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| **Listening Lesson Plan** |

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| Tell Me About Your Family |

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| **Instructor:**  Ashley  (Ye Rim Lee) | **Level:**  pre-intermediate | **Students:**  10 | **Length:**  50 minutes |

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| **Materials:**   * White board, board marker * Pictures (for eliciting the topic and word) * CD player and listening CD (3min) * Listening worksheet #1, #2, #3, #4 * Drawing papers, crayons, markers * Chocolates |

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| **Aims:**   * Students will be able to identify unfamiliar word by matching and making sentence. * Students will able to image Hoang family’s character and show short role-play by worksheet and group play. * Students will able to describe student’s family by pair or group work. |

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| **Language Skills:**   * **Reading:** reading the script and worksheet * **Listening:** listening the American drama, Ts instruction, Ts demonstration, and partner’s idea * **Speaking**: discussing pair or group, showing the role-play, answering Ts question, and repeating words * **Writing:** writing the answer in the worksheet |
| **Language Systems:**   * **Lexis:** Vocabulary and idiom in the script * **Function:** discussing, guessing, giving and receiving opinions * **Discourse:** Observing and answering what it is |

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| **Assumptions:**  Students already know:   * All students are secondary students and a pre-intermediate level. * Basic words of daily conversation. * TV drama “*Fresh off the Boat*”. * The Ts style of teaching and pace of the course. * Students are able to express slowly their ideas and opinions in English. |

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| **Anticipated Errors and Solutions:**   |  |  | | --- | --- | | **Error** | **Solution** | | If some students have some difficulties to comprehend the word & idiom clearly | Let the other students, who understand, teach them. | | If students need to listen to the drama more than twice to get an answer | Play one more time. | | If time is short | Cut the time of sharing the student’s stories. | | If students finish their tasks earlier than expected | Ask as many Ss as possible about their experiences related to a proverb. | |

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| **References:**  Kristin, B. C (Writer), & Caney, D (Director). (2015). Fresh off the boat [Motion Picture]. Retrieved from <http://www.imdb.com/title/tt3551096/>  Definitions of words at <http://www.en.widipedia.org/wiki/word> | | |
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| **Lead-In** | | | |
| Materials: Picture(*Huangs* family), White board and Board markers | | | |
| Time  5min | Set up  Whole class | **Procedure:**  **<Greeting>** Hi, everyone! How are you? How was your weekend?  **<Eliciting and Prediction>**  What is your favorite TV drama?  (If Ss answered) Okay. Please take a look at the picture.  (The image of an Asian family)  What comes to your mind? (Get Ss’ ideas and guesses)  (Teacher write it down on white board)  (Anticipate Ss to answer, “*Fresh off the boat*”)  Good. Have you watched “*Fresh off the boat*” recently?  T posts the picture on the whiteboard.  Now, did you think of today’s topic? (Anticipate Ss to answer “Drama”. If they do not guess at first, give some other questions. If they do not guess, teacher presents it directly.)  Good! Today’s topic is “Drama”. We are going to “explain *Huang* family's character through the drama listening” and “describe our own family”. | |
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| **Pre-Activity** | | | |
| Materials: Words and idioms worksheet#1, #2, White board and Board marker, Picture (the black sheep) | | | |
| Time  2min  3min  1min  1min  3min | Set up  Whole Class  Pairs  Whole Class  Whole Class  Individually | **Procedure:**  **1. Matching**  <Eliciting>  What is another word for thinking as outsider?  (Anticipate Ss to answer “The black sheep”. If they do not guess, teacher presents it directly.)  <CCQ’s> In this context, does the black sheep mean someone who gets along with friends? (No)  Does the black sheep mean An unwelcome member of a group? (Yes)  (Show the students the picture of the black sheep and post the picture on the whiteboard.)  <Instructions>  I will give you a worksheet of vocabulary and idioms from this drama. Firstly, read carefully and then matching appropriate words and idioms. Please work together, pair. I will give you 3 minutes.  (Distribute worksheet #1)  <Demonstration>  Look at worksheet 1. We have to match up the right meaning. For example, the black sheep matches an unwelcome member of a group.  <ICQ’s>   * What are you going to do? (Matching) * Are you working individually? (No) * Are you working in pairs? (Yes) * How much time do you have? (5mins)   Ok. Let’s get started!  (Teacher monitors discreetly. Answer students if they ask questions. )  1min. 30sec. Time’s up!  Volunteer?  (Check each answer by free discussion)  You all did a great job.  **2. Making a sentence**  <Instructions>  Next, we are going to make a sentence with these words and idioms.” Please work individually. I will give you each different words. After you are done, please write down your example sentence on the board. I will give you 3 minutes.  (Distribute the worksheet #2)  <Demonstration>  At the top of the list, you see an idiom, “The black sheep”. It can make this sentence. (Write it down on the white board) “I am proud to be the black sheep of the family.”  <ICQ’s>   * So, what are you going to do? (Make sentence) * Are you working in pairs? (No) * Are you working individually? (Yes) * How much time do you have? (3mins)   Ok. Let’s get started!  (Teacher monitors discreetly. Answer students if they ask questions. Be flexible with time. Give time warning: 10 seconds left. Give 1 more minutes if they need it.)  I think all of you have finished writing. Let’s check the answers together.  (Read aloud answers on the board and if they have grammatical errors, teacher corrects them.) | |
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| **Main Activity** | | | |
| Materials: Video clip & Laptop, Worksheet #3, #4, Role play cards, Chocolates | | | |
| 1min  3min  1min  5min  2min  9min  1min  3min  1min | Whole Class  Whole Class  Whole Class  Whole Class  Whole Class  Group  Whole Class  individually  Whole Class | **Procedure:**  (Set up the laptop)  **1. Listening for the main idea (general understanding)**  <Instruction>  Everyone puts your pens down and listen carefully to the drama intro part. Try to remember this question. “Who are the main persons?” and “What are their characters?”  <ICQ’s>  Can you take notes while listening? (No)  What are you supposed to think about? (Main persons and Their characters)  Good. Let’s start!  (Play the drama intro, 3minuates, without stopping)  Do you want to listen again?  (Yes – Have them listen one more time.)  (No – Next step)  (Check whether they understand listening)  Anyone can answer? Speed quiz!  “Who are the main characters?” (*Louis, Eddie, Jessica*)  “Why did they move from Washington, D.C., to Orlando, Florida?”(Because *Louis* wassetting up the restaurant.)  Great job!  (Distribute the worksheet #3)  < Instruction >  Here is the worksheet #3. Write main person’s characters. Please work together, in pairs. Have them share your thoughts. If you don't know what you want to describe, you can check a dictionary. I will give you 5 minutes.  <Demonstration>  Ok. Let’s see. Who is the father? *(Louis)* Good. His name is Louis. What are his characters? Optimistic, He loves America and has an American dream. You write it down. If you have other thoughts, you can write those down too.  <ICQ’s>   * So, what are you going to do? (After discussing, write it down) * Are you working in pairs? (Yes) * How much time do you have? (5mins)   Great, begin!  (Teacher monitors discreetly. Answer students if they ask questions. )  1min. 30sec. Time’s up!  Volunteer?  (Check each answer by free discussion)  Great.  **2. Listening for Details. (role-play, dictation**)  < Instruction >  Now, this time we will role-play. Firstly, you have to make groups of in three. You will pick one character in this drama and one role card. Different situations are written in the role play card. You should play the part with great expression. If you try hard, I will give you Chocolates. I will give you 9minutes.  < Demonstration >  Let’s see it. I start to choose a character (*Louis)* and a situation(stumble on a stone and fall down). Because he is optimistic, he says “Oh, my legs are all in bloody. But that’s ok. Maybe it will stop soon.”  <ICQ’s>   * Do you have your partner? (Yes) * How many people are there in a group? (3 people) * How much time do you have? 9mins)   GO!!  (Teacher monitors discreetly. Answer students if they ask questions. When teacher walk around class, T gives chocolates students.)  30sec. Time’s up!  Great.  < Instruction >  Let’s go to the details. We are going to listen for the second time. And I will give a sheet. You have to fill in the blanks with the right words while listening.  Please work individually. I will give you 3 minutes.  <ICQ’s>   * Are you working in pairs? (No) * Are you working individually? (Yes) * How much time do you have? (3min)   (Distribute the worksheet #4)  Begin!  (Teacher plays the drama. Let students to fill in the gaps as they listen)  (Check answer)  Great job. I think all of you have finished the worksheet. Let’s check the answers together. Please read aloud each sentence slowly and correctly.  (Go through the answers of each sentence one by one.  Explain the meaning if necessary.  Correct the grammar and the vocabulary if necessary.) | |
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| **Post-Activity** | | | |
| Materials: Drawing papers, crayons, markers | | | |
| Time  1min  6min  1min  1min | Set up  Whole class  individually  Whole class  Whole class | **Procedure:**  **1.Free Production (describe student’s family)**  <Instructions>  Guys! Almost done. This is the last part now. “Tell me about your family.” Here is the sample.  < Demonstration>  I put up my wall chart. It reads “My family is four people. My mother always looks like a young girl. She would not harm a fly.”  **<** Instructions **>**  Now, it is your turn to write a family introduction. I will give you 6minutes. Please work individually. You can decorate with crayons and markers.  (Distribute drawing paper, crayons, markers)  <ICQ’s>   * Are you working individually? (Yes) * How much time do you have? (6min)   GO!  (After this activity, teacher posts student’s work and take a picture.)  **2. Homework**  (Distribute the Hw worksheet)  This is homework for review.  Please memorize words that you learned today.  You will be tested on tomorrow morning.  **3.Conclude lesson**  Today we learned how to “explain Huang family's character through the drama” and “describe our own family”. You did many activities. Right? Did you enjoy the activity today? Was it fun? Was it difficult? Do you have any question?  (Dismiss the class if there’s no question.)  Great gob, guys!  See you tomorrow. Have a nice day. | |

(In *Jcpenney*, store)

***Eddie* : Mom, check it. Fresh, right?**

***Jessica Huang* : No.**

***Louis Huang* : Isn't that necklace heavy?**

***Eddie* : Life's heavy dad. Please, mom, can I get this?**

***Jessica Huang* : Too expensive.**

Moms thought everything was too much. She never understood that you couldn't haggle at *Jcpenney*.

***Eddie* : Those are set prices, mom! If you don’t buy *Nas* shirts, I’m going to get a part time job.**

***Jessica Huang* : why do you insist hip hop?** **Naughty.**

***Eddie* : What? Don’t say like that. It’s awesome, and part of my life! Only hip hop understands me.**

That's me, your boy Eddie Huang in the headphones. My family moved from Washington, D.C., to Orlando, Florida. I was 11 years old, and it was 1995. This is the story of my family, an American family, the *Huangs*.

***Louis Huang* : Yep, that is cool! That’s really American.**

That's my dad. His name is ***Louis***. He loved everything about America. Full-on bought into the American dream. Also, he was always optimistic. Mom was always hard on me way before all that "tiger mom" stuff. She thought I was trying to cause trouble wearing that hip-hop shirt, but she didn't understand. If you were an outsider, hip-hop was your anthem. And I was definitely the black sheep in my family. But I believe in doing my own fighting. I excited about the move? No. Did anyone ask me if I was excited? Never. But it's hard getting respect when you're 11.

(In the car, music)

***Eddie* : Ugh, dad! Turn off the music and light!!**

***Louis Huang* : Eddie, I know you're not excited to leave D.C., but you're gonna love Orlando. I've been there for six months setting up the restaurant.**

***Eddie*** *:* **Hmm? I don't know why we have to move. Why couldn't you keep on going back and forth between Orlando and D.C.?**

***Louis Huang* : This new place is going to make us all stronger. A lawless land for only the bravest of familiar!**

***Jessica Huang* : huh?**

***Louis Huang* : There is opportunity here to make a better life for our family.**

***Eddie* : You are just trying to get a nut, dad. Family? Not me. I can’t feel any opportunity. Whenever I try to something, mom always say ‘No’.**

***Louis Huang* : Oh, son, I got big dreams. I got big plans. I have strong belief.**

***Eddie* : Then, where is my dream? I gonna be a rapper like *Shaq.***

***Jessica Huang* : Your father is right. This is why we left our family and friends. This is why we left everything we know to come to a place where we know nothing and where the humidity is not good for my hair.**

***Louis Huang* : Oh, *Jessica* your favorite song.**

(Turn on the music)

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|  |  |  |  | The Black Sheep.jpg |

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| Life is heavy | Haggle | Optimistic | Anthem | The black sheep | Bravest | Humidity |

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| --- | --- | --- | --- | --- | --- | --- |
| Life is heavy | Haggle | Optimistic | Anthem | The black sheep | Bravest | Humidity |

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* **Make sentence with these words.**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Life is heavy | 2. Haggle | 3. Optimistic | 4. Anthem | 5. The black sheep | 6. Bravest | 7. Humidity |

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2. .
3. .
4. .
5. .
6. .
7. .

* **Make sentence with these words.**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Life is heavy | 2. Haggle | 3. Optimistic | 4. Anthem | 5. The black sheep | 6. Bravest | 7. Humidity |

1. My brother said me, “**Life is heavy**, son”.
2. It was worth **haggling** for a deal.
3. Ever **optimistic**, he thinks he will pass the exam.
4. The national **anthem** is sung before every basketball game.
5. I am proud to be **the black sheep** of the family.
6. He was the **bravest** guy ever.
7. I can't sleep well at night because of the **humidity**.



Name :

Personality :

Name :

Personality :

Name :

Personality :







Name : *Eddie*

Personality: bluff/

Adolescent/ he is young but he has his own view of life/ he loves hip-hop

Name : *Jessica*

Personality : she is very fussy/ picky/ stubborn/

tiger mom

Name : *Louis*

Personality : he has an American dream/ he is a dreamer/ positive/ optimistic





**Listen carefully and fill in the blank.**

*Eddie* : Mom, . Fresh, right?

*Jessica* : No.

*Louis* : ?

*Eddie* : Life's heavy dad. Please, mom, can I get this?

*Jessica*: Too much.

Moms everything was too much. She never understood that you couldn't haggle at Jcpenney.

*Eddie* : Those are , mom! If you don’t buy nas shirts, I’m going to get a part time job.

*Jessica* : why do you hip hop? Naughty.

*Eddie* : What? Don’t say like that. It’s awesome, and part of my life! Only hip hop understand me and you don’t know who I am even thought you gave birth to me.

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*Eddie* : Ugh, dad! the music and !!

*Louis* : Eddie, I know you're not excited to leave D.C., but you're gonna love Orlando. I've been there for six months the restaurant.

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*Jessica* : huh?

*Louis* : There is here to make a better life for our family.

*Eddie* : You are just trying to get a nut, dad. Family? Not me. I can’t feel any opportunity. I try to something, mom always say ‘No’.

*Louis*: Oh, son, . I got big plans. .

*Eddie* : Then, where is my dream? I gonna be a rapper like Shaq.

*Jessica*: Your father is . This is why we left our family and friends. This is why we left everything we know to come to a place where we know nothing and where the is not good for my hair.

*Louis* *Huang* : Oh, *Jessica* your song.

**Listen carefully and fill in the blank.**

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*Louis* *Huang* : Oh, *Jessica* your **favorite** song.

