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| 🗹Listening 🞏Speaking 🞏Reading 🞏Grammar 🞏Writing |
| Topic: Daily idioms – Eddie meets Lily |

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| Instructor:  Lily Kim  Eddie Moon | Level:  Intermediate (Adult) | Students:  12 students | Length:  30 Minutes |

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| Materials:   * Computer, speaker, big screen, white board, markers * Worksheet #1 – Matching idioms (12 copies) * Worksheet #2 – comprehension questions (12 copies) * Worksheet #3 – Fill in the blank (12 copies) * Worksheet #4 - 12 blank sheets of paper * Worksheet #5 – Fill in the blank for SOS activity (12 copies) |

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| Aims:   * Main aim: Ss will be able to improve their listening skills by listening to and understanding the topic in the article. * Secondary aim: Ss will be able to understand English idioms and know to use in a conversation. * Personal aim: I want them to understand the idioms as a chunk in a dialogue. |

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| Language Skills:   * Reading: Ss will read scripts of audio file. * Listening: Ss will listen to a dialogue in DVD rental store. * Speaking: Ss will answer and discuss the comprehension questions. * Writing: Ss will write down the correct idioms in the blanks. |

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| Language Systems:   * Phonology: /v/ * Lexis: new vocabulary in the dialogue * Grammar: past tense, present tense * Function: give statement * Discourse: Dialogue |

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| Assumptions: Students already know   * How the class is organized and operated (2 at each table) * Four language skills and language systems * How to rent a DVD at the DVD rental store and what DVDs are for. |

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| Anticipated Errors and Solutions:   * If students need linguistic help to express their opinions during class   -> give them linguistic support by providing definitions and some examples.   * If some students keep quiet or speak too quietly   -> encourage them to take risks and walk further away from them so they can speak louder.   * If some students give a wrong answer * -> commend their participation and encourage them not to be ashamed of. |

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| References:   * Audio file and script   -> https://esllibrary.s3.amazonaws.com/   * English definitions   -> https://www.thefreedictionary.com/ |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 1 min | Whole  class | Answering the teacher’s questions | Good morning, everyone! How are you doing today?  Did anybody watch a movie recently? |

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| **Pre-Activity** | | | | | | |
| Materials: Computer, monitor, worksheet #1 (12 copies), white board and maker | | | | | | |
| Time | | Set up | Student Activity | | Teacher Talk | |
| 4 min  4 min  1 min | | Pairs  Pairs  Individual | Discuss about the probable topic of today’s class  Students complete  Students check answers | | **Procedure:**  **1. Prediction**  **Elicit**  (Project the picture on the screen)  Please, take a look at the screen. With your partner, guess where they are and what kind of conversation they might be having. Now I will give you 2 minutes to share your thoughts.  (After 2 minutes)  Time’s up! Can one person of each team tell us what is going on in the picture?  (After 6 students give their comments)  Today, we are going to learn some English idioms. What is the idiom?  An idiom is a word or phrase which means something different from its literal meaning.  **Model**  (Write the topic “Daily idioms - Eddie meets Lily”)  **CCQ**  Does idiom mean the same as its literal meaning?  **2. Introduce new idioms**  **Instruction**  We are going to learn some new English idioms before listening to the audio file. I will give you the worksheet #1.  (Hand out worksheet #1)  Read the idioms carefully and match their correct definitions.  **Demonstration**  Now look at the worksheet. Let’s try the first one together…. “Correct, it means…”  **ICQ**  What do you do now?  Are you working in pairs?  How much time do you have?  Let’s start!  **Monitoring**  (Monitor discreetly. Answer to questions.)  Give time warning:  30 seconds left.  Time’s up!  **Check Answers**  Let’s check the answers together. | |
| **Main Activity** | | | | | | |
| Materials: Computer, speaker, worksheet #2, worksheet #3 | | | | | | |
| Time | Set up | | | Student Activity | | Teacher Talk |
| 1 min  2 min  1 min  3 min  2min  1 min | Individual  Individual  Individual  Individual  Pairs  Individual | | | Ss read the comprehension questions  Listen to the audio  Students complete  Listen to the audio and fill in the blanks  Check answers with partner  Students check answers | | **1. Prediction**  **Instruction**  (Hand out worksheet #2)  I will give you the worksheet #2. Now you read the questions and try to find the answers when you listen to the audio file.  Now you have 1 minute to finish your reading.  **ICQ**  What do you do now?  Are you working in pairs?  How much time do you have?  Let’s start!  (Don’t need time warning)  Time’s up! Now, are you ready for listening to the conversation?  (Play the audio file without pausing or stopping and adjust the speaker volume loud enough so every student can hear it.)  **Check Answers**  Let’s check the answers together.  **2. Listen for the main idioms**  Good job everyone. Now, let’s hear the audio again. And this time you need to fill the blanks in worksheet #3.  **ICQ**  What do you do now?  Are you working in pairs?  Let’s start!  (Play the audio file without pausing or stopping and adjust the speaker volume loud enough so every student can hear it.)  Were you able to finish them all?  Let me play one more time for you.  (Play the audio file again)  Ok everyone. Now check your answers with your partner for 2 minutes.  **ICQ**  What do you do now?  Are you working in pairs?  How much time do you have?  **Check Answers**  Let’s check the answers together.  (Write the answers down on the board) |

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| **Post Activity** | | | |
| Materials: Worksheet #4 (12 blank sheets of paper), white board and maker | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 4 min  4 min  2 min | Pairs  Pairs  Whole class | Write a dialogue  Present a dialogue to the class  Students listen. | **1. Writing own dialogue**  **Instruction**  Ok, now I will hand out the blank paper and you guys make your own dialogue with a partner using the idioms you have learned today. I will give you 5 minutes and just try to use as many idioms as possible.  **ICQ**  What do you do now?  Are you working in pairs?  How much time do you have?  Let’s start!  **Monitoring**  (Monitor discreetly. Answer to questions.)  Give time warning:  30 seconds left.  Time’s up!  **2. Sharing**  Now, let’s hear it. Who would like to go first? Thank you. Please come up to the front and present it.  **Monitoring**  (Monitor discreetly and make sure students use the idioms correctly.)  Excellent! Good job. Thank you for the interesting and the practical conversation. Let’s go clockwise.  **3. Conclude the lesson**  (Conclude the lesson checking the new idioms and correct grammatical and pronunciation errors.)  You guys did a great job today. Please try to remember the idioms you learned today and to find the opportunities to use it in real life. Thank you all for your participation and have a great day. |

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| **SOS Activity** | | | |
| Materials: Worksheet #5 | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 4 min  2 min | Pairs  Individual | Fill in the blanks  Students check answers | **1. Writing own dialogue**  **Instruction**  Ok, now I will hand out the Worksheet #5 and you can fill in the blanks with a partner. I will give you 4 minutes.  (Hand out worksheet #5)  **ICQ**  What do you do now?  Are you working in pairs?  How much time do you have?  Let’s start!  **Monitoring**  (Monitor discreetly. Answer to questions.)  Give time warning:  30 seconds left.  Time’s up!  **Check answers**  One student from each group will give an answer. We will start from here and go around… That correct. You did a good job. |

* **Image file**

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* **Worksheet #1**

Matching these idioms to their correct definitions

1. to be choosy \_\_\_\_a. a popular movie that made a lot of money
2. to have a sec \_\_\_\_b. to watch, to look at
3. a blockbuster \_\_\_\_c. to stay up to date, to know current information
4. a winner \_\_\_\_d. to like, to be interested in
5. to check out \_\_\_\_e. to know a lot about
6. to start from scratch \_\_\_\_f. to be picky, to not like many things
7. to know one’s stuff \_\_\_\_g. to call someone on the telephone
8. to keep up with \_\_\_\_h. a good choice
9. to be into \_\_\_\_i. to start at the very beginning
10. to give someone a ring \_\_\_\_j. to have some free time

* **Worksheet #2**

1. What did Eddie ask Lily for?

2. What was the first movie Lily recommended?

3. How many Indiana Jones movies were there?

4. What did Lily give Eddie at the end of the conversation?

* **Worksheet #3**

Fill in the blank.

Eddie: Excuse me, do you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Lily: Yes?

Eddie: I want to rent a movie for tonight. Do you have any recommendations?

Lily: sure! What kind of movies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Eddie: I’m not \_\_\_\_\_\_\_\_\_\_.

Lily: Well, I really like the Indiana Jones movie.

Eddie: How was it?

Lily: It was a \_\_\_\_\_\_\_\_\_\_\_\_\_! It has some of everything: comedy, drama, and a lot of action.

Eddie: Sounds like a \_\_\_\_\_\_\_\_\_\_\_\_\_. Wasn’t there more than one Indiana Jones movie? Which one should I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ first?

Lily: There were four movies, actually. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Rent the first one tonight.

Eddie: Great. Hey, any other recommendations? I have time for two movies and you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Lily: thanks. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the new movies. Do you like drama?

Eddie: Sometimes. Why? What do you recommend?

Lily: I’d try Million Dollar Baby. A lot of people liked it. It won the Academy Award.

Eddie: Sounds great. Hey, can I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ later? I’m Jon.

Lily: Sure. I love talking about movies. My name is Amy. Here’s my number.

* **Worksheet #4**

Write a dialogue with a partner using idioms that you just have learned. And practice and present the dialogue to your class.

* **Worksheet #5**

Fill in the blanks with the correct idioms

1. I like Jazz and Blues music. What kind of music \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

2. I’m not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I like all kinds of music.

3. Let’s go \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the new Brad Pitt movie this weekend.

4. I heard the new Brad Pitt movie is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. I don’t like big Hollywood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. All those movies are the same.

6. I’ll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tonight and we can chat on the phone.

* **Script**

Eddie: Excuse me, do you have a sec?

Lily: Yes?

Eddie: I want to rent a movie for tonight. Do you have any recommendations?

Lily: sure! What kind of movies are you into?

Eddie: I’m not choosy.

Lily: Well, I really like the Indiana Jones movie.

Eddie: How was it?

Lily: It was a blockbuster! It has some of everything: comedy, drama, and a lot of action.

Eddie: Sounds like a winner. Wasn’t there more than one Indiana Jones movie? Which one should I check out first?

Lily: There were four movies, actually. Start from scratch. Rent the first one tonight.

Eddie: Great. Hey, any other recommendations? I have time for two movies and you know your stuff.

Lily: thanks. I keep up with the new movies. Do you like drama?

Eddie: Sometimes. Why? What do you recommend?

Lily: I’d try Million Dollar Baby. A lot of people liked it. It won the Academy Award.

Eddie: Sounds great. Hey, can I give you a ring later? I’m Jon.

Lily: Sure. I love talking about movies. My name is Amy. Here’s my number.