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| Listening Lesson Plan | | | |
| Title: Developing creativity | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Jaylin Seo | Intermediate / Over 20s | 13 | 50 mins |
| Materials: White board, Markers, Projector, Computer, Audio system, Paper, Pens, | | | |
| Aims: -To help students:  \*Intensive listening skill by listening a part of radio program by re-playing and comprehension activity with worksheet  \*Get key words and its usage by activity  \*Practice speaking by discussing with group members about creativity | | | |
| Language Skills: Listening: the type of Q&A from radio program about creativity  Speaking: Discussion with group members, sharing their ideas and experience  Reading: Comprehension task  Writing: Paraphrasing the questions of the presenter | | | |
| Language Systems: Phonology: Pronunciation of two person’s Q&A contents in audio file  Discourse: Through Q&A conversation between expert and presenter in radio program  Lexis: New vocabularies used in conversation  Functions: Questioning and Answering to talk about developing creativity  Grammar: Make questions in your own words | | | |
| Assumptions: N/A | | | |
| Anticipated Errors and Solutions: -Students may not be able to pick up details from the listening at once  → Chunk the listening (pause-play-pause-play) by Questions  -Students may not get the creative person  → Prepare some well-known person with brief profile | | | |
| References: http://britishcouncil.org | | | |
| Notes: N/A | | | |

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| Warm-ups | | | |
| Title: Think the creative people and how to develop it? | | Aims:-To draw out the interests from the students-To get involved to the topic | Materials: Computer, Projector, Photos related to creative person (eg. Steve Jobs) |
| Time | Set Up | Students | Teacher |
| 6 mins | Arranging the group with 3-4 students / Using computer and projector | -Students guess /discuss the topic in group  -Some of them present the group work to share with everyone | -Divide into groups  -Show students the photos with projector  -Elicit to say main topic by themselves  -Give them instruction(to present from each group) how to develop the creativity |
| Notes: Get students from each team to present  CCQ / CCQ | | | |

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| Task Preparation | | | |
| Title: Get to know the main topic with key words and listen the audio file | | Aims:-To know the key words before the listening-To focus on the dialogue -To get the main idea | Materials: Computer with audio system  Worksheet #1(matching the words) |
| Time | Set Up | Students | Teacher |
| 9  mins | Hand-out the worksheet#1 before listening | -To think about what they are talking about from matching words  -To pick and check key words during listening | -Instruct and demonstrate the matching words by examples  -Let them match the key words by doing worksheet#1  -After done worksheet#1, play the audio file |
| Notes: Worksheet#1\_Collocations are combinations of words that appear together very frequently, e.g. traffic + jam; heavy + traffic  CCQ / ICQ | | | |

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| Task Realization | | | |
| Title: Listening and paraphrasing | | Aims:-To understand the dialogue in detail -To make paraphrasing of the questions of presenter  -Do the role play of presenter and imagine interviewing the well-known creative person | Materials: -paper & pen |
| Time | Set Up | Students | Teacher |
| 22 mins | Arranging the group with 3-4 students / Handout the paper for the name tag | -Make the questions according to the answer  -Make the name tag by following the instruction & demonstration  -Fill the empty name tag with the person who wants to interview /panel discussion and do role play | -Re-playing the answer parts  -Hand out the paper and give them instructions and demonstrate how to make name tag  -Grouping 3-4 students and let them do role play interview/panel discussion about creativity |
| Notes: ICQ / CCQ | | | |

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| Post Task | | | |
| Title: Listening comprehension activity | | Aims:-To check students fully understood the listening | Materials: Worksheet#2 |
| Time | Set Up | Students | Teacher |
| 13 mins | Grouping and handout worksheet #2 | -Complete the sentences and make the false sentences correct in group | -Group work based: let them complete the sentences and correct false sentences in worksheet#2 with group members |
| Notes: ICQ / CCQ  In case of time-left, do SOS activity | | | |

## **Script for Teacher Only**

**Presenter: Art & Business is an organization that develops creative partnerships between business and the arts. Peter Jones is going to talk about the company’s ideas and tell us about some of their success stories. Peter, maybe you could begin by telling our listeners why Art & Business was created?**

**Peter Jones: Well, in the twenty first century productivity is no longer a matter of machines. The success of a company depends on its people and on the creativity of its people. It makes sense that the way to increase productivity is to stimulate creativity.**

**Presenter: And what better way to stimulate creativity than through reading books.**

**Peter Jones: Exactly. Every reader knows that a good book can stimulate the imagination and the intellect, get you thinking along lines you might not have thought of before, open up new worlds.**

**Presenter: So, have you had any help in setting up the project?**

**Peter Jones: Yes. The London Libraries Agency and an organization called The Reading Partnership work with us on this project. We are trying to use the power of the written word to motivate staff in the workplace. In a recent survey seven hundred business leaders were asked which book had inspired them and had a positive influence on their career. They were able to choose any kind of book, any kind at all. Only about 40% chose a business book. Most people chose a work of fiction; a novel, a play or even poetry.**

**Presenter: How can reading help somebody to become a more creative worker?**

**Peter Jones: Successful managers need to be well-rounded people. They need active imaginations. When they interpret fictional scenarios, they are using their creativity. Readers combine imaginative skills with critical and analytical skills.**

**Presenter: Are we talking about the right and left sides of the brain?**

**Peter Jones: Yes. Our logical left side of the brain interprets the language of a book. The creative right side looks at the forms of expression. The left side analyses the plot while the right side is more interested in the relationships between characters – the emotional aspects.**

**Presenter: How does this transfer to the world of Business?**

**Peter Jones: Creative ideas make businesses more competitive. Shared reading experiences improve communication and morale at work.**

**Presenter: Can you give listeners some examples of how this scheme has been brought successfully into the workplace?**

**Peter Jones: Employees at WH Smith have stuck poems and quotations above their desks for inspiration.**

**Presenter: Well, WH Smith deals in books. What about other examples?**

**Peter Jones: The telecommunications company Orange set up a project called “Talk Books at Work”. They discovered that encouraging employees to read helped them to develop their linguistic and interpersonal skills. Marks and Spencer has set up reading groups at work. The groups cut across the usual hierarchies and working relationships have improved greatly.**

**Worksheet#1**

**Match the pairs of words to make collocations you will hear in the listening.**

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| **imagination** | **story** | **staff** |
| **sales profit** | **money** | **productivity** |
| **morale** | **leadership** | **history** |
| **skills** | **influence** | **new worlds** |

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| **a success** |  |
| **increase** |  |
| **open up** |  |
| **motivate** |  |
| **a positive** |  |
| **an active** |  |
| **improve** |  |
| **develop** |  |

**Worksheet#2**

**Complete the sentences about the listening using the words at the top.**

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| --- |
| **power, business, motivate, morale, productive, logical, creative, poems, linguistic** |

1. **These days ---------------------- is not just about machines.**
2. **We are using the ------------------- of the written word to --------------------employees.**
3. **Only 4 people out of every 10 chose a book about ----------------------**
4. **The left side of our brain is ---------------------**
5. **The right side of our brain is -----------------------**
6. **Shared reading can improve communication and -------------------------- in the workplace.**
7. **Staff at WH Smith were inspired by --------------------- and quotations.**

**Choose true or false, according to the listening and make them true sentence.**

1. **Reading a good book can encourage your creativity. (T/F)**
2. **Art and Business is working alone on the project. (T/F)**
3. **When businessmen were asked to name a book which had influenced them, less than half chose fiction. (T/F)**
4. **Creative processes occur in the right side of the brain. (T/F)**
5. **When we analyze the relationship between characters in a book, we are training ourselves to understand emotional matters. (T/F)**
6. **Marks and Spencer organizes separate reading groups for managers and employees. (T/F)**

**S.O.S Activity**

1. **Listen and decide whether these sentences are true or false.**
2. **Reading a good book can animate your creativity.**
3. **Art and Business are working alone on the project.**
4. **When business men were asked to name a book which had influenced them, less than half chose a non-fiction book.**
5. **Creative processes occur in the right side of the brain.**
6. **When we analyze the relationship between characters in a book, we are training ourselves to understand emotional matters.**
7. **Marks & Spencer organizes separate reading groups for managers and employees.**

**(Answers: 1T 2F 3F 4T 5T 6F)**

1. **What was your most creative thinking / most creative work/ most creative moment?**

**Share your experience with your group.**

1. **Draw the most creative thing on the paper. Present one of them from each group.**