

Name _____	Title or explanation Life Map: What's made a difference in your life?	Time 50 minutes
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Level/Age
Low intermediate to intermediate/ Young adult to adult

Language focus
Target language: Lexis used to describe important/influential/memorable evens such as graduation, get married, be born, etc... needed to answer Qs in a gapped dialog:
A: What was your most interesting experience? / What was your most influential experience? / What was you scariest experience?
B: My most _____ experience was _____.
A: What happened?
B: _____
Specific language skill focus: Speaking
Culture: N/A

Student learning objective and assessment activity
By the end of the lesson, SWBAT demonstrate the ability to use key vocabulary in the dialog (A: What was the most _____ experience? B: My most _____ experience was _____ . A: What happened? B: _____) by doing a life map interview activity.

Ongoing assessment
elicit key vocabulary after learner have a group discussion, provide key expression in context and clarify meaning, let learners brainstorm events in their own lives and share with partner before doing the final interview activity

Students' background knowledge and abilities in relation to the topic of the lesson
Learners will know some of the vocabulary needed for the lesson such as get married, girlfriend/boyfriend and will have a lot of motivation to find out unknown words to help them describe their lives

Challenges and solutions
Challenges: Unusual events in individual learners lives cannot be anticipated by the teacher so some necessary vocabulary will be missing
Solutions: Allow learners to share ideas with each other, allow learners access to electronic dictionaries or smart phones, monitor and supply necessary lexis and terms

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1		2	<ol style="list-style-type: none"> Greet Ss and write the following Qs on the WB: What's made a difference in your life? What's the most important event in your life? Let Ss discuss in small groups. T can model/share an important experience such has: Coming to Korea has made me more independent. Elicit experiences and wrote them on the WB –Use two columns on for key words and another for non-key words <p>Slide 1: No slide is necessary; unless T decides to have a title page showing on screen</p>	T-Ss	<ol style="list-style-type: none"> Establish rapport, friendly atmosphere. Get Ss used to English and my voice / pronunciation. Activate Schema and intro topic
2		10-12	<p>BRAINSTORM/ACTIVATE SCHEMA/BUILD VOCABULARY</p> <ol style="list-style-type: none"> Put the following words on the PPT: graduation, to move, be born, attend, learned to, date/go out with, contest/competition, break up Give one handout with the words used in context to each group. Have Ss discuss the meaning of the words in their L1 Ask some CCQs such as: What high school did you graduate from? Have you ever moved? Where do you move from and to? In what month were you born? What school are you attending now? Ss will do a vocabulary matching activity. Model task for Ss by doing the first one. Have Ss check answers with partner Check answers altogether. Hand out several WB markers and ask Ss to match the vocabulary on the WB. <p>Slides 2≈10:</p>	<p>T-Ss</p> <p>T-Ss</p> <p>S</p> <p>S-S</p>	<ol style="list-style-type: none"> Brainstorm vocabulary related to important life events Assess Ss background knowledge, find out what Ss know, get an idea of Ss level. Validate Ss participation and build confidence in the topic by writing all solicited words on the WB Model task Create a safe and comfortable learning environment thru peer learning and collaboration <p>Check understanding by using a kinesthetic activity</p>
3		5	<p>Life Map – Task 1</p> <ol style="list-style-type: none"> Tell Ss that they are going to make a list of important life events: Good, bad, interesting, funny, etc... T models by writing some important events on the WB: Born August 15, new bike, lost parents at state fair, changed schools, broke leg... Ask Ss to write as many events as they can remember in 5 minutes. Tell Ss that if they need help with English to ask their partners. Put help language on the WB: How do I say ___ in English? Check Ss understanding by asking CCQs: Are you speaking or writing? Do you write many things or one thing? What are you making? Monitor Ss and help Ss find appropriate English words and phrases <p>Have Ss share their lists with their partner or in small groups. Tell Ss if they remember something important to add it to their list.</p>	<p>T-Ss</p> <p>S</p>	<ol style="list-style-type: none"> Model task Provide Ss with support by leaving elicited vocab on WB, and help language so Ss can ask e/o in English Peer sharing to make the task safe and to promote peer learning

				S-S	
4		5	Life Map – Task 2 <ol style="list-style-type: none"> Ask Ss to count the number of events on their list. Ask random Ss: How many events do you have? Ask Ss to put the events in their list in order: first, second, next, and then... Model task by putting your sample list on the WB in order. (see PPT) Monitor as Ss do tasks 	T-Ss S	<ol style="list-style-type: none"> T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully Silent period is provided with opportunity of repetitive writing tasks of key events to build comfort and safety of language elements before speaking
5		10	Life Map – Task 3 <ol style="list-style-type: none"> Show Ss a picture or sample of a Life Map (Ps. 20 &21) to let them know what they will make Model next task on the WB. Draw a winding line from one side of the WB to the other. Explain to Ss that this line represents the road of their life. Then draw dots along the line. One dot for each event on their list. Remind Ss to try to space the dots out evenly. Next ask Ss to label each dot on their Life Map based on the events they have put in order on their list. Model task on the WB with the line and dots you have drawn. Pass out colored pencils and/or crayons and ask Ss to add simple illustrations of the events they have labeled on their Life Map. Model task for Ss and show sample Life Map on PPT. <p>Monitor Ss to make sure they are on task.</p>	T-Ss S	<ol style="list-style-type: none"> T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully Ss are allowed to personalize Life Map thru the drawing of pictures
6		15	Sharing Life Map <ol style="list-style-type: none"> After Ss have finished making their life map have Ss get into groups of three. Put the following Qs on the PPT: A: What was your most interesting experience? / What was your most influential experience? / What was you scariest experience? B: My most _____ experience was _____. A: What happened? B: _____ Ss take turns showing their life maps and explaining the events to their partners 	S-S	<ol style="list-style-type: none"> T models tasks for Ss and visual represents what the Ss need to do so Ss can do task successfully Ss are allowed to personalize Life Map thru the drawing of pictures

Life Map

Discuss in Groups

Discuss these words. What do they mean?

- **What are some important events in your life?**
- **What experiences have made a difference in your life?**

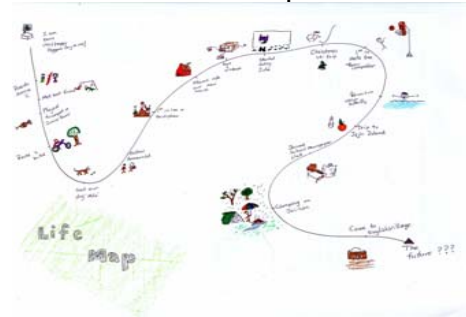
- graduate
- graduation
- to move
- be born
- attend
- learn to
- date
- go out with
- contest
- competition
- break up
- break up with

- move
- learn to
- date
- attend
- graduate
- contest
- break up
- be born



- ◆ I won the ____ . I got a prize.
- ◆ I will ____ middle school next year.
- ◆ I ____ from high school. Now I'm going to university.
- ◆ I ____ ride a bike from my father.
- ◆ I was ____ in August in the year of the monkey.
- ◆ I ____ with my boyfriend last week.
- ◆ There's a girl I want to ____, but she keeps saying no.
- ◆ My family and I ____ to a new apartment last month.

Life Map



Step One

- Make a list of events from your life:
 - important
 - interesting/exciting
 - sad
 - scary
 - fun
 - embarrassing/funny
- being born...
- traveling to Egypt...
- father died...
- falling into a hornet nest...
- night climb of Soraksan...
- teaching with zipper

Share list with partner.
Add ideas.

- A: What are your experiences?
 B: My experiences are What are your ... experiences?
 A: My experiences are
 <continue taking turns>

Step Two

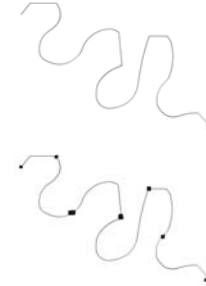
- Count the number of your events (at least 6 no more than 12)
- Make a column of numbers
- Put events in order: **First, second, next, and then...**

- being born
- move & change schools
- falling into hornet nest
- traveling to Egypt
- getting arrested for climbing pyramid
- summer in NYC
- father died
- teaching with zipper down
- night climb of Soraksan

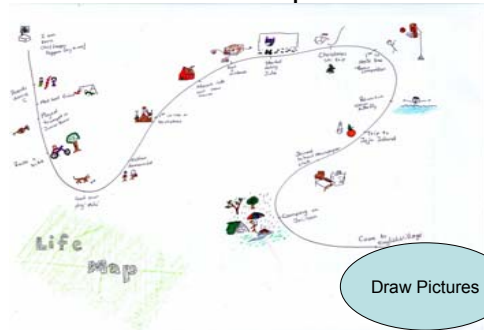
- being born...
- traveling to Egypt...
- father died...
- falling into a hornet nest...
- night climb of Soraksan...
- teaching with zipper down...

Step Three

- One a sheet of blank paper draw a single, wavy line
- Make dots on the wavy line for each event in your life.
- Then write the name of the event next to each dot (1-4 words)
- Draw a picture for each event



Life Map



Get to know your classmates:

- A: What was one of your _____ experiences?
 B: An important _____ experience was _____.
 A: What happened?
 B: _____.
 What was one of your _____ experiences?
 A: A _____ experience was _____.
 B: What happened?
 A: _____.

A:important....

B:camping at the beach.

B: I met my current boy/girl friend....scary...

A: getting stuck on top of a rollercoaster.

A:

You Try! Share with a Partner

- A: What was one of your _____ experiences?
 B: An/A _____ experience was _____.
 A: What happened?
 B: _____.
 <continue taking turns>

- important
- interesting/exciting
- embarrassing/funny
- scary
- fun
- sad

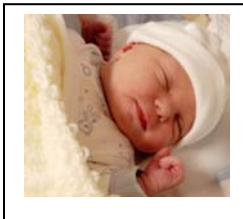
Vocabulary in Context

Directions: Look at the sentences below and use them to help your understanding of the key words and expressions. Discuss what you think the words mean in groups. You may use Korean.



He **graduated** from Harvard University in 2009.

Her **graduation** was really special. President Obama gave the commencement address.



We are going **to move** next week.



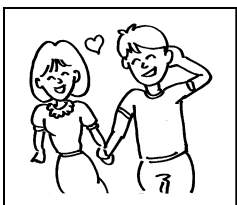
Her baby **was born** last month. He's so cute!



Do you remember **learning to** ride a bike?



My daughter **attends** Washington Elementary School. She's in third grade.



Did you hear the news? Gina and Tim are **going out with** each other!

Really! I thought Gina was **dating** Tim's brother, Tom.

She was. But she **broke up with** Tom to date Tim.



Did he win a prize at the speech **contest**?

He entered the **competition**, but he didn't get a prize.

- move



- learn to



- date



- attend



- graduate



- contest



- break up



- be born



- ◆ I won the ____ . I got a prize.

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- ◆ My family and I _____ to a new apartment last month.

Draw Your Life Map