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| **VListening** ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: The Body’s Reaction to Stress** |

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| Instructor:Angela Kim | Level:**Intermediate** | Students:**16** | Length:**50 Minutes** |

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| Materials:-A white board and a marker-A word list (not for showing the list to the class, but I need a list in case teacher forgets them)-Listening sound files-Work sheet-Script of the listening files |

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| Aims:-(This material is mainly for students who are willing to study in the university in English speaking countries.) Students can learn new vocabularies used in a psychology lecture that talks about stress and body reaction by listening and shadowing to the given lecture. -Students can understand in what situation the new vocabularies are used by listening to the lengthy lecture.-Students can learn how to pronounce the new vocabularies by shadowing the script.-Students can learn how to spell the new vocabularies(key words) by working on the work sheet. |

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| Language Skills:-Listening: Students’ listening skills can be improved by listening to the lecture. -Speaking: Students’ speaking skills can be affected by shadowing the script. -Reading: Students’ reading skills can be improved by reading the script while shadowing and doing dictation activity.-Writing: Students can practice writing new vocabularies by working on the work sheet. |

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| Language Systems:-Phonology: How the new words are pronounced.-Lexis/Vocabulary: Words that are used in a lecture about psychology.-Function: How it is used when discussing about psychology and stress |

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| Assumptions:-Students will learn new vocabularies.-Students can indirectly experience the atmosphere of an English lecture.-Students can learn what stress can do to our bodies and reaction to it. |

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| Anticipated Errors and Solutions:-Students might struggle with other vocabularies in the lecture. ⇒Working on the work sheet(lecture mapping) can help them understand the flow of the lecture.⇒Giving scripts for the shadowing activity can help them understand the whole context. -Students might struggle with the speed of the lecture.⇒We can use computer program(ex. Golden Wave) to make the sound file slower if necessary. -Student might struggle with pronouncing the new words.⇒Teacher can show them how to pronounce it.  |

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| References: -TOEFL iBT ACTUAL TEST LISTENING LEVEL 1(published by TOMATO) p95-98 |

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| **Pre-task** |
| Materials:  -A word list -A white board and a marker |
| Time | Set Up | Student Activity | Teacher Talk |
| 5-10 min | whole classwhole class | Follow the guide questions and focus on the topic.Learn new vocabularies | -Start off the class with guide questions;T: Everyone, if we have too much work, what happens?(expected answers: We get sick. We get stressed. Our body gets stressed tec.)T: When we are stressed, does it affect our body in some ways?-After going over guide questionsT: Let us find out some new vocabularies and learn their meanings.(if time is enough, let them take a guess about the meaning)-Write the new words on the board.[new words] perception, alarm, resistance, exhaustion, adaptation, drawback, immune system, vulnerable, phase, anorexic behavior, vital |

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| **Task Preparation** |
| Materials: -Listening sound files |
| Time | Set Up | Student Activity | Teacher Talk |
| 10-5 min | whole class | Listen to the file | -Direct and explain what we are going to do next.T: Now, we are going to listen to a lecture. Try to listen to the new words. If you think you are not going to remember them, you may take notes while listening.-listen to the listening sound fileT: Did you pick up any new vocabularies? Let’s check what you have heard.  |

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| **Task Realization** |
| Materials:  -Listening sound files -Work Sheet - Script of the listening files(Text book materials) |
| Time | Set Up | Student Activity | Teacher Talk |
| 15-20 min | whole classwhole classwhole classwhole classwhole class | Listen to the instructionWork on the work sheet by themselvesShare and check the answersListen to teacher’s instructionShadowing and reading the script | -pass out the work sheet and give instruction for the work sheetT: We have briefly checked what we have heard. I’ll give you some work sheets now. Please fill in the blanks and take notes of the lecture. You may take notes with only using words but you may also write them down in some chunks from the lecture.”-listen to the listening sound file+students work on their work sheets on their ownT: Let’s share some words you have heard with the whole class.-after sharing, T: Let’s find out the answers for the work sheets.-check the answer of the blanks-pass out the scripts to the students and direct what we are going to do next.T: Now, I want us to practice the pronunciation for the new vocabulary by shadowing our script. But, this script is quite long, so we will work only with the 4th paragraph. -students shadowing the listening file with the script |

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| **Post Activity** |
| Materials:  -A word list(The same list used in the pre-task) |
| Time | Set Up | Student Activity | Teacher Talk |
| 5-10 min | whole class | Answer CCQ | -Go through with some CCQ.T: So, we learned about some new words today. Let’s discuss through come questions before the class is dismissed. [CCQ]-What does immune system do to our bodies?-What do people do when they feel exhaustion?- What are some things that can be vital for living?-What can be the drawbacks if you hurt your ankle?-With what word can we replace perception? -After going through CCQs, dismiss the class |

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| **SOS Activity** |
| Materials: -Word scramble written on a sheet of paper |
| Time | Set Up | Student Activity | Teacher Talk |
| if there is extra time left after the task | whole classIn groups | Listen to the instructionUnscramble the key words and make a sentence out of it | -Tell the instruction for the game.T: We have some extra time left, so let’s play a little game. I’m going to show you some scrambled words. You have to think what they are, and make a sentence out of it. We can split 16 people into 4 groups. Each team member can help their members making a sentence. Okay, what do you think this word is? [some examples of scrambles]ropenicpet = perceptionesartcsein = resistanceadtnaitapo = adaptationakdwacrb = drawback |