|  |
| --- |
| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Listening English Premier League Broadcast** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: **Choi** | Level: Elementary | Students:10 | Length: 50 minutes |

|  |
| --- |
| Materials:   * Board, Board markers (black, blue, red)Fill in the blank – 9 copies * YouTube (Broadcast about 5 minutes and 45 seconds) * 1st Worksheet : Words used in broadcast (key words and key idioms used in the dialog) /12 copies ( 1 copy per one student and 2 copies are extra copies) * 2nd Worksheet : Useful expressions used in the dialog. /12 copies * 3rd Worksheet : Quiz (answering the question about the dialog. ) /12 copies * 4th Worksheet : topic of discussion ( 2 copies , 5 students in one group and one copy per a group) |

|  |
| --- |
| Aims:   * Learn English by listening practical dialog in the broadcast. * Learn important vocabularies and expressions by filling in the blanks. * Practice how to practically use the words and expressions in a actual conversation. * Learn some details from the conversation by answering the questions through quiz activity. * Understand sentences used by native English speakers. * Learn English with fun topic, soccer related conversation ( EPL broadcast). * Actually use the sentence used in dialogue and talk about the English Premier League. * Improve speaking by discussing with friends about the topic given in the 4th worksheet. |

|  |
| --- |
| Language Skills:   * Listening : The dialogue among native speakers in the YouTube about English Premier League. And other students' ideas about the discussion topic, and teacher’s directions. * Speaking : Sharing each others' ideas and practicing to speak and make actual sentences using words learned in the lesson. * Reading : Reading the questions, instructions and etc. shown in the worksheets. * Writing : Writing one's answers and opinions on the Quiz worksheet and writing individual ideas and following reasons about the discussion topic. |

|  |
| --- |
| Language Systems:   * Lexis : new useful words used in the dialog and idioms and expressions used in the dialog. And Express students' own ideas about the topic using the new words and idioms. * Phonology : Listening to a dialog in the English Premier League broadcast and repeating the important words and expressions. * Grammar : Learning and using **HAVE grammar** while filling in the answer parts in the 3rd worksheet. * Function : Explain the ideas and reasons about the discussion topic to a group members while talking with the worksheets. |

|  |
| --- |
| Assumptions:  Students know  - how to express their ideas using certain verbs  - how to fill in the blanks  - how the class is set up and run ( there will be four students in a group at each table)  - the teacher’s style of teaching and the pace of course  - how to read the questions asked in the worksheets.  - how to listen the native speakers' dialog even it's not perfect.  - how to speak their answers even it is not completely fluency.  - How to play soccer and knows the rules of the soccer game. |

|  |
| --- |
| Anticipated Errors and Solutions:  - Students in the class may not understand the **Youtube** dialog completely because the native speakers' fast talking speed.  -> Follow the TASK FEEDBACK CIRCLE: Repeat the dialogue at least three times in a AUDIO-LINGUAL teaching method and tell students what it means explicitly.  - Students may not be understand the specific words used int the worksheet questions.  -> Write the meaning of the word on the board and let students listen pronunciation of the word to help students truly understand the word.  - Time of the Quiz worksheet would not be enough for some students to complete the answer.  -> Give students 5 more minutes to complete the quiz and let students skip those quiz worksheets if there is less than 3 students who didn't finish the quiz.  - Students can finish the worksheets earlier than I expected.  -> Let students talk about experiences about watching English Premier League and relate as much as their experiences with the words and expressions used in the EPL Youtube dialog. |

|  |
| --- |
| References:  - https://www.youtube.com/watch?v=RA66GDkALMw |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: n/a | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole Class | Greeting | Hello, everybody ~ How are you doing?  Good weather today !  I know you guys want to go outside and play soccer ! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Idiom/vocabulary worksheet, board and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole  Class | Talk with friends and teacher  Receive the worksheets  And watch the Youtube | **< Eliciting >**  Did you guys watched the soccer game last night?  Good, tell me about your review of the game.  Anyway, then do you guys remember the soccer game we watched together last month ?  <Tell students to remind the past experience about watching soccer games and **ELICIT** the soccer game broadcast.>  Okay Good, Now we are going to listen the soccer broadcast about yesterday soccer game. Listen to a dialogue carefully and we are going to talk about the dialog again.    And I prepared some worksheets for you guys.  Fill in the blanks and talk each other freely about the worksheet. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Video, fill in the blank worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole  Class | Watch the video         Worksheet activity | **<Words and idioms>**  <Instruction>  Work individually.  If you need help you guys can ask to a teacher or your friends.  Look at the worksheet and fill in the blanks. You have 5minutes.  <after 5 min>  Write an answer on worksheet.  Which word or idiom should fill in the blank?    (Wait for a minute to until they are able to answer the questions)  **<CCQs>**  The commentator criticizing the goalkeeper at some point right?    Liverpool fans would be happy for the result of this game isn't it?  Okay good. Is there anyone who has different answer?    Finally let students know the correct answers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: board and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole  Class        Group | Listening discussion instruction about the game and the criticism shown in the Youtube  Start discussion in a group | What do you guys think about his('commentator in the Youtube) criticism of the game?  Have a discussion with your friends    Change the seat to communicate and discuss effectively.  5 students per group |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: board and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min | Individual | Talking about students' individual ideas at the front of the class | Talk about ideas from each group and share their ideas between two groups.  And Pick one student per group and let him or her talk about their ideas.  If their ideas are different then make them persuade each other.  If the persuasion doesn't work, than that student can choose other group members to help him or her ideas to be persuaded.  By doing this most students can participate in the class. |

**About Worksheets**

**Words**

1. slightly

2. controversial

3. quite

4. literally

5. obviously

6. rather

7. concede

8. blame

9. stunning

10. distance

11. absolutely

12. freeze

13. harsh

14. pretty ( not the meaning like 'pretty' girl . meaning as quite, very and etc)

15. performance

16. tough

17. technical

18. crouch

19. particular

20. resume

**Expressions**

1. I'm ready **for**

2. I wondered **whether**

3. I **would expect**

4**. I'd** have to

5. his hands are so **low down** here ( with showing action)

6. He's **got to**

7. I'm talking **about** here

8. **very last** minute of the game

9. he is not giving **himself** the best opportunity

10. There is **no doubt** that

11. **What happens** is

12. he is **able to react to** it

13. **being** harsh

14. **make** trophies

15. go through

16. That's going to **make** a **defining** moment

17. **tough** game

18. coming **through**

19. There is talk **of**

20. crouch **down**

**Grammar**

1. I'm not saying that he **would have saved** the shot that the goal on Saturday

if **he'd been** a best season.

2. I think he **should have saved** it personally as I am being pretty harsh and want real top performances from goalkeepers.

3. I **have seen** it last season didn't mention it then saw it on Saturday.