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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| Have you ever experienced difficulties in communicating?**(A brain scientist’s stroke of insight)** |

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| Instructor:HAYOUNG | Level:High-intermediate,Advanced | Students:12 | Length:50 minutes |

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| Materials:→White board, board markers→Listening CD, CD player→A picture of Dr. Taylor and brain→Chart sheet(12 copies)→Listening worksheet(12 copies)→Vocabulary worksheet(12 copies)→Extra papers |

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| Aims:☞Students will learn some vocabulary and expressions about brain science and the language communication by reading passages and matching vocabulary.☞Students will predict Dr. Taylor’s job and what they’re going to listen by the first impression from the picture. ☞Students will practice listening to real interview of radio show and redundancy through the CD track.☞Students will be able to pick up details from the listening by answering questions on a worksheet.☞Students will practice speaking by discussing with group members. |

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| Language Skills:☞Reading – vocabulary worksheet☞Listening – the speaker’s interview about Dr. Taylor herself and the stroke she had☞Speaking – prediction /comparing answers within groups☞Writing – dialogue for role-play /arrangement of main ideas /making sentences |

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| Language Systems:☞Lexis – describing functions of our brain and one neuroanatomist’s life☞Function – explanation of brain hemisphere☞Discourse(context)- dialogue as an interview in radio show |

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| Assumptions:☞Students already know how the class is set up and run.(4 student groups at each table)☞All students are single and in college.(age 20-21)☞Students may not be familiar with studies of brain science.  |

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| Anticipated Errors and Solutions:☞Students may not be able to pick up details from the listening. Chunk the listening.(pause and play)☞Students may need more time on vocabulary activity. If it takes too long, just verbally share the answers instead of having students check them with partners. ☞If there is a shortage of time for the lesson, cut post-activity discussion short and ask only 2 students to share their opinions. If they finish tasks earlier than anticipated, ask as many students as possible about their ideas and let them talk about differences between their own opinions and partner’s.  |

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| References:[Q: Listening and Speaking] (level 5)[lead-in.pdf](file:///C%3A%5CUsers%5Crhgkdud%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C01O2WO3X%5Clead-in.pdf) [vocab.pdf](file:///C%3A%5CUsers%5Crhgkdud%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C01O2WO3X%5Cvocab.pdf)[main idea.pdf](file:///C%3A%5CUsers%5Crhgkdud%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C01O2WO3X%5Cmain%20idea.pdf)[main idea2.pdf](file:///C%3A%5CUsers%5Crhgkdud%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C01O2WO3X%5Cmain%20idea2.pdf)[details.pdf](file:///C%3A%5CUsers%5Crhgkdud%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C01O2WO3X%5Cdetails.pdf)[post-activity.pdf](file:///C%3A%5CUsers%5Crhgkdud%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C01O2WO3X%5Cpost-activity.pdf)[listening script.pdf](file:///C%3A%5CUsers%5Crhgkdud%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C01O2WO3X%5Clistening%20script.pdf) | ⇒If you can’t open these pdf files, please refer to another attached file that is uploaded with. |

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| **Lead-In** |
| Materials: worksheet(some paragraphs about certain situations written on): topic written on the board |
| Time | Set Up | Procedure |
| 8min. |  Pairs &Whole class | T: Here’s a discussion activity to have fun. Please read the following situations and discuss them with your partner. These situations are related to our topic, ‘difficulties in communicating’.(Distribute the worksheet & Students discuss)T: This is just a warming up activity to help your BRAIN, so feel free to discuss about those situations. After discussing, choose one and role-play it for the class.(Students role-play)T: We can see there could be several types of difficulties in communicating. What kind of difficulties do you expect to learn from our listening today? |

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| **Pre-Activity** |
| Materials: vocabulary worksheet: picture of Dr. Taylor and brain |
| Time | Set Up | Procedure |
| 7min.+3min.+2min.=12min. | Individually&Whole class | **Vocabulary** Instructions: Work individually. Read the paragraphs and write each bold word next to the correct definition. (Distribute the worksheet)CCQ Are you working alone?How much time do you have?-Monitor discreetly. Check the answers as a whole class.**Eliciting**Use the picture to elicit some words students should know for the listening. Students can assume the main idea of today’s listening from the picture.-Show students the picture.-Elicit the meaning from students.-Explain the meaning if necessary.**Prediction**T: You’re going to listen to a radio interview. Dr. Jill Bolte Taylor is a neuroanatomist who had a stroke and later wrote a book about her life. She describes the effects of her stroke in her book and in this interview. How do you think Dr. Taylor’s ability to think and communicate was affected when she had a stroke? Share your prediction and check it as you listen to the interview. |

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| **Main Activity** |
| Materials: listening worksheet: CD and CD player: chart worksheet(for students to take some notes) |
| Time | Set Up | Procedure |
| 12min.+10min.=22min. | Individually&Groups &Whole class | **Listening for main ideas**Instructions: Look at the key phrases in the chart that indicate main ideas. Listen to the interview and take notes to explain the ideas.(Distribute the chart)CCQ: What are you supposed to take notes about?(Play CD without stopping)-If students want to listen again, have them listen one more time.-If not, have them share their thoughts.-Answer students if they ask questions.(Distribute the worksheet)Instructions: Use your notes to write down main ideas that Taylor explains to her listeners. Compare your sentences with partners. Check the answers as a whole class.**Listening for details**Instructions: Listen again. Circle the answer that best completes each statement.(Play CD while distributing the worksheet)Let students circle the answers as they listen, and let them compare the answers with group members. Check the answers as a whole class.Listen to the track for the last time to see if there’s anything missing. Go through all of the worksheets. |

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| **Post-Activity** |
| Materials: some papers(for students to write down their own opinions) |
| Time | Set Up | Procedure |
| 5min.+3min.=8min. | Groups &Whole class | **Free production**Instructions: Do you think you focus more on ‘the big picture’ and general ideas or details? Would you say that you’re more ‘right-brained’ or ‘left-brained’ according to the ideas in the listening? Which effect of a stroke would upset you more, the loss of the ability to speak or the loss of your past memories? Why? Discuss the questions in a group.CCQ Are you working alone?How much time do you have?-Monitor actively and participate within each group.-Have students share their opinions with the class.**Conclude lesson**Interaction feedbackYou all did good job today. I'm so proud of you guys being so passionate with discussion. When you go home, please choose one picture, any kind of picture is fine, and describe that picture in the sense of left hemisphere or right hemisphere. See you tomorrow!Additional assignment: Write sentences using any impressive vocabulary you learned today. |