|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Are you going on a diet?** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Hyeyeon Tiffany Jung | Level:  Intermediate | Students:  10 | Length:  50 Minutes |

|  |
| --- |
| Materials:  computer with speaker setup to play the dialogues  whiteboard and marker  worksheet #1: group discussion  worksheet #2: diet plan  picture of “Media diet” |

|  |
| --- |
| Aims:  -To define new vocabularies and compare different units of weight measurement.  -To practice listening to real-life topic.  -To be able to pick up details from the fast-paced real-life talk by answering literal and  interpret questions.  -To practice speaking by discussing in groups and pairs.  -To make their own balanced plan for healthy life. |

|  |
| --- |
| Language Skills:  Reading: Questions on worksheets  LIstening: listening to 2 different dialogue  Speaking: prediction, discussing, sharing experiences and plan within groups and pairs  Writing: note-taking, writing ideas of group discussion, creating their own diet plan |

|  |
| --- |
| Language Systems:  Lexis: real-life vocabularies used in dieting  Grammar: past perfect tense to share their experiences in the past and future tense to make a diet plan  Function: make own diet plan for healthy life  Discourse: real life conversation about losing weight |

|  |
| --- |
| Assumptions:  Students already know:   * how the class is set up and run (horseshoe seating arrangement) * the teacher’s style of teaching and the pase of the course * all students are single and college graduates (age 23 and up) * most students have experiences of dieting |

|  |
| --- |
| Anticipated Errors and Solutions:  Students may not be able to pick up details from the listening.  -chunk the listening (pausing will be useful)  If time is short,  -only have students sharing their ideas in pairs and skip to share with the class.  If students finish their tasks earlier than anticipated,  -ask as many students as possible about their idea about their experiences of dieting or balancing their healthy life. |

|  |
| --- |
| References:  Listening tracks: intermediate listening lesson #14 and #15  <http://www.talkenglish.com/listening/lessonlisten.aspx?ALID=213>  <http://www.talkenglish.com/listening/lessonlisten.aspx?ALID=214>  Picture of media diet <https://thebizpalcompany.com/blog/the-bizpal-company-llc-social-media-study/> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: whiteboard and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole Class | Class Discussion: students will share about the ideas of the common New Year’s resolutions. | T: Hello class, how was your weekend? Did anyone go out to eat for special dinner during the weekend? What do you prefer to eat out or eat at home?  *(Elicit Ss’ different eating habits & write them on the board)*  T: OK, so today we will listen to two people talking about diet. Before listening, let’s look at some words in the dialogues. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: whiteboard and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Whole class  Pair work | Students will study about some words and different weight measurement units.  Student volunteers those who already know the vocabulary will describe it to help other students understanding.  Students will compare the different units of weight measurement by converting the weights that are in the dialogues.  Students will talk about their own experiences of dieting in pairs. | *(Write some vocabularies on the board that students may not know such as “gut, metabolism” & the different units of weight measurement: Pound vs.Kilogram)*  T: Does anybody know the meanings of any words on the board or difference between pound and kilogram?  *(Have student volunteers to describe it, if there is no one, teacher will explain the meaning of each word.)*  \*Gut - belly,abdomen  - digestive tract; part of the digestive tract and especially the intestine or stomach  \*Metabolism - the chemical processes that occur within a living organism in order to maintain life.  \*Pounds and kilograms - 2.2 pounds is equal to 1 kilograms.  T: How much is 15 pounds in kilograms?  How much is 100 pounds in kilograms?  \*15lb=6.80kg, 100lbs=45.35kg  *(wait a moment for Ss to answer)*  T: Have ever been on a diet?  Share about your experience of losing or gaining weights with your partner.  *(give them 3 minutes & have 1 or 2 students to share to the class)*  CCQ  Are you working in pair?  How much time do you have? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: computer with speaker setup to play the dialogues  whiteboard and marker  worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20min | whole class  Groups | Students will listen to dialogues and take a note after listening and answer the questions about the conversations.  Students will discuss about the questions given on the worksheet. | T: OK, we are going to listen to 2 dialogues. I want you to put your pen down and listen carefully. Try to remember what you heard. I will give you a minute to write down what you heard when each dialogue is finished.  CCQ  How many dialogue do you listen to?  When do you take a note?  *(play listening track 14 &15 with pausing for a minute between them)*  Do you want to listen again?  *-Yes: have Ss listen one more time*  *-No: ask Ss some questions about the conversations*  \*Questions for dialogue 1  T:How many months has Julie been on a diet?  Does Julie think Barbara should try this?  What was the main tip Julie got from her trainer?  \*Answers  -2months  -No. Julie thinks Barbara doesn't need to go on a diet.  -Eat 5 tim  es a day  \*Questions for dialogue 2  T:Why did they start talking about dieting?  How many different diets has one of the girl been on?  When do you think they are going to start?  What was the idea to make diet to succeed?  \*Answers  -They saw a skinny girl that was on a diet  -4  -Very soon, probably tomorrow  (answer can be varied)  -Going on a diet with a friend to back you up  T:let’s make a group of 3 and discuss about some diet tips and why people go on a diet.You have 5 minutes. *(distribute worksheet #1)*  CCQ  How many people are in your group?  What do you discuss about?  How many time do you have?  *(after the group discussion, write down the Ss’ answers on the board)* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | individually & pair works | Students will make their own diet plan on something else. And they will share about their plan in pairs. | T: As you conclude, many people try to  lose their weight to be healthy. what  else do you think we need to balance or  maintain to keep healthy life? For  example, some people do “media diet.”  Think about yourself and make a your  personal diet plan for that area. and  share your plan with your partner when  you are done. you have 10 minutes.  *(show a picture of “media diet” as an*  *example and distribute worksheet #2.*  *have student share their own plan with*  *partner.)*  CCQ  are you working alone?  what are you supposed to think about?  what do you do when you finish your  plan?  T: Who wants to tell your plan to the class?  *(have 2-3 Ss to share with the*  *class)*  T:OK. hope you can keep your diet plan and make your life healthy! |