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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:**  Stephanie’s likes and dislikes |

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| Instructor:  JINJU KIM (PEARL) | Level:  High Beginner | Students:  12 | Length:  50 minutes |

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| Materials:   * Words worksheet (12 copies) * Listening the passage from online (about 1min 47seconds) * Listening worksheet (12 copies) * 6 Flashcards with pictures and words on the other side * White board, board markers & tape |

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| Aims:   * To learn vocabulary and expressions for describing what they like by filling out the words worksheet. * To predict what the speaker likes or dislikes by guessing through activity pictures. * To practice listening to real-life speech of the person with american accents * To be able to pick up details from the fast-paced real-life talk by answering details questions on a worksheet. * To practice speaking by discussing with group members |

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| Language Skills:   * Reading: Work Sheet I & II * Listening: The speaker’s short speech about what she likes and dislikes * Speaking: prediction, comparing answers within groups, discussing within groups * Writing: details(dictation), answering the worksheet question in a sentence |

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| Language Systems:   * Lexis: words and expressions the speaker used * Function: introducing about oneself |

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| Assumptions:   * how the class is set up and run(there will be 4 student groups at each table) * the teacher’s style of teaching and the pace of the course * all students finished previous level very well and are deligent to learn English |

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| Anticipated Errors and Solutions:   * Student may not be able to follow the passage easily   : let them listen to the audio multiple times until they get the idea   * Students may not be able to pick up details from the listening   : Chunk the listening (pause - play - pause - play)   * Students may need more time to work on the worksheets   : If it takes longer than the give time, get the answers from volunteers instead of a representative from each group.   * If time is short   : Cut post-activity discussion short and ask 2~3 students to share what they likes and dislikes and why   * If students finish their tasks earlier than anticipated   : If there are plenty of time, you can do SOS activity. If there are just little bit more time, you can ask students what they wanted to like in the past and why. |

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| References:  <https://www.englishlistening.com/index.php/listen-to-passages/> (Stephanie’s likes and dislikes) |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole Class |  | Hello! everyone, How was your weekend?  ex) Ss: I went to National Park for hiking.  Great! Do you like to hike or climb?  Is there anybody did something you like this weekend?  (Elicit what Ss like or don’t like & write them on the board)  It’s good to know what you guys like or don’t like.  Today, we will listen to Stephanie’s likes and dislikes, and now we will learn some new words and idioms she uses. |

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| **Pre-Activity** | | | |
| Materials: Word Worksheet, Board, Pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13min  3min | Whole Class  Individually  Whole Class  Whole Class |  | 1. Presenting Key Vocabulary   Dislike, Favorite, Enjoy, Bored  Demonstration: (writing new words on the board)  ‘Dislike’ is antonym of ‘like’, ‘Favorite’ means you like more among all others of the same kind, ‘Enjoy’ means having a pleasant time when you are doing something. Lastly, ‘Bored’ is the feeling the one who is in not interesting situation(explaining with several examples for each word).  Expressions  When people like/dislike something, they say “I like/dislike to~ or I don’t like to~”  2. CCQ  Can you dislike someone you love?  Are you happy when you eat your favorite food?  Are you sad when you enjoy something you like?  Can you be excited when you are bored?  Do you think they have same meaning?  “I dislike, I don’t like”  3. Word Worksheet  Instruction  I will give you a worksheet, and you have 3 minutes to answer all the questions on it.  (Distribute the worksheet)  Monitor discreetly. Answer Students if they ask questions. Give time warning: 1 minute left.  Give a minute more if they need it  Check answers: let students answer the first part of the worksheet, and ask three students to share their own sentences with the class.  4. Prediction  Instructions  Look at the these pictures. What activities are they?  Do you think Stephanie like or dislike those activities?  Show the pictures one by one.  Elicit vocabulary used in listening part.  Check your predictions as you listen to the speakers. |

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| **Main Activity** | | | |
| Materials: Audio from online, speaker(device), Listening Worksheet, board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min  15min | Whole Class  Whole Class  Whole Class  Individually  Whole Class | A pair activity  Group activity | 1. Listening for the Main Idea(general understanding)   Instruction  Put your pens down. Close your eyes. Listen to the speaker. Think about what Stephanie likes and dislikes mainly.  CCQ  Can you take notes?  What do you need to think about while you’re listening?  (play the audio)  Can you get the main idea?  Do you want to listen again?  \*Yes>play one more time  \*No>share what she likes and dislikes with a partner for 3min  What does she like?  What does she dislike?  Show students the pictures again and ask whole class  what she likes and dislikes.(compare with their prediction about Stephanie’s likes and dislikes>just to notice the differences)  2. Listening for Details  Instruction  Now, we will listen one more time. Answer the questions on the worksheet as you listen. Work Individually.  CCQ  Are you working alone?  What are you supposed to do?  (Distribute the worksheet)  Play the audio  Let students write answers as they listen.  Do you need to listen again?  Yes>Play it one more time  No>Let’s work within a group  Now make the class into 4 groups. compare the answers with your group members. when you have an agreement, pick a representative up and share the answer with whole class.  Group 1>share the answers for #1  Group 2>share the answers for #2  Group 3>share the answers for #3  Group 4>share the answers for #4  Check the answers as a whole class after the representatives share their answers.  Listen to the tracks one last time.  if there is anything missing: pause the audio right there and let students say it out loud. |

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| **Post Activity** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | Whole  Class  Whole Class | Group activity | 1. Free Production   Instruction  What things do you like? What things do you dislike? Does everyone around you support what you like to do?  Discuss with you group. You have 3 minutes.  CCQ  Are you working in pairs?  For how long?  Monitor actively and participate within each group.  Share students’ opinions.  Take 2~3 volunteers if running out of time.  2. Conclude lesson  Elicit vocabulary and expressions they learned  Give homework  Write a sentence for each vocabulary you learned today  Good job today. See you guys tomorrow~ |

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| **SOS Activity** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min  5min | Whole Class | Group activity | 1. Free Production   Instruction  Discuss with your group about what kind of house Stephanie needs to buy to have many kinds of animals she likes. Then, draw a house or blueprint of the house she would buy. You have 10 minutes.  CCQ  Do you work in pairs? or individually?  For how long?  Pick a representative who will share the work with whole class. Each group presents to the whole class. |