1. Date: Mar. 17, 2015
2. Class: 3-C, D, G (Level: Intermediate.)
3. Subject & Textbook (Teaching material): READING (4 units)
   *ELEMENT* English Reading READING SKILLS BASED
   Lesson 7 "What a Successful Reader Needs"
4. Aims of this lesson: The students will
   1. be able to understand the content and make use of the suggestions the author makes in the students’ reading.
   2. be able to read the article finding the TOPIC SENTENCE or the examples of illustration & enumeration
   3. develop their reading skills by confirming the structure pf the article and how the author organize each paragraph.
5. Evaluation criteria of this lesson:
   1. Interest, willingness, and a positive attitude towards communicating in English
      1. to participate actively in language activities (reading aloud, pair work)
      2. to try to answer the questions about the content in a pair work
   2. Ability to express themselves (oneself) in English
      1. to be able to speak (write) accurately about their thoughts and ideas
   3. Ability to understand English
      1. to be able to read (listen to) and understand information accurately
      2. to answer the structure or organization of each paragraph
   4. Knowledge and understanding of language and culture
      1. Appropriate knowledge of English grammar, usage, and words.
      2. finding the TOPIC SENTENCE or the examples of illustration & enumeration
6. Allotment:
   1st period       Introduction to the new story (Brainstorming, Keyword Checker)
   2nd period       p.40 paragraph 1 ~ 2
   3rd period       p.40 paragraph 3 ~ 4
   4th period (this lesson) p.41 paragraph 5
   5th period       p.41 paragraph 6 ~ p.42 (Comprehension)
   6th Period       p.43 (Comprehension) p.44 Vocabulary & Useful Expressions
7. Possible problems and solutions for this lesson
   Possible Problems: Students could stop discussing or sharing their answers and ideas.
   Solutions: I walk around the classroom to talk with or advise slow learning students.
<table>
<thead>
<tr>
<th>Procedure (time)</th>
<th>Students' Activities</th>
<th>Teachers' Assistance or Teacher's Activities &amp; Teaching Points</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>(Greeting)</td>
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<tr>
<td>Warm Up (5 min.)</td>
<td>Review: Which is the topic sentence in para. 1-4?</td>
<td>have them pay attention to Discourse Markers that they have studied</td>
<td>(3)(4) (4)(2)</td>
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<tr>
<td>Introduction to / of today's material (8 min.)</td>
<td>Practice pronunciations and choose their answers with a partner in a vocabulary worksheet</td>
<td>have them practice each pronunciation of the new words with focusing on each stress and explain the questions</td>
<td>(4)(1) Check their pronunciations and worksheets</td>
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<tr>
<td>Thinking about illustration &amp; enumeration (2 min.)</td>
<td>① Examples of Illustration &amp; Enumeration ② Discuss the topic &quot;Why is it important?&quot; ③ Find the examples of the passage</td>
<td>Make pairs and discuss it (Walk around the classroom) Tips: Illustration (1) Enumeration (1)</td>
<td>(3)(4) (4)(1)(2) Check their worksheets</td>
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<tr>
<td>Finding such conjunctions (6 min.)</td>
<td>Find the topic sentence (skimming) Answer seven questions with a partner (scanning)</td>
<td>Make pairs and share their answers and confirm the correct answers Confirm that the first sentence is usually a topic sentence</td>
<td>(1)(2) (3)(4) (4)(1)</td>
</tr>
<tr>
<td>Comprehension (15 min.)</td>
<td>Read aloud the paragraph in pairs Chorus some pronunciations Rapid Reading English Composition by using 'make a guess'</td>
<td>Have them stand up while reading Pick up some pronunciations Limit the time (70sec.) Let them share their sentences in pairs and announce some good examples.</td>
<td>(1)(1) (4)(1) (1)(1) (2)(1) Walk around the classroom to find some good examples</td>
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</tbody>
</table>
<New Words 5(p.41)>
frequently = (1. always / 2. often)
chunk = (1. a large piece of something / 
2. a drunk person)
ex. I went to the park / near my house.

noun= (1. beautiful / 2. beauty)
(1. book / 2. write)
recall all we know = (1. remember / 2. ring)

<New Words 5(p.41)>
identify the idea= (1. drink / 2. find)
associate = (1. relate two things / 
2. cut two things)
ex. I don’t associate Tom with soccer.
ultimately = (1. at the beginning / 2. finally)
ex. The cancer ultimately killed him.
made a guess = guess
ex. Can you make a guess how old I am?

<Illustration / Enumeration>

① for (e ), for instance
② first(ly), first of (a ), second(ly),
( f )
③ to begin with, (n ), (t )
④ (o ), another
⑤ in addition, (a ), besides,
moreover, furthermore

Why do we use illustration & enumeration?

Compare two sentences.

A. Every language has borrowed words from other languages.
B. Every language has borrowed words from other languages.
For example, the Japanese word cha is Cantonese in origin.
Questions:

1. Which sentence is the topic sentence?

2. To improve our reading ability, what should we increase?

3. What is one useful exercise for our knowledge of the language?

4. In relation to background knowledge, what do we need to recall?

5. What does them (line 6) stand for?

6. Once we have identified the ideas in the field being discussed, what should it be easier to associate them with?

7. What should it be easier to do about what we are reading once we have identified the ideas in the field being discussed?

8. What should it be easier to do ultimately?
To improve our reading ability, we should increase our knowledge of both the language and the background information needed to understand what we are reading. Let us look at some ways to improve our skills in both areas. One useful exercise is learning frequently used “chunks” of language that may appear often in the types of text we are reading. For example, if we are reading a newspaper article, knowing the kinds of verb or noun phrases that frequently appear in newspaper articles can make them easier to read. In relation to background knowledge, we need to recall all we know about the topic or subject matter of the text. Once we have identified the ideas in the field being discussed, it should be easier to associate them with what we already know, and therefore, to make guesses about what we are reading and ultimately to understand the entire text.

But beware, there are two kinds of readers who are not successful. The first are those who read the text from beginning to end in a word-by-word fashion, stopping often to look up all unknown words in a dictionary. These readers lose track of the meaning of the text because it takes so long to work through the text. The other type of unsuccessful readers do not rely on dictionaries at all and depend too much on wild guessing even when their knowledge of the language or of the field is very poor. The successful reader learns to work between these two extremes.