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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Dream interpretation**  **– 12 things that appears in your dreams that has a meaning:** |

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| Instructor:  Sophia  (Jihye LEE) | Level:  Intermediate(adult) | Students:  Six students | Length:  50min |

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| Materials:   * A board and board markers * Pictures(6 copies) * Vocabulary worksheet #1, #2(6 copies) * Fill-in-the-blanks Script (6 copies) * Computer and speaker for YouTube clip(3mins) |

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| Aims:   * To learn news vocabularies and expressions by answering worksheets * To practice and improve their general listening skills by listening to authentic audio material. * To be able to talk and share students’ opinions and experiences. * To practice speaking by discussing with group members. |

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| Language Skills:   * Listening: the short video clip about dream interpretation * Speaking: expressing their experiences and ideas within groups * Reading: questions on the worksheet * Writing: taking dictation and fill in blanks |

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| Language Systems:   * Lexis: vocabularies used in describing dream interpretation * Phonology: practicing new vocabulary * Discourse: script |

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| Assumptions:   * Ss know what dream interpretation is. * Ss have ever had a dream that was strange. * Ss can listen and speak in English but not very accurately |

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| Anticipated Errors and Solutions:   * If Ss are stuck in one vocabulary in worksheet and have difficulty in doing the comprehension question worksheet. * give them a hint by a gesture or synonyms/ antonyms * If Ss need more time to finish their activity (cut-off-plan) * Be flexible with the time Give Ss more time to finish their activity and cut off the time of post activity. * If Ss finish their activity early(SOS plan) * prepare extra worksheet keep students engaged in a class (i.e. short dialogue related) |

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| References:  Auditory & Script: <https://www.youtube.com/watch?v=t21H4F_2g4A>  Images: [www.google.com](http://www.google.com) |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | Answering teacher’s questions | Hello everyone. How was your yesterday?  (Ss answer “good” or “smile”)  You guys did sleep well last night?  What did you dream about last night?  (Ss answer~)  It is easy to forget us dream soon after we wake up. But some dreams are so intense that it is not easily forgotten.  I think you have ever had a dream that was unusual or weird.  Have you ever wondered what your dreams symbolize?  (Ss answer~)  OK, so today we will listen to some dream and its meanings. But first, we will learn some vocabularies the speaker use. |

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| **Pre-Activity** | | | |
| Materials: Pictures, vocabulary worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  3min  5min  3min | Whole class  In pairs  In pairs  Whole class | Following the teacher’s instruction.  Discussing and making the list up on ideas  Ss work on the vocabulary exercise  Answering teacher’s directions | Procedure:  Elicit:  (Distribute handout-pictures.)  Some fields of psychology suggest items in our dreams represent things happening in our daily lives. Look at the symbols in 12 pictures. What do you think they represent?  Demonstration:  Look at the first picture. In our dream  Boxes can represent a Disappointment and secrecy.  Instruction:  Talk with your partner for 5mins. Please list up your ideas and sharing on your notebook or the handout.  CCQ:  What do you talk about?  Who are you working with?  How much time do you have?  Instruction:  Today, we are focusing on “Dream interpretation -12 things that appears in your dreams that has a meaning”  So we can learn new abstract vocabularies. You can guess the meaning of new words as put a word in each blank to complete the sentence.  Work on the vocabularies on the worksheet with your partner. I’ll give you 5 minutes.  (hand out Vocabulary worksheet)  Demonstration:  Look at #1. An ‘assessment’ is a consideration of someone or something and a judgment about them.    CCQ:  How much time do you have?  Do you match all words?  Monitor discreetly  Give time warning: 30seds left  Okay! Time’s up. Let’s check the answers together.  -Go through the vocabularies one by one.  -Explain the meaning if necessary |

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| **Main Activity** | | | |
| Materials: Computer (with the internet) hooked up to a projector, fill-in-blank-script, board and board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  13min  1min  6min | Whole  Class  Whole  Class  Individually  In pairs  Whole class | Listening  Listening and taking dictations.  Checking the answers | Procedure:  1.Listening for the main idea  (general understanding)  Instruction:  First, we are watching the You Tube Clip together. Listen to the speaker. There is one fixed picture on the screen so It’s ok to close your eyes.  Listen for 12 things that appears in your dreams that has a meaning  (Watching the clip)  CCQ:  What does the speaker talk about?  What does it mean “boxes” in dreams?  2.Listening for detail  Instruction:  This time, you will fill in the blanks on the script. Listen to the speaker. Work individually.  (hand out fill-in-blank-script)  Play again  Let students write answers as they listen.  Monitor discreetly  Do you need to listen again?  (YES -> replay or NO -> stop)  Chunk listening if necessary  Now compare the answers with your partner.  Instruction:  Sodid everyone get the correct words in the blanks? Let’s check the right words in each black together.  (Write the right answers on the board)  Play the listening again to check the correct answers. |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class  Groups  Whole  Class | Discussing and sharing opinions | Procedure:  1.Free production  Instruction:  Do you agree with these dreams? What do you think about dream interpretation? Is it real or a superstition?  What can dreams tell us about our walking life?  Discuss into 2 groups. You have 3mins.  CCQ:  Are you working in pairs?  What do you talk about?  Monitor actively and participate within each group.  Share Ss opinions.  Take 2~3 volunteers if running out of time.  2. Conclude lesson  Elicit today’s topic and vocabularies for Ss  Assignment :  Summarize today’s lesson and new vocabularies in the script*.*  Good job! I hope you enjoyed today’s lesson  See you tomorrow! |

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| **SOS Activity** | | | |
| Materials: A board and board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  3min | In pairs  Whole class | Making sentences with new vocabularies | Instruction:  Can you tell me new vocabularies we learned today?  We’re making own sentences with these in pairs.  Choose two vocabularies and make one sentence each vocabulary. Everyone should write the sentences with your partner. I’ll give you 4 minutes.  Demonstration:  For example we can make a sentence using the word ‘marital’.  “The couple share good marital chemistry.”    CCQ:  Are you working alone?  Who needs to write the sentences?  How much time do you have?  Monitor discreetly  Let’s share your sentences together. |