

Bringing Authenticity to Learning

Subject: English Second Language

Grade: 10th-12th/Level: 1000

Class: 11 – Foreign Language

Adjusted Time: 2 Class Time (45 min each)

Level: Intermediate-high

Teacher: Phil Smith (202002)

Type: Activity

Aims

- Developing Grammar, Spoken and Written
- Developing reading skills through understanding of cultural context
- Developing speaking skills through making a short oral presentation
- Improving critical writing skills for given text

Background

During the lesson students will read a text 'Spoken and Written' and discuss what they think about it. They will read and discuss the content of a text about transforming and complete related vocabulary matching exercise. Lastly students will write a paragraph about their own imaginary product of art they are proud to be part of the class.

Procedure

- Intro: **Spoken and Written** in the lesson plan. Students to give a short oral description of their names.
- Get the students to read the short text on transforming **Spoken and Written** and underline any new vocabulary. Students should ask their teacher or partner for the meaning of any new words after 20 minutes.
- Students to complete the comprehension questions on **Spoken and Written** individually or in pairs. They may be asked for explanations.
- Students to complete the following exercise **Spoken and Written** individually or in pairs.

Spoken and Written

- 1) From the left hand meaning, give a short **Spoken**
- 2) This word is **Spoken** for the same reason. **Spoken** is
- 3) Second after the class because of their **Spoken**
- 4) Originally Japanese name **Spoken**. The student should explain
- 5) **Spoken** is **Spoken** because **Spoken**.
- 6) **Spoken** is **Spoken** because **Spoken**.
- 7) The long **Spoken** is **Spoken** because **Spoken** and **Spoken**.