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| Listening Speaking Reading Grammar Writing |
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| Instructor:Lee Jung Hye(Amy) | Level:Intermediate | Students:8 | Length:40min |

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| Materials:-. Filling the blank sheet (7 copies)-. Idioms worksheet (7copies)-. Listening worksheet (7copies)-. Blind date profile sheet (7copies)-. The picture of blind dating (1 copy)-. Listening script (1 copy)-. White board & markers |

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| Aims:-. To learn the meaning of the idioms-. To learn vocabulary and expression for describing one’s character and relationship by completing an idioms matching worksheet-. To practice listening to real-life speech of people with various accents-. To be able to pick up details from the fast-paced real-life talk by answering details questions on a worksheet-. To practice speaking by discussing with group members |

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| Language Skills:-. Reading : Idioms worksheet -. Listening : The speakers’ short speeches about themselves-. Speaking : Prediction, Speaking about themselves and details that they listen-. Writing : details(dictation), creating speakers’ profile |

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| Language Systems:-. Lexis : idioms used in describing people’s personalities and various situations-. Function : Introducing themselves / Speaking using the idioms-. Structure : relative clauses (usage of who) |

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| Assumptions:Students already know-. How the class is set up and run-. The teacher’s style of teaching and the pace of the course-. All students know the blind date-. Most students have been on a blind date |

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| Anticipated Problems and Solutions:-.Students may not be able to follow the passage easily-> Follow the task- feedback circle : let them listen to the tracks again until they get the gist of the content -. Students may not be able to pick up details from the listening-> Chunk the listening (pause-play-pause-play) - . Students may need more time to work on the idioms-> If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board -. If time is short-> Cut post-activity discussion short and only ask 2-3 students to share their opinions about what they catch from the classmates -. If students finish their tasks earlier than anticipated,-> Give enough time to say about themselves in post-activity discussion |

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| References:-, What you need to know about idioms by Virginia Klein |

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| **Lead-In** |
| Materials:White board & Markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-WC | -. Greeting-. Answer the questions | (Greeting)Hi, How are you everyone?Good. (Guiding Questions)John, what’s your favorite food?Why do you like it? How often do you eat?Jenny, what do you like to do in your free time?  |

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| **Pre-Activity** |
| Materials:-. The pictures of Utopia-. 8 sheets of paper-. White board & Markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | T-WC | -. Thinking about the picture-. Presenting own opinions-.Answering->making sentences ->No.->Yes.->1 minute.->No.->Yes. | <Eliciting> (Showing the picture of Utopia)What do you think it is?Good. It’s Utopia.<CCQ> ->Is Utopia in crime? (No) ->Is Utopia in peace? (Yes)<Demonstration> Which country do you think the perfect country that you’ve ever been to or you want to go? And why? In my case, it’s Australia. Let’s make a sentence by using this form(I think -------- is the perfect country. Because --------------------------------------------------)For me, I think Australia is the perfect country. Because I can see beautiful beaches and sceneries there. People enjoy their time in the park peacefully.<Instructions>How about you? You can think about your opinion and make the sentences on the paper that I will give you. I will give you 1 min. And you will do it individually. <ICQ>->What will you do?->In pairs?->Individually?->How many minutes?<Explicit Instructions>I don’t want you to start before I say begin.<Explicit ICQ>-> You start when you get paper?-> Or when I say begin?<Activity>Let’s begin.(Monitoring &Giving time warning)30 seconds! 10 seconds!Times’ up.OK. Let’s present your answers .What do you think?(Asking all Ss)You did a good job. |

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| **Main Activity** |
| Materials:-. Wall chart of my Utopia-. Utopia worksheet (8 copies) |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Ss-Ss | -. Answering🡪creating Utopia->No.->Yes.->7mins->No.->Yes. | <Demonstration> (Showing the wall chart)I made my Utopia. The name is Ola.It is located in the middle of the Pacific Ocean. The weather is always hot. The dress code of all men and women is wearing short skirts. They greet hitting the shoulder each other.The specialty is they share everythingtogether. They don’t need to fight tohave more things.<Instructions> (Grouping by using “Uto/pia”) Let’s say “Uto” and “pia”. All students that say “uto” move to this side. And all Students that say “pia” move to that side.Now, let’s create your group Utopia.I’ll give the worksheet for creatingyour Utopia. I’ll give you 7mins to doit. <ICQ>->What will you do?->Individually?->In a group?->How many minutes?<Explicit Instructions>I don’t want you to start before I say begin.<Explicit ICQ>-> You start when you get paper?-> Or when I say begin?<Activity>(Monitoring & Giving time warning).1min left, 30seconds, time’s upLet’s present your group Utopia. Eunjin, please say one thing about your group Utopia.(Saying characteristics one by one)Good.   |

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| **Post Activity** |
| Materials:-. Post card (2 pieces)  |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Ss-Ss | -. Answering🡪writing a post card->No.->Yes.->3mins->No.->Yes. | <Demonstration>Everyone did a good job. (Showing the post card)I wrote my post card to you to inviteyou to my Utopia.Dear my students How are you doing? The weather isgetting hotter. These days I enjoyfishing and swimming in my Utopia,Ola . I want to invite you here. Whydon’t you enjoy the beautiful sunlightand the fresh air with me here? Youcan fall asleep in the soft sand on thebeach too. I hope you can join me.Your sincerely.Amy.<Instructions>I want you to write a post card toyour opposite group. I will give you3mins.<ICQ>->What will you do?->Individually?->In a group?->How many minutes?<Explicit Instructions>I don’t want you to start before I say begin.<Explicit ICQ>-> You start when you get paper?-> Or when I say begin?<Activity>(Monitoring & Giving time warning).1min left, 30seconds, time’s up.Who has the shortest hair in your group? Please read your group post card.Good. <Conclude lesson>(Correctiong errors)(Unscrambling the word)Unscramble this word, please.To/pi/a/ U -> UtopiaGood.Any questions?Thank you.See you next class. |
| **SOS Activities** |
| Materials:-. Name cards of 8 countries (The U.S/ Japan/ French/ China/ Canada/ Brazil/ Korea/ Italy)-. Tape  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | S-S | -. Answering🡪guessing->No.->Yes.->1min | <Demonstration>I have some name cards about countries. I will choose one of them without seeing the word on the paper and I will tape it on my back.I will show the name to you.(Asking Ss)Is it located in Asia?Is this country big?Is this an island?Is this near Korea?Etc.(I guess which county is on my back)It’s--------------. <instructions>Now it’s your turn. One student will come up and choose one name card and try to guess which country is on his or her back asking some questions of classmates. I will give 1min to each student. You should find out the country in time. <ICQ>->What are you going to do?-> Individually?-> In a whole group?->How many minutes?<Activity>(One student comes up front.)You can choose one among them. Good. I will tape it on your back.Now, you can ask some questions. Ready set go~(Monitoring & Giving time warning)30seconds, 10seconds, time’s up.Good guessing. Next student. |