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| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: What Your Favorite Ice Cream Flavor Says About You** |

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| Instructor:  Andy Lee  Clara Im | Level:  Upper Intermediate  (Adult) | Students:  12 | Length:  30minutes |

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| Materials: Realia-the pictures of different ice-cream flavors  Vocabulary worksheet (12copies)  White board and board markers  Listening worksheet -Gap fill (12copies)  Post-activity worksheet (3copies)  Computer for audio file  SOS activity worksheet (12copies) |

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| Aims:  -Main aim: Students will be able to improve their listening skills by listening to and understanding the topic in the article.  -Secondary aim: Students will be able to talk about their personality.  -Personal aim: I want my students think about their personality in target language and understand different personalities. |

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| Language Skills:  **Listening: Students will listen to the article and find detailed information.**  Speaking**:** Students will discuss whether they agree or disagree with the article and talk about their real personality.  Reading: Students will read scripts of topic.  Writing: Students will take notes on details of the text. |

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| Language Systems:  Phonology: /f/,/v/  Lexis: New vocabularies related to personality in the article  (impulsive, seductive, tolerant, devoted, scrupulous, etc)  Grammar: be more likely to be + adjective  Function: describing one’s personality  Discourse: News article |

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| Assumptions:    Students already know  -How the class is set up and run (There will be 3 groups of four students)  -Four language skills and language systems  -There are different flavors of ice-cream and their names  -They need a writer and a reporter in a group work. |

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| Anticipated Errors and Solutions:  -If students need help finding the definition and synonym  → I will introduce them to an internet site named “Thesaurus.com”  -If a certain student dominates a group discussion  →I will give an equal turn and time to speak by monitoring  -If some students feel afraid or reluctant to speak  →I will encourage them to feel comfortable and give positive feedback |

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| References:  -Listening File & Script edited from:  → <http://wallstreetinsanity.com/what-your-favorite-ice-cream-flavor-says-about-you/>  -SOS activity crossword puzzle generator  → <https://www.education.com/worksheet-generator/reading/crossword-puzzle/>  -Visual aids  → <https://news.baskinrobbins.com/news/baskin-robbins-reveals-what-your-favorite-ice-cream-flavor-says-about-you> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole  Class | Answering to the teacher’s questions | Good morning! How are you today?  Do you like ice-cream? What is your favorite ice-cream? Let’s talk about it together! |

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| **Pre-Activity** | | | |
| Materials: Board, board markers, visual aid (pictures of different ice-creams),  worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  4min  1min | Whole  class  Pairs  Whole  Class | Students answer teacher’s questions  Students work on the worksheet #1  Students check answers | 1. Brainstorming   Elicit  (Show the students visual aid-picture) There are different flavors of ice-cream. What are they? Do you think your favorite ice-cream can say about you? Why do you think so?    Additional explanation  (tell about survey)  “Baskin-Robins and Dr. Alan Hirsh revealed a few surprising findings when investigating what a person’s favorite ice cream flavor says about you.  Model  (Write the topic on the board)  Today we will talk about this topic “What Your Favorite Ice-cream Flavor Says About You”  CCQ  Can your favorite ice-cream flavor say about you?   1. New Vocabulary   Instruction  “We are going to learn the new vocabularies before listening. First, read the definitions of words and match the words from the list above.  (Distribute the worksheet #1)  Look at the worksheet.  Let’s find the right word for the first definition.  Demonstration  Look at the first definition and there are synonyms too. What can be the synonym for \_\_\_\_\_\_\_\_\_? If you and your partner don’t know the meaning of the definition and the synonym, you can use the dictionary.  Work together with your partners. I’ll give you 4 mins to finish it.”  ICQ  What do you do with your partners?  Can you use a dictionary?  Are you working alone or in pairs?  How much time do you have?  Let’s start!  Monitoring  (Monitor discreetly and check if students are working well. Help students when they ask for a help.)  (Give time warnings)  Now you have 1 min left.  Time’s up.  Check Answers  Let’s check the answers together.  Then let’s move on to the listening activity. |

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| **Main Activity** | | | |
| Materials: Computer for listening, worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  2min  3min  2min  2min | Alone  Whole class  Alone  Pair work  Whole class | Students listen to the article individually.  Students answer what they think the main idea is.  Students work on the worksheet #2 while listening to the article  Students check the answers with their partners.  Students check the answers with the teacher | 1. Listening for main idea   Instructions  As I mentioned, today’s topic is  “What Your Favorite Ice-cream Flavor Says About You”  For the first listening, we will just listen to the article to find a main idea. Find what your favorite ice-cream can say about you. Work on your own.  ICQ  Are you working individually?  What are you doing now?  Right, find a main idea.  (Play the audio file)   1. Checking the main idea   Is there any volunteer who finds the main idea?  (Ask two or three volunteers to check the main idea)  CCQ  Is it possible for your favorite ice-cream to say about your personality?  Now, we’re going to listen to it one more time.  (Distribute the worksheet #2)     1. Listening for details   Instructions  Let’s listen to the news article again and this time, you are listening for detailed information. While you are listening, you will fill the gaps in the worksheet 2. Do it individually first.  ICQ  Are you working individually?  Will you fill the gaps while listening or after listening?  Check answers  Now, check the answers with your partners. See if your partners and you have the same answers. You have 2mins.  ICQ  Are you working individually or with your partners?  How much time do you have?  Let’s check the answers with me before moving on to the post activity. |

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| **Post Activity** | | | |
| Materials: Worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  4min  2min | Group  Whole class  Whole class | Students in groups talk about the topic on the worksheet #3.  Each reporter presents what their group members talked about.  Students answer elicited questions of today’s lesson and participate in error correction. | 1. Free production   Instruction  Now, we’ll do a group activity. Make three groups with four members.  (Distribute worksheet #3)  As you can see, there are three questions to talk about. Each group needs a writer and a reporter to present their member’s opinions. I’ll give you four minutes so that each member can talk for a minute.  ICQ  Are you working in groups?  What do you need to talk?  Who do you need in your group?  How many minute each member has to talk?  Are you ready? Let’s begin!  Monitoring  Monitor discreetly and check if each member has an equal turn to talk.   1. Presentation   It’s time to present and listen to what others think and what their personalities. Please stand up and report your opinions. Speak clearly please. Other students should pay attention to the reporters.   1. Conclude Lesson   (Give feedback and summarize today’s lesson and do error correction with the students)  Everyone, you did a great job today. Please review the words that can describe your personality. Thank you all for your efforts. See you in the next class! |

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| **SOS Activity** | | | |
| Materials: Crossword Puzzle worksheet (12copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  2min | Individual  Whole class | Students complete the crossword puzzle using the word in the listening article.  Students check the answers | 1. Crossword Puzzle   Instruction  Now, we are going to complete the crossword puzzle using the word in the listening script. First, read the definition on the bottom and write down the word on the puzzle. You will work individually. You have 5 minutes to finish it.  ICQ  Are you working alone or in a group?  How much time do you have?  Monitoring  (Monitor discreetly to see if the students are working well. Answer to the question.)  Check answers  Let’s check the answers together. |

Pre-Activity: New Vocabulary (Worksheet #1)

**Adjectives for Describing Personality**

☆ Can you match the words to the definition and synonyms?

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| Impulsive flirtatious seductive gullible tolerant devoted  Introvert frugal cautious ambitious scrupulous conscientious |

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| word | Definition (Synonyms) |
| 1. | tending to act without thought (careless, emotional) |
| 2. | committed, loyal (ardent, caring) |
| 3. | economical (discreet, meticulous) |
| 4. | desiring success (aggressive, aspiring) |
| 5. | provocative, teasing (coy, flirty) |
| 6. | alluring, sexy (attracting, charming) |
| 7. | extremely careful (critical, exact) |
| 8. | person who retreats mentally (narcissist, self-observer) |
| 9. | open-minded, easygoing (humane, benevolent) |
| 10. | through, careful (diligent, faithful) |
| 11. | careful, guarded (alert, considerate) |
| 12. | naive, trusting (believing, innocent) |

Main Activity: Listening for details (Worksheet #2)

**“What Your Favorite Ice-cream Flavor Says About You”**

**Fill in the gaps**

1. If your favorite flavor is Vanilla, you’re more likely to be , suggestible, and an idealist.

2. If your favorite flavor is Chocolate, you’re more likely to be a dramatic, lively, charming, , and .

3. If your favorite flavor is Very Berry Strawberry, you’re more likely to be a , and an .

4. If your favorite flavor is Mint Chocolate Chip, you’re more likely to be argumentative, , and .

5. If your favorite flavor is Chocolate Chip Cookie Dough, you’re more likely to be , competitive and a visionary.

6. If your favorite flavor is Pralines ‘n Cream, you’re more likely to be loving, supportive and prefer to avoid the spotlight.

7. If your favorite flavor is Jamoca (i.e. coffee), you’re more likely to be , and a moral perfectionist.

8. If your favorite flavor is Chocolate Chip, you’re more likely to be generous, competent and a go getter.

9. If your favorite flavor is Rainbow Sherbet, you’re more likely to be analytic, decisive and a pessimistic.

10. If your favorite flavor is Rocky Road, you’re more likely to be aggressive, engaging and a good listener.

**Post Activity: Speaking in a group (Worksheet #3)**

**“What Your Favorite Ice-cream Flavor Says About You”**

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| Name of group member | Agree or disagree  with the article | Favorite Ice-cream flavor | Describing Personality |
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