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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Leisure time(free time plan)** |

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| Instructor:  **Christine** | Level:  **Upper Intermediate** (Adult) | Students:  **12** | Length:   1. **minutes** |

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| Materials:  -Vocabulary worksheet (12 copies)  -Listening file (about 1 min)  -Listening work sheet (12 copies each)  -White board, board markers  -Listening script (12 copies)  -Leisure activities list  -Computer, Speaker |

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| Aims:  -To practice listening to real-life conversation  -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 pairs |

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| Language Skills:  Speaking: comparing answers within groups  Listening: the speakers’ short conversation about what they do  Reading: vocabulary worksheet  Writing: finding leisure activity they can enjoy when they’re free |

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| Language Systems:  -Lexis : Vocabulary used in University when they meet close friend.  -Function : Introducing activities what they really enjoy and asking hobby.  -Discourse : The reason they enjoy the activity and the effect. |

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| Assumptions:  Student already know:   * How the class is set up and run (there will be 4 student groups at each table) * The teacher’s style of teaching and the pace of the course * All students are university students (between Age 22 and 24) * Some students enjoy their leisure activity on free time while some students don’t have leisure activity when they’re free and want to find their own leisure activity can enjoy when they’re free and stressful in life time. |

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| Anticipated Errors and Solutions:  -students may not be able to follow the passage easily  -> Follow the task-feedback circle: let them listen to the conversation 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)  -If students finish their task earlier than anticipated,  -> Ask as many students as possible about their hobby and leisure activities they enjoy when they’re free. |

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| References: esl-lab.com |

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| **Lead-In** | | |
| Materials: Board | | |
| Time | Set Up | Procedure |
| 2 min | Whole class | Hello everyone, how was your weekend?  Actually, I go to Gapyeong nearby Seoul to ride a horse these days. Every weekend, I go to there and enjoy my new leisure activity, horse riding. It relieves my stress out. But I think there are students who have no leisure activity and no idea they really enjoy. Because it is very difficult to find what is the best leisure activity for me. Me neither. Until last year, I had no leisure activity and didn’t know what activity I really enjoy and relieves my stress.  (Elicit the important qualities & write them on the board)  Ok. so today, we will listen to short conversation about the leisure activity. But first, we will learn some vocabularies the speakers use. |

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| **Pre-Activity** | | |
| Materials: vocabulary Worksheet, Board | | |
| Time | Set Up | Procedure |
| 5 min | Whole class  Individually  Whole class | l. Vocabulary (Matching Exercise)  Instruction  Work individually, Match the first part of each sentence with the second part containing vocabularies. Write the correct vocabulary on the empty line. You have 3 minutes.  (Distribute the worksheet)  Demonstration  Look at the #1…. “right, it is explaining time” So put midnight on the empty line in the #1 sentence.  CCQ  Who are you working with?  How much time do you have?  What do you write on the empty line?  Monitor discreetly. Answer students if they ask questions.  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  Check answer: let students write down the correct vocabularies on the board (#1 already written by teacher)  -Go through the vocabularies on by one  -Elicit the meaning from students  -Explain the meaning if necessary |

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| **Main Activity** | | |
| Materials: Computer, Speaker, Audio-file, Listening worksheet, Listening script | | |
| Time | Set Up | Procedure |
| 5 min  10 min | Whole class  Whole class  Individually  Groups  Whole class | 1. Listening for the Main Idea (general understanding)   Instructions  Listen to the conversation. Think about what is the speaker talking about. How do you think of the Amy’s decision. Just think it is good or bad.  CCQ  What are you supposed to think about?  Which speaker’s decision do you think?  (play an audio-file without stopping)  How do you think of the Amy’s decision?  Let students who think Amy’s decision good put their hand up, choose 1 students and ask why would you think that.  (same for students think the decision is bad)   1. Listen for details   Instructions  Now, listen to the conversation one more time. Answer the questions on the worksheet as you listen. Work individually.    CCQ  What are you supposed to do?  Individual or group work?  (Distribute work sheet)  Play an audio-file.  Let students write answer as they listen.  Do you need to listen again?  -Yes; play an audio-file again  -No; go on next work  Now, compare the answer with your group members. If the answers are different, talk to each other why you chose that answer and find correct answers based on the conversation.    Give all students listening script papers and check the correct answer the question together. Listen to the conversation last time.  If there is a question many students couldn’t find the correct answer, pause the file and let students say the sentence there is an evidence for the question out loud. |

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| **Post Activity** | | |
| Materials: Leisure activities list University students can enjoy easily | | |
| Time | Set Up | Procedure |
| 3 min  2 min | Whole class  In pairs  Whole class | l. Free production  Instruction  Now, you are going to introduce your leisure activity to your partners.  If you have no leisure activity, see the leisure lists sheet, choose  what you want to do and explain why you pick that. You have 3 minutes  CCQ  Are you working in pairs?  How long?  Monitor actively and participate within each pair.  Take 2 volunteers and let them introduce their leisure activities shortly.  ll. conclude lesson  Good job today. See you guys tomorrow.  (3 minutes left)  Wait. We have three more minutes. So I will give you the homework.  Sit down nicely and attention please. |

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| **SOS Activity** | | |
| Materials: X | | |
| Time | Set Up | Procedure |
| 3 min | Whole class | Homework  Instruction  In our class, there are students who has a hobby and don’t. So I want to you guys all have your own way to relieve stress out. This is a today’s your homework.  Give homework  Search for unique and popular leisure activities. |