the best story gets a prize.

The stories the students created were good and some were out of this world. They were very creative.

Another game I played with students after exam time was about Logos and Slogans. As a lesson I introduced the vocabulary of logo and slogan. I explained it to them with the use of pictures of the Nike logo and slogan and McDonald's logo and slogan. In this way the students understood the lesson.

Next I divided them into teams. I told them they have to guess the logo. Each correct answer gets a point for the team. The students enjoyed it and so did I.

The next game I played recently with the second grade students. It was just before exam time and I wanted to review the work we did in class. So I played Mario Classroom Blast. All the questions were based on the work we did in lesson 4, 5 and 6. I divided them into teams. I explained the rules to them and then we started the game. The students enjoyed it when a team lost their points or when a team lost all their points. There were times when they answered the questions correctly but then had to choose one box from 3. It was very stressful because if they chose the wrong one then they could lose points.

The students enjoyed it.

That's a few of the games and activities I have done with students over the years.

Now it's question time. I will ask learners to ask me

<p><u>Ending</u></p>	<p>questions or even give me input about games and activities.</p> <p>We can end class with some free talking.</p>
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인천상정중

Kaitlin Gallup



Lesson Title: Finding the Perfect job

Teacher Camp Period: 4

Teacher: Kaitlin Gallup

Lesson Focus: Teaching/reviewing the gerund in a fun and interesting way

Objectives:

- Students will be able to listen to a video, recognize words and fill in the blanks
- Students will be able to ask and answer questions using the gerund/-ing form.
- Students will write one sentence about why they like or dislike a chosen job using the gerund/-ing form.

Key Expressions:

1. Yes I like _____ing.
2. No I don't like _____ing.
3. Do you enjoy _____ing?
4. I enjoy ___ing
5. I don't mind _____ing
6. I dislike _____ing
7. I avoid ___ing.

Materials:

- Vocab PPT
- Vocab video
- Worksheets

Procedure:

1. Greet class.
 - A. Talk about me (5min)
 - i. Where I work
 - ii. Where I'm from
 1. Show ppt of where I'm from
 - iii. Previous experience teaching English
 - B. Talk about purpose of these classes (5 min)
 - i. Provide examples of specific and non-specific activities that they can use in their own classes
 - ii. I will try to point out the materials I used to make each activity and will give plenty of time for questions
2. Introduction of this class (5 min)
 - A. Talking about the gerund.
 - i. Primary activity will be a game using the gerund
 - ii. Secondary activities will include a video created using photostory and a small discussion at the end of class
 - B. Outline of how the class will proceed
 - i. Introductory video and cloze
 - ii. Game
 - iii. Discussion

3. Video – Made using a program called photostory (5 min)
 - A. Listen to video
 - B. Fill in cloze activity
4. Gerund (5 min)
 - A. What is it?
 - B. How is it used?
5. Game (15min)
 - A. Directions
 - i. Find partner
 - ii. Ask partner the question
 - iii. Circle all of their answers
 - B. Complete the game
 - C. Go over all the answers
6. In a small group, tell them your job and say why it does/doesn't fit you (5 min)
7. Play phone game or another created game if there is extra time at the end.

The Job For You

Do you enjoy . . .	helping people?	helping animals?	traveling ?	being outside?	going to bed late?	being pretty?	having money?	meeting new people?	#
1.	Yes	No	No	No	Yes	No	Yes	Yes	
2.	Yes	No	No	No	No	No	No	Yes	
3.	No	No	Yes	No	No	Yes	Yes	Yes	
4.	No	No	Yes	No	Yes	Yes	Yes	Yes	
5.	Yes	No	Yes	No	Yes	Yes	No	Yes	
6.	Yes	No	No	Yes	Yes	No	No	Yes	
7.	Yes	No	Yes	No	Yes	No	No	Yes	
8.	No	Yes	No	Yes	No	No	No	No	
9.	No	No	Yes	No	No	No	Yes	Yes	
10.	Yes	No	No	No	Yes	No	No	Yes	
11.	No	No	Yes	Yes	Yes	No	Yes	No	

My job is _____.

Is this the right job for you?

Cloze Exercise

Please fill in the blanks:

A: *Kaitlin, why are you a _____?*

B: I am a _____ because _____ is fun! I enjoy _____ students. I _____ working hard.

A: *Why aren't you a _____?*

B: I dislike _____. I _____ going to the _____.

Cloze Exercise

Please fill in the blanks:

A: *Kaitlin, why are you a _____?*

B: I am a _____ because _____ is fun! I enjoy _____ students. I _____ working hard.

A: *Why aren't you a _____?*

B: I dislike _____. I _____ going to the _____.

Cloze Exercise

Please fill in the blanks:

A: *Kaitlin, why are you a _____?*

B: I am a _____ because _____ is fun! I enjoy _____ students. I _____ working hard.

A: *Why aren't you a _____?*

B: I dislike _____. I _____ going to the _____.

Lesson Title: Traveling the World

Teacher Camp Period: 5

Teacher: Kaitlin Gallup

Lesson Focus: Travel – learning about the world

Objectives:

- Students will be able to identify different parts of the world (continents, countries, oceans)
- Students will talk about where they have been and where they want to go in the world.
- Students will share one fact they know about the world.

Key Expressions:

1. I have been to...
2. I liked, I enjoyed
3. I didn't like, I didn't enjoy
4. I would like to go to... because...
5. An interesting fact is....

Materials:

- Vocab PPT
- Vocab video
- Worksheets

Procedure:

1. Greeting (3 min)
 - A. How was your break?
2. Introduce new topic (10 min)
 - A. The world and travel
 - B. Show video (5 Min) <https://www.youtube.com/watch?v=UGnrT0F-Igs>
 - C. Layout of class
 - i. Practice identifying different countries
 - ii. Learn answers
 - iii. Talk about where we have traveled
 - iv. Talk about where we would like to travel
 - v. An interesting fact we know about the world, another country, etc
3. Practice game – identifying the continents/countries (5 min)
4. Go over answers (5 min)
5. Discussion time (10 min)
 - A. Where have you traveled?
 - i. What did you like?
 - ii. What didn't you
 - B. Where would you like to travel?
 - i. Why?
 - C. What is one interesting fact you know about one country, the world, etc?
6. Share answers with the big group (7 min)
7. Play fun game about previously learned knowledge (15 min)

MAP OF THE WORLD

The map is titled "MAP OF THE WORLD" and is divided into three main sections: CONTINENTS, OCEANS, and COUNTRIES. Each section has a list of names with arrows pointing to the corresponding geographical features on the map. Some areas on the map are marked with question marks, indicating they are to be identified.

--CONTINENTS--

- North America / South America
- Europe / Africa / Australia
- Antarctica / Asia

--OCEANS--

- Pacific Ocean
- Indian Ocean
- Atlantic Ocean

--COUNTRIES--

- U.S.A / Canada / Brazil / Chile
- Thailand / India / Japan
- New Zealand / England / Spain

Discussion Questions

What countries have you visited?/Where have you traveled?

Where would you like to travel?

Discussion Questions

What countries have you visited?/Where have you traveled?

Where would you like to travel?

Lesson Title: Zodiac Signs

Teacher Camp Period: 6

Teacher: Kaitlin Gallup

Lesson Focus: Discussion about Zodiac

Objectives:

- Students will ask and answer questions to reconstruct their Zodiac signs sheet.
- Students will discuss how their Zodiac signs apply to them.
- Student will understand and answer questions about horoscopes.
- Students will make their own horoscopes.

Key Expressions:

1. What is the name of the sign that starts “friend and gentle?”
2. What is the name of the sign that is November 22-December 21st?
3. What are the bad parts (cons) of being a Virgo?
4. Today is a(n) _____.
5. Dates and sign names

Materials:

- Vocab PPT
- Listening worksheet
- Listening Text
- Zodiac meanings









Procedure:








1. Greeting
 - A. How was your break?
2. Introduce new topic
 - A. The Zodiac
 - B. Layout of class (3 min)
 - i. Learn about the zodiac.
 - ii. Ask and answer questions to fill in sign worksheet.
 1. Use vocabulary sheet for words I need
 - iii. Discuss how your zodiac sign applies to you with a group.
 - iv. Talk about horoscopes. Answer questions about horoscopes.
 - v. Create your own horoscopes as a group.
3. Activate previous knowledge about topic (5 min)
 - A. What do you know about the zodiac/astrology?
 - B. Do you think it can tell the future?
4. Basic overview of Zodiac (8 min)
 - A. Hand out sheets
 - B. Have them ask and answer questions from their partner to finish their sheets
5. Discussion (10 min)
 - A. How does your Zodiac sign apply to you
6. What is a horoscope? (10 min)
 - A. Introduce horoscope

- B. Read horoscopes and answer questions
7. Make your own horoscopes (15 min)
 - A. Work in groups to make horoscopes.
8. Share horoscopes with the class (it time permits)

Impulsive	/ɪm'pʌl.sɪv/	<i>To do something suddenly without considering the result. “Don’t be so impulsive – think before you act.”</i>
Eloquent	/'el.ə.kwɒnt/	<i>Well spoken - “She is a very eloquent speaker.”</i>
Inquisitive	/ɪn'kwɪz.ɪ.tɪv/	<i>Curious</i>
Pompous	/'pɒm.pəs/	<i>“Too serious and full of importance.”</i>
Meticulous	/mə'tɪk.jʊ.ləs/	<i>“Very careful”</i>
Gullible	/'gʌl.ə.bl__/	<i>Innocent, trusting, easy to fool – “Don’t be so gullible, it was only a joke.”</i>
Intuitive	/ɪn'tju:.ɪ.tɪv/	<i>“Someone who knows something because of feelings rather than facts or proof.”</i>
Jovial	/'dʒəʊ.vi.əl/	<i>“Friendly and in a good mood.” – “He seemed a very jovial man.”</i>
Miserly	/'maɪ.zəl.i/	<i>Mean, miserable, tight with money.</i>

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<p>Partner A</p> <p>Aries </p>	<p>March 21 - April 20</p>	<p>Taurus </p>	<p>Gemini </p>	<p>Cancer </p>	<p>Leo </p>	<p>Virgo </p>
<p>Selfish and quick-tempered Impulsive and impatient Reckless and daredevil</p>	<p>Patient and reliable Warmhearted and loving Persistent and determined Calm and security loving</p>	<p>Adaptable Communicative and witty Intellectual and eloquent Youthful and lively</p>	<p>Emotional and loving Imaginative Smart and cautious Protective and sympathetic</p>	<p>Generous and warmhearted Creative and enthusiastic Open-minded Faithful and loving</p>	<p>Modest and shy Meticulous and reliable Practical and diligent Intelligent and analytical</p>	<p>Fussy and a worrier Overcritical and harsh Perfectionist and conservative</p>
<p>Libra </p>	<p>Sept 23 - October 22</p>	<p>Scorpio </p>	<p>Sagittarius </p>	<p>Capricorn </p>	<p>Jan 20 - Feb 18</p>	<p>Pisces </p>
<p>Diplomatic and cultured Romantic and charming Easygoing and sociable Idealistic and peaceable</p>	<p>Determined and forceful Emotional and intuitive Powerful and passionate Exciting and attractive</p>	<p>Optimistic and free Jovial and good-humored Honest and straightforward Intellectual and philosophical</p>	<p>Changeable and moody Overemotional and touchy Unable to let go</p>	<p>Friendly and gentle Honest and loyal Original and inventive Independent and intellectual</p>	<p>Idealistic Secretive and vague Weak-willed and easily led</p>	<p>Jealous and resentful Compulsive and obsessive Secretive and stubborn</p>

Aries  Partner B	Taurus 	Gemini 	Cancer 	Leo 	Virgo 
Adventurous and energetic Original and courageous Enthusiastic and confident Active and quick-witted	Patient and reliable Warmhearted and loving Persistent and determined Calm and security loving	Adaptable Communicative and witty Intellectual and eloquent Youthful and lively	Emotional and loving Imaginative Smart and cautious Protective and sympathetic	Generous and warmhearted Creative and enthusiastic Open-minded Faithful and loving	August 23 - Sep 22
Selfish and quick-tempered Impulsive and impatient Reckless and daredevil		Nervous and tense Inconsistent Cunning and inquisitive		Pompous and superior Bossy and interfering Inflexible and intolerant	Fussy and a worrier Overcritical and harsh Perfectionist and conservative
	Scorpio 		Capricorn 	Aquarius 	
Sept 23 - October 22 Diplomatic and cultured Romantic and charming Easygoing and sociable Idealistic and peaceable	Oct 23 - Nov 21 Jealous and resentful Compulsive and obsessive Secretive and stubborn	Nov 22 - Dec 21 Optimistic and free Jovial and good-humored Honest and straightforward Intellectual and philosophical	Dec 22 - Jan 19 Practical and careful Ambitious and disciplined Patient Humorous and reserved	Jan 20 - Feb 18 Stubborn and contrary Wicked and unpredictable Unemotional and detached	Feb 19 - March 20 Imaginative and sensitive Compassionate and kind Selfless and unworldly Sympathetic
Indecisive and changeable Gullible and easily influenced Playful and self-indulgent		Blindly optimistic, careless and restless. Irresponsible and superficial			Idealistic Secretive and vague Weak-willed and easily led

Astrological Forecasts for 07/23/2013

By Linda Black

Aries (March 21-April 19): Today is a 7 -- Good change occurs. Stay close to home and learn a new skill or trick. Then make time for romance. Concentrate on helping others and you will help yourself. Don't judge people today.

Taurus (April 20-May 20): Today is an 8 – Try harder, and do more good work. Think about trips carefully. Avoid spending money; costs are higher than you thought. You will be very creative today, but try to focus on your job. Try to help someone.

Gemini (May 21-June 20): Today is a 9 -- Your solid plans to help people make you seem nice. Your romantic partner will surprise you. Good things are worth the wait. Love is all you need, and it's everywhere.

Cancer (June 21-July 22): Today is a 9 – There will be many changes today, more than you expected. Life starts to make sense. Receive helpful advice from a faraway friend, and think about different choices. Don't make any choices with money.

Leo (July 23-Aug. 22): Today is a 7 -- Delay a meeting and avoid risks or bad things today. Your luck improves a lot. You don't have to explain it. Don't make a loved one angry.

Virgo (Aug. 23-Sept. 22): Today is an 8 -- You choose the way your day will go. Make new friends. Start to think about changing yourself. List changes you'd like to make. You're very pretty/handsome now.

Libra (Sept. 23-Oct. 22): Today is an 8 – Look at how you are doing now. Try to help others. Study more. Think carefully about trips because your plans could change. Get as much information as you can.

Scorpio (Oct. 23-Nov. 21): Today is a 9 – Think carefully about everything. Look for things to sell. New technology helps you do better at work. You'll do well if you are polite, and paying attention. Some ideas don't seem to work. Try harder. You're surrounded by love.

Sagittarius (Nov. 22-Dec. 21): Today is an 8 -- Details seem extra fun, and that's good, as there are many details. Your teammates can do what you can't, even if you don't think the same. Share your own creative ideas. Move fast.

Capricorn (Dec. 22-Jan. 19): Today is a 9 – Work hard at work. Talk to your coworkers about a problem. It was right there all the time! Romance the situation. Start by finishing an old project.

Aquarius (Jan. 20-Feb. 18): Today is a 9 – You will do well today. Practice with your tools. Spend money carefully and look for good values. Get an unexpected money bonus, but don't go shopping right away. Call if you'll be late.

Pisces (Feb. 19-March 20): Today is an 8 -- Finish old business. Weed a garden, or do another outdoor activity. Your work is good. Think good thoughts along with getting new responsibilities. You know what to do, and everyone is really nice.

Name: _____ Date: _____

Newspaper Unit - Horoscopes - Writing

Now its time to make horoscopes! You may work alone or you may work in a group. You have to do one for each of the 12 signs, including the dates, number and predictions (2 sentences). You should put the signs in this form:

Sign Dates

Today is a _____. Horoscope.... this part should be at least 2 sentences long

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

_____ (_____ - _____)

Today is a _____.

10

청천중

Nicholas Alexander Perry



Unit	English Teachers Class	Period	N/A
Date	July 22 + 24, 2013		
Class	English Teachers		
Aims	<ul style="list-style-type: none"> - to practice aspects of pronunciation and the teaching thereof - to practice summarizing and speaking English content - to discuss ideas related to language acquisition for students - to learn about the history of English and how it pertains to language study - to discuss tips on how to better understand the English language 		
Step	Procedure	Teaching Materials	
Introduction (5 minutes)	<ul style="list-style-type: none"> - Hello, everyone. My name is Nick Perry. (Teacher explains his background) - Have any of you ever been to an English speaking country? (Elicits responses from the Ss. Follows up with more questions) - How long were you there? Were you a student? Etc. (Teacher explains the plan for the day) 	- PPT	

<p>1st Period (45 minutes)</p>	<ul style="list-style-type: none"> - We're going to start today by playing a few games. These will be good games to play with your students later, and they will also loosen up some anxiety you may have about speaking English today. - TABOO - The first game that you may or may not be familiar with is Taboo. It is a fun game that allows a pair or multiple people to speak, listen, and comprehend. - The first variation I'm going to show you is very simple Taboo. I usually set up a time limit of a minute or two. One person will be speaking. Another person or a group of people will be the people listening and guessing. One word will show up on the screen, and it is <i>taboo</i> to say the word. So saying it will give you no points. The goal is for the speaker to have someone guess what the word is without saying the word. Let's try a few times. (Plays two rounds of the game with 4 total Ss) - So this variation is good with low level students that have a limited vocabulary. They may have to just use one word at a time like "yellow" for "banana". Soon they'll start using multiple words to convey ideas like "animal runs fast" for "cheetah" or something similar. - Okay now I want to play a slightly more difficult variation of the game. In this one, there are 	<p>- PPT</p>
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1	<p>multiple <i>taboo</i> words that the speaker cannot say, and this makes it necessary to think hard about different words that are need to reach the goal in an indirect way. This version usually requires longer phrases and sentences to work. Let's try this one a few times.</p> <p>(Plays two more rounds with 4 more Ss)</p> <p>As you can see the speaker has to think more about what to say and it's sometimes a struggle to not say the <i>taboo</i> words.</p> <p>- FUNGLISH</p> <p>- This is another game where someone is trying to elicit an oral response from a teammate. This time, the main participant is silent throughout. In front of him or her is a collection of different adjectives. On the blackboard/whiteboard are three categories: DEFINITELY, MAYBE, and NOT. Again, the student is given a word to convey. He or she must use the cards with different adjectives and put them on the board under the right category until a teammate can guess what the word is. I usually put a time limit of two minutes or so. Let's try a few rounds.</p> <p>(Plays two rounds with 4 Ss)</p> <p>Variations in the game include putting the Korean definition on the card with the English adjective for lower levels. The answers still must be in English though.</p>	<p>- PPT</p> <p>- Adjective cards</p> <p>- Whiteboard/ blackboard</p>
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<p>1</p>	<p>- RECREATE THE POSE</p> <p>- This game is wonderful because it allows for kinesthetic learning. It gives the students a chance to get up and out of their seats. It's also a very fun game to watch, so it's enjoyable for the entire class.</p> <p>- The class is divided up into teams of five students. One group will go at a time. Starting with the first group, and then moving around the room so every group has an opportunity.</p> <p>On a group's turn, they will choose one person to be the speaker. The other four will all wear blindfolds. They will come to the front of the classroom. They choose a category and score to try for. An image will show up on the screen with four people in different poses. The goal is for the speaker to tell his teammates how to move to make it look like the image. They have two minutes until the time is up. Then the teacher is the judge on whether they look enough like the picture or not, or if they deserve a partial score.</p> <p>Let's try this one.</p> <p>(Plays a few rounds)</p> <p>Okay, great. I hope you all enjoyed these games and can use them in your classes. Let's take a short ten minute break.</p>	<p>- PPT</p> <p>- Blindfolds</p>
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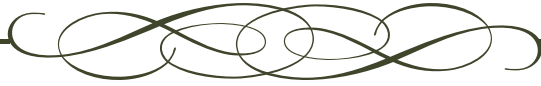
<p>2nd Period (50 minutes)</p>	<p>- ARTICLE ACTIVITY</p> <p>- To start the second hour, we're going to do a comprehension and speaking activity. First, I'd like to divide the class up into four groups. Each group is going to receive an article I printed out. What I want from you is to read the article, understand the article, and then summarize the article for me in five sentences or less. So, in your own words, what is the article all about? I'll give you 15 minutes.</p> <p>(15 minute timer, teacher walks around to observe and help if necessary)</p> <p>Okay, choose one person to give us your group's summary, and let's hear the news.</p> <p>(Every group gives their article summary)</p> <p>Well done, everyone. I like this activity because comprehension is the most significant part of language learning. I'd like to show you a good website for doing similar comprehension exercises with your students.</p> <p>(Teacher shows and discusses the following website: Breaking News English http://www.breakingnewsenglish.com/1307/130711-alphabet.html)</p> <p>- PRONUNCIATION DISCUSSION</p> <p>- Okay, so now I'd like to talk to you about the</p>	<p>- PPT</p> <p>- New articles</p> <p>- Scrap paper (if needed)</p>
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<p>2</p>	<p>importance of good pronunciation. I'm going to give you some website and some tips about how to better yours and your students' pronunciation.</p> <p>(Teacher will then go into detail and discuss the following websites: Phonetics, the sounds of English http://www.uiowa.edu/~acadtech/phonetics/# Englishee.com http://englishee.com/home.html Livemocha http://livemocha.com/ Wiktionary http://www.wiktionary.org/)</p> <p>Okay, let's take another ten minute break and get ready for our last hour.</p>	<p>- PPT - Internet</p>
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<p>3rd Period (50 minutes)</p>	<p>- HISTORY OF ENGLISH</p> <p>- For the last hour I'm going to talk to you about the history of English. I have a video that's divided into ten one-minute sections. We're going to watch one minute at a time, and then I'm going to go into a little more detail. The speaker in the video is using an English accent and sometimes talks a little fast. I'm hoping you can get the gist of what he's saying, but don't worry because I will help explain everything more. Let us begin.</p> <p>Video: http://www.youtube.com/watch?v=rexKqvgPVuA</p> <p>- PART 1: The First Anglo-Saxons (Teacher will go into details dealing with the following subjects: Romans, Angles, Saxons, Jutes, Vikings, Latin missionaries, days of the week)</p> <p>- PART 2: The Norman Conquest of Britain (Teacher will go into details dealing with the following subjects: the Norman invasion, the French nobles, the English commoners, names of food)</p> <p>- PART 3: Shakespeare (Teacher will go into details dealing with the following subjects: Shakespeare, entertainment, catch-phrases, idiomatic phrases)</p> <p>- PART 4: King James Bible (Teacher will go into details dealing with the following subjects: the Church of England,</p>	<p>- PPT - Internet</p>
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<p>3</p>	<p>metaphor and morality, the King James bible)</p> <p>- PART 5: Science (Teacher will go into details dealing with the following subjects: 17th century scientists, the significance of Latin and derived words)</p> <p>- PART 6: The British Empire (Teacher will go into details dealing with the following subjects: British colonization, the expansion of the English language, the adoption of native words into the English language)</p> <p>- PART 7: Standardization (Teacher will go into details dealing with the following subjects: lexicography, the standardization of spelling, the significance of a modern standard)</p> <p>- PART 8: American English (Teacher will go into details dealing with the following subjects: borrowing from the Native Americans, the divergence into separate American and British dialects, the Dutch and Germans)</p> <p>- PART 9: Internet English (Teacher will go into details dealing with the following subjects: internet English typing and shortening, the adoption of new words into lexicon)</p> <p>- PART 10: Global English (Teacher will go into details dealing with the</p>	
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3	<p>following subjects: sound correlation, the significance of English on a global scale, the future of English and other languages in the world)</p> <p>- CLOSING</p> <p>I believe it's important to know the roots and beginnings of English to better understand how it is used today. The derivations, adaptations, and adoptions from different languages is what makes English so rich. It is also what makes it ultimately so difficult.</p> <p>Do you have any questions or comments that you would like to address about the video or anything that I had to add in between? (Q&A between teachers and students)</p> <p>Thank you all for listening.</p>	
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2013

Summer English Teachers In-Service Training Program

지도하신 분

인천광역시북부교육지원청

교육지원국장

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인천광역시북부교육지원청

교수학습지원과장

정 정 호

편집하신 분

인천광역시북부교육지원청

장 학 사

노 송 성

발행일	2013년 7월 18일 인쇄
	2013년 7월 18일 발행
발행인	인천광역시북부교육지원청 교육장 남 기 종
발행처	인천광역시북부교육지원청
	인천시 부평구 부평문화로53번길 35(부평동 542-83)
	TEL 032.524.9631~6 FAX 032.529.0944~5