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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: What is name?** |

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| Instructor:  Yeji Song | Level:  Intermediate | Students:  6 | Length:  50 minutes |

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| Materials:   1. Audio clip 2. Teacher's gesture 3. Vocabulary worksheet 4. Grammar worksheet |

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| Aims:   * To boost listening comprehension * To provide an interesting topic for discussion * To develop student’s ability to listen to and extract information from a difficult authentic listening * To give a short about different types of name |

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| Language Skills:   1. Speaking : Read out loud the script and learn new patterns 2. Reading: Read the questions given 3. Writing : Answer the questions given in the worksheet 4. Listening: Listen to related vocabulary how they sound |

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| Language Systems:  Phonology - Pronunciation check  Lexis - Learn new vocabulary related to the topic  Grammar : To+verb / used to  Discourse - Names that are linked to culture and tradition |

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| Assumptions:  Students may know basic vocabulary  Students may have taken a class at least once so they know how it goes.  Students may have learn English before so they know basic structures |

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| Anticipated Errors and Solutions:  Some students may have problems with their writing  Some students may not know about difference  It might take more or less time  ( Ask the students to read out loud taking the turns making pairs)  Students may have problems with listening  (Chunk the sentences and play audio again) |

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| References:  BBC Council  https://www.teachingenglish.org.uk/article/whats-your-name |

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| **Lead-In** | | | |
| Materials  Teacher’s gestures  pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins | whole class | Looking at the pictures which are shown to them and elicit the topic from them) | **Procedure**  T: Hello everyone. How are you today?  ( Show pictures ready)  Here you can see posters that are related to today’s topic. What do you think it will be?  (Elicit from students)  That’ right. Today’s topic is name..  Let’s get started. |

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| **Pre-Activity** | | | |
| Materials:  Vocabulary worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 mins | Work  individually  Whole class | Answer questions on worksheet | **Procedure**  (Distribute the vocabulary worksheet)  Instruction  Match the meaning to the right word  Demonstration  Here I will give you an example. The first one is warmth. Find the right definition of this word and draw a line.  CCQ  who are you working with?  how much time do you have?  T: Now, let’s check out all the answers together.  (Check the answers together) |

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| **Main Activity** | | | |
| Materials:  Audio, Task worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15mins | Whole class  Work individually  whole class  work individually  whole class | Listen for teachers instruction  Listen to the audio file  and work on the tasks given.  Listen to the audio file  and work on the tasks given.  Answer the questions together and share opinions | **Procedure**  T: Before we start to listen to this file, I am going to distribute 2 different worksheets. You are going to listen to listen and check your answers. Let’s look at the first one first. As you listen, fill in the gap on the 1st worksheet.   1. **Check the questions given**   Instruction  Before the students listen to the audio, guess the answers to these questions.  CCQ  Can you take notes?  How much time do you have?  **2. Listening for the main idea.**  Distribute the worksheet  Instruction  Tell learners they are going to listen to a radio programme about fashions in names  in Britain and the US.  CCQ  What are you supposed to do?  Are you working alone?  T : We are going to listen to audio first and then start mark the right answers. Okay. Are you ready?  Play audio  (Students will answer as they listen)  T: Its time to check all the answers together. We are going to listen to it one more time and check if the answers are correct.  **3. Listening for details**  T: We are going to work on the 2nd worksheet. Now you are going to listen to audio carefully and fill in the blanks on the worksheet  Instruction  Play the audio again and ask learners to complete the gapfill exercise (part 3 on their worksheet). Ask learners to check the answers as a whole class.  Play audio again.  CCQ  How much time left?  T: Now, let’s check the answers together.  What is the answer for question number a?  ( Same for questions from b to e )  If the students answer wrong, play the audio where they were wrong) |

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| **Post Activity** | | | |
| Materials: Scripts | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins | Whole class  working in pairs | Listen to teacher’s instruction.  Making pairs and read out loud as instructed | **Procedure**  T: As we read the script now it’s time for us to read out loud. Be a partner with a person next to you.  Instruction  Making pairs you have 5 minutes to read out loud.  (Students will work in a group and read out the script loud)  Learners often find it useful to see a transcript of an audio after they finish the  listening activities. They can check that they have understood correctly and identify  words or phrases that were unclear. |

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| **SOS Activity** | | | |
| Materials: Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 17mins | Working in a pair  whole class | Listen to teacher’s instruction and read out loud taking turns with a partner  Listen to teacher’s wrap up instruction. | **Procedure**  T: As we read the script now it’s time for us to discuss the topic based on your experiences. We are going to work with the same partners and talk about the topics based on your experiences. You have 10 minutes.  Instruction  Making a pair with your partner again. Taking the turn to ask questions and share your opinion.  CCQ  Are you working with pairs?  T: Alright times up. So was there any interesting experiences related to today’s topic? if there is, let’s share your partner’s answers based on his or her experiences.  Instruction  Students have 5 minutes to talk about interesting answers  CCQ  What are you going to discuss?  What is the homework?  Closing  It’s time to wrap up! How did you feel about today’s class?  Homework  Give learners a choice of a homework task or suggest different tasks depending on learners’ levels, interests, etc. |

Elicit picture



**Vocabulary worksheet**

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| Abstract | describe something follow tradition |
| Convey | emphasise the intensity |
| Extreme | odd, weird |
| traditional | transmit or convey as the medium transmission |
| ridge | a long, narrow, elevated strip of land or any raised strip or band |
| unusual | existing only in mind |

**Task 1**

1.\_\_\_\_\_ is a popular name these days.

a) Bay b) Beach c) Sandy

2. \_\_\_\_ is a popular name for boys.

a) Zebra b) Bear c) Lion

3. \_\_\_\_\_ is a popular name for girls.

a) Red b) Blue c) Grey

4. \_\_\_\_ is a very popular name these days.

a) Banana b) Cherry c) Apple

**Task 2 Fill in the blank worksheet**

Listen again and write ONE word in each gap.

a) The fashion at the moment is to have \_\_\_\_\_\_\_ as names.

b) Fox and Wolf used to be\_\_\_\_\_\_\_\_.

c) Some ‘\_\_\_\_\_\_\_\_\_’ names are common but others are unusual.

d) The singer Beyoncé named her daughter after a \_\_\_\_\_\_\_\_ and a plant.

e) \_\_\_\_\_\_\_\_\_ names like Chelsea used to be strange.

f) Taylor and Cooper used to be names of \_\_\_\_\_\_\_\_\_.

g) A family in Holland gave their six children names with the same \_\_\_\_\_\_\_\_.

**Task 3 Read out loud**

Names – transcript

Presenter 1: Today we are going to talk about names, particularly fashions in names, you know,

the kind of names famous people use for their children. You’ve been looking into this recently,

haven’t you Finn?

Presenter 2: I have indeed and it’s a fascinating topic. The US leads here with new names and

we in Britain follow sometimes, but we tend to go for the more traditional names. So, the big trend

is using nouns as names.

Presenter 1: Nouns, what sort of nouns?

Presenter 2: Well they can be abstract qualities like Honor or Passion. There’s a long tradition of

this kind of name, like Faith or Charity, which used to be common names. A new name is Haven,

that’s growing in popularity. And similar names like Shelter, Harbor and Bay also convey feelings

of safety and warmth.

Presenter 1: Mmm. I suppose Passion is used to mean ‘extreme enthusiasm’ nowadays, and

people use the word a lot, so maybe it’s a good choice for a modern name. Haven has a nice,

safe feel to it.

Presenter 2: OK, then there are names which come from nature or animals, although with some

of these it’s hard to know whether they come from nature or a surname – that’s another trend.

Here we have Frost, Wolf, Fox, Bear, for boys, of course. And a new name: Ridge.

Presenter 1: Ridge, like a mountain ridge? The top of a mountain range?

Presenter 2: Yes, weird, huh? It’s seen as a tough, outdoorsy name for a boy. OK, then there are

musical names. Harmony and Melody have been around for ages, but Lyric is a new one.

Presenter 1: Lyric, wow!

Presenter 2: Yes, it came in at number 325 in the US a couple of years ago. That doesn’t sound

very popular, but there are so many different names being used at the moment that it means it

isn’t so unusual. Other noun categories are months – May, June and April are common, but

January is uncommon and November very unusual. And then you have colours. Beyoncé and

Jay-Z called their daughter Blue Ivy – a very distinctive name, a colour plus the name of a plant.

Blue is very popular for girls right now, and Red or Grey for boys.

Presenter 1: I’ve just thought of another category. Food names, like Olive or Clementine.

Presenter 2: Yes, that’s another one. Flower names are pretty common, but food names are

unusual. Gwyneth Paltrow and Chris Martin named their daughter Apple, of course.

Presenter 1: Yes, poor child.

Task 4 Share your opinions

Is your name traditional or modern?

Does your name have a translation in other languages?

Does anyone in your family share your name?

Do you know any famous people with the same name as you?

How do people in your country usually choose a child’s name?