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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:** The way to communicate effectively |

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| Instructor:  Surin | Level:  Intermediate | Students:  8 students | Length:  30 Minutes |

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| Materials:   * White board and board markers * 4 pairs of chair and table * Vocabulary & Idiom worksheet(8 copies)   Worksheet#1 warming up with quiz   * Laptop & Screen * Video file (1minutes 40seconds)   Worksheet#2 for dictation  Worksheet#3 - scripts   * A piece of paper and a pen (for each person)   Worksheet#4 for write down Ss experiences |

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| Aims:   * Main aim: Ss will get a new experience to listen unusual English accent. * Secondary aim: Ss can get beneficial in daily life through effective communication * Personal aim: Teach new vocabularies and key expressions by eliciting and achieve a personal goal to increase STT in this class. |

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| Language Skills:   * Reading: Ss will read a vocabulary & idiom worksheet and scripts. * Listening: Ss will listen the dialogue with unusual English accent, and teacher talk. * Speaking: Ss can talk each other through discussion, storytelling and presentations * Writing: Ss will write their thoughts and experiences on the worksheets of their by answering the questions including the dictation. |

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| Language Systems:   * Phonology: /th/ * Lexis: New vocabulary and idioms using in communication(Nonviolent communication, empathy, anger control etc.) * Grammar: Direct / indirect speech by using "She said, 'don't be late.'", "He said that~" etc. * Function: Suggestions and ask or refusal * Discourse: Discussion and story telling |

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| Assumptions:  Students already know:   * They can understand the video although the accent is differ from what they are used to listening. * They can express what they think well in English. * They are not afraid of standing in front of the classmates. |

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| Anticipated Errors and Solutions:   * Students may not be able to understand the accent in video.   🡪 .Give them a fully filled script.   * Students may feel the class is childish or get bored.   🡪 Try to encourage students to participate well.   * Students may need more time to discuss each other.   🡪 Give students extra time to work |

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| References:   * English vocabulary from : **http://dic.naver.com/** * English translation from **: http://translate.google.com/** * Listening file from Youtube : **http://www.youtube.com**/**watch?v=XLQ4v2-R3KM** * Book named 'NonViolent Communication : NVC' by Marshall Rosenberg * Lesson plan of Chung-gwang Oh the professor of Hallym Uni. * **http://blog.kentbye.com/non-violent-communication-workshop-highlights** for the meaning of new vocabulary * **https://www.google.co.kr/?gws\_rd=cr&ei=JMsuUt\_aA8mHlAWI-YDYDA#newwindow=1&q=%EA%B0%80%EB%A1%9C%EC%84%B8%EB%A1%9C** for the form of worksheet#1 |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole  Class | Answering teacher’s questions | Hello guys nice to meet you. How are you? By the way, what kind of person do you like?  Have you ever been upset from other people's words and action? 'Should He or She had to speak like that? they could say in better way', haven't you ever thought like this? |

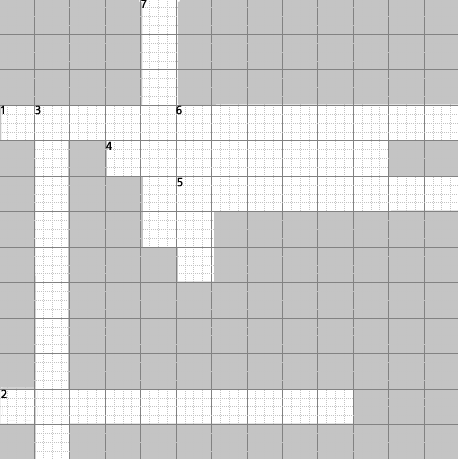
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| **Pre-Activity** | | | |
| Materials: Board, Board markers, Worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  3min  4min | Whole  Class  Whole  Class | Answers elicited questions  Teacher asks, and Ss answer.  Students go through the worksheet  and learn the vocabulary and idioms | Procedure:   1. Brainstorming   Elicit  (Write the words related with "Communication" like speaking, reaction, languages and try to get ideas from students till the word 'communication' would come out)  Can you guess what these words are related in?  What do these words have in common?  What do we need to do to talk each other in good way?  Model  Write the topic “The way to communicate effectively” on the board.  CCQ  Is communication being only between 2 people?  Does communication affect someone's feeling?  Are we communicating now?   1. Vocabulary & Idioms   Instruction  (Distribute the worksheet #1)  Before we start in earnest, we should check the vocabulary. At this time, work individually. You have 3 minutes for this activity. If you are ready, you can start.  Demonstration  Look at #1...The word '~' means.  ICQ  Are you working in groups?  How much time do you have?  "Yes guys, let's start."  Monitoring  Monitor discreetly. Answer students if they ask questions  Notice when 1minute left. Be flexible with time. Give 1 more minute if they need it.  “Time’s up”  Check answers  Let’s check the answers together.  -Ask students and let the students tell what they wrote.  -Go through the answers one by one  -Elicit the meanings from students  -Explain the meaning if necessary  Phonology : /th/ in [|empəθi] [|sɪmpəθi] |

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| **Main Activity** | | | |
| Materials: Laptop, Screen, Projector, video file and worksheet #2, #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  2min | Whole Class | Watching the video | Instruction  Let's go through our topic, "Effective Communication".  There are many situations we meet inevitably in our life. But when you say in kind way, you can get what you want.  We are going to watch a video about Effective Communication. Listen it carefully and go through the worksheet number 2 and 3. While you are listening, go on the worksheet#2 and dictate what you are listening, and then check it by #3.  (Distribute the work sheet)  ICQ  What are we going to do?  Are you working on worksheet#1?  (Play back the video)  Monitor discreetly.  Check answers  “Let’s check the answers together”  - let the students tell the correct answers  - wrap up and error correction |

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| **Post Activity** | | | |
| Materials: A piece of paper and a pen , worksheet#3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  5min  5min  1min | Group  Group  Whole  class  Individually | Set groups by pairs  Discussion  Listening to each other's opinions.  Ss give presentation about their partner's experience using indirect / direct speech  Ready to go finish the class | 1. Production( speaking & writing )   Instruction  How was the video? Now, we are going to have discussion with your partner. We will make 4 pairs of group. 2 people in a group. Let's set up the table more closer to each other please.  (Distribute the worksheet#3)  Does everyone have your worksheet?  In each of group, ask your partner's experience if they remember some moments, all of bad memories or good memories, and why did they feel bad or good?  Demonstration  Let's ask them in this way, "Have you ever been ~ "  ICQ  Are you sharing the opinions with your partners?  Do you have to say only about good memories?  Are you making a story up on your own?  Now time's up. Let's begin to tell teacher.  Monitoring  Monitor discreetly. Help Sts when they need helps.  Let's tell the teacher about your partners' experience one by one. Let's go from this line first. Let's try to use indirect or direct speech to explain the experiences.  (Explain the examples of indirect / direct speech form)   1. Conclude lesson   Elicit today’s vocabulary and idioms for students and Wrap up the grammar.  Grammar: Basic grammar in use : indirect / direct speech  Error correction : Check the form of using indirect / direct speech  Feedback  Let's make your own definition of effective communication. Review the sheets after class.  You guys all did a good job. please try to understand the new vocabularies and idioms that we have learned for today. See you tomorrow! |

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| **SOS Activity** | | | |
| Materials: A piece of paper and a pen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Individually | Describe the situation specifically, by drawing or writing an essay | 1. Production( speaking & writing)   Instruction  Now, we will describe the moment in the experience what your partner told you. What would they feel?  Let's find the reason why did they feel that way and what made them feel that way?.  ICQ  Do this activity related to the topic?  Do you fit the time?  How long will it take to listen to the students' answer all?  Let's see what you've done.    Monitoring  Monitor discreetly. Help students when they need helps. |
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★ Worksheet #1 Warming up VOCA



**ACROSS**

1 . the systems and processes that are used to communicate or broadcast information, especially by means of electricity or radio waves.

2 . a feeling of pity, sympathy, and understanding for someone who is suffering.

4 . emotion, such as anger or happiness.

5 . the ability to share another person's feelings and emotions as if they were your own.

**DOWN**

3 . the action or process of carefully watching someone or something.

6 . what is required; necessities

7 . If you make this, you politely or formally ask someone to do something.

**ADDITIONAL INFORMATIONS**

* Non-violent dialogue
* Observation
* Feel and express check
* Barriers of communication
* Empathy
* Compassion
* Anger

you should search the meanings of the words above as your homework

★ Worksheet #2 Dictation

Scenario 1

**Boss** : Sanjiv, \_\_\_\_\_\_\_\_ the quarterly sales report and send it to me by 2. I am in a hurry here.

**Sanjiv** : But sir, it is already 12! It will take me more than 2 hours to \_\_\_\_\_\_\_\_ it. And I need to check it thoroughly before sending it to you...

**Boss** : Listen, I know that. But this is \_\_\_\_\_\_\_\_. Don't you think I would give you more time if I could? Just get it done, please?

**Sanjiv** : Yes, sir.

Scenario 2

**Boss** : Sanjiv, how are you placed today? Anything \_\_\_\_\_\_\_\_?

**Sanjiv** : I am working on that \_\_\_\_\_\_\_\_ you gave me to work on yesterday.

**Boss** : Ah, good. I have something more \_\_\_\_\_\_\_\_. The quarterly sales report. I need it by 2 o'clock.

**Sanjiv** : But sir, it is already 12! It will take me more than 2 hours to \_\_\_\_\_\_\_\_ it. And I need to check it thoroughly before sending it to you...

**Boss** : I know, I know. But this is \_\_\_\_\_\_\_\_. I need to send it to the head office.

**Sanjiv** : I will try to finish it, sir.

**Boss** : Tell you what. Let's set a 2 o' clock deadline for the report. Come in with it and we can check it together. But your lunch will have to wait.

**Sanjiv** : That's OK, sir. Lunch can wait. I will get this back by 2.

★ Worksheet #3 Script

**Script**

▷ Listen carefully what they are talking.

Approaches to communication

A man is sitting across the table, from his boss. His boss is explaining the tasks to be done. Click each scenario to view what happens.

Scenario 1

**Boss** : Sanjiv, collate the quarterly sales report and send it to me by 2. I am in a hurry here.

**Sanjiv** : But sir, it is already 12! It will take me more than 2 hours to collate it. And I need to check it thoroughly before sending it to you...

**Boss** : Listen, I know that. But this is urgent. Don't you think I would give you more time if I could? Just get it done, please?

**Sanjiv** : Yes, sir.

Scenario 2

**Boss** : Sanjiv, how are you placed today? Anything urgent?

**Sanjiv** : I am working on that proposal you gave me to work on yesterday.

**Boss** : Ah, good. I have something more urgent. The quarterly sales report. I need it by 2 o'clock.

**Sanjiv** : But sir, it is already 12! It will take me more than 2 hours to collate it. And I need to check it thoroughly before sending it to you...

**Boss** : I know, I know. But this is urgent. I need to send it to the head office.

**Sanjiv** : I will try to finish it, sir.

**Boss** : Tell you what. Let's set a 2 o' clock deadline for the report. Come in with it and we can check it together. But your lunch will have to wait.

**Sanjiv** : That's OK, sir. Lunch can wait. I will get this back by 2.

Same task, same deadline.

What happened next, do you think?

The transcripts of the conversations in both scenarios are given here, side by side. Certain portions of the conversations have been highlighted. Click each set of highlights to understand the 2 different styles of communication in the 2 scenarios.

**Scenario 1**

Boss : Sanjiv, collate the quarterly sales report and send it to me by 2. I am in a hurry here.

Sanjiv : But sir, it is already 12! It will take me more than 2 hours to collate it. And I need to check it thoroughly before sending it to you...

Boss : Listen, I know that. But this is urgent. Don't you think I would give you more time if I could? Just get it done, please?

Sanjiv : Yes, sir.

**Scenario 2**

Boss : Sanjiv, how are you placed today? Anything urgent?

Sanjiv : I am working on that proposal you gave me to work on yesterday.

Boss : Ah, good. I have something more urgent. The quarterly sales report. I need it by 2 o'clock.

Sanjiv : But sir, it is already 12! It will take me more than 2 hours to collate it. And I need to check it thoroughly before sending it to you...

Boss : I know, I know. But this is urgent. I need to send it to the head office.

Sanjiv : I will try to finish it, sir.

Boss : Tell you what. Let's set a 2 o' clock deadline for the report. Come in with it and we can check it together. But your lunch will have to wait.

Sanjiv : That's OK, sir. Lunch can wait. I will get this back by 2.

In the first scenario, the boss jumps straight to the point without any consideration.

In the second scenario, however, the boss asks about employee's current tasks and his availability.

In scenario 1, the employee is immediately defensive, saying why he wouldn't be able to do the task in the given time.

In scenario 2, the objection is the same, but the employee is more receptive.

In scenario 1, by now the employee is probably feeling a sense of being treated unfairly.

In scenario 2, however, the boss recognizes the challenge and makes a compromise where HE is part of the solution. By mentioning the missed lunch the boss shows that he also thinks about his employee's comforts.

★ Worksheet #4 Write down your own experience.

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| When was  **the happiest moment**  you have ever had? | When was  **the worst moment**  you have ever had? |

What made you happy?

What made you feel bad?



Tell your partner what you felt !

and then explain what your partner felt at that moments to teacher using indirect or direct speech, one by one.

For example, James said that he felt sorry to hear that news. or

Mina said "I was happy because the teacher gave me a reward".

Answer for worksheet#1

