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| **Topic: Live from Edinburgh: ”Homesickness”.** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Hyun Jung Lee | Intermediate | Adults | 15 | 50 mins |
| **Materials:**  MP3 Audio file  White Board & Board Markers  Today’s topic picture on the white board (Eliciting “what does home mean to you?”)  Listening Transcript Worksheet#1 (15 copies)  Vocabulary worksheet#2 (15 copies)  Answer & Discuss worksheet # 3 (15 copies) | | | | |
| **Aims:**  Ss will be able to use vocabulary to complete the worksheet by listening to mp3 audio.  Ss will be able to summarize the text dialogue before listening to the audio.  Ss will be able to pick the answers on the worksheet.  Ss will work in pairs or small groups to discuss “homesickness.” | | | | |
| **Language Skills:**  Listening: SS will listen to the Audio file and interact with students.  Reading: SS will read the audio transcript and comprehensive questions on the worksheet.  Speaking: SS will speak their own opinions and discuss with others.  Writing: SS will correct the answers on the listening script and writing down their own opinions  about ‘homesickness’**.** | | | | |
| **Language Systems:**  Phonology: Pronunciation of “Edinburgh” [édnbə́:rə,-bʌ̀rə], luxuries [lʌgʒəriz]  Lexis: Learning new vocabularies (cities: Edinburgh, Middlesbrough, Aberdeen)  Grammar: Use of noun phrase (NP)+of-NP of things (ex. A network of friends, a length of time)  Function: Asking and answering the questions  Discourse:Discussing their own ideas about “homesickness”. | | | | |
| **Assumptions:**  Students know the class set up and run  Students know how to discuss about the topic.  Students are intermediate level and able to express their own ideas and thoughts in English.  Students might have similar experience of ‘Homesickness’.  Students already know the preposition *of* | | | | |
| **Anticipated Errors and Solutions:**  Students may not know the city names according to the Audio transcript.   * Students need to listen the city’s name and teacher will explain where the cities are and let them to practice unfamiliar pronunciation.   Students my not catch up listening at once.   * Let students listen to the audio by repetitive pause-play-pause-play.   Students may not finish writing their own opinions on time.   * Let student give more time discussing with other students. | | | | |
| **References:**  Live from Edinburgh: Homesickness (2018)*,* In *One Stop English*,RetrievedJanuary 27, 2019, From <http://www.onestopenglish.com/skills/listening/live-from-authentic-interviews/live-from-authentic-podcast-lessons/live-from-edinburgh-homesickness/156517.article> | | | | |
| **Notes:**  Give students as many chances as possible to talk about the homesickness. | | | | |

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| **Presentation: Lead in** | | | | |
| **Aims:** To elicit students vocabulary and expressions related to the “homesickness”. | | | **Materials:** Picture and board marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 mins  5 mins | Whole class  Whole Class | Attach a ‘home’ Picture on the board and ask students eliciting the word from “Homesickness” | | **Greetings**  Hello, everyone. How are you today?  Hope everybody is feeling good today.  **Eliciting**  Put the picture on the board and ask the students.  What do you see in the picture?  Can you see this picture what do you usually think of?  After work where do you go for a rest and sleep at night?  Yes, most of you might think of homes. Right?  What do you think about your home?  For me “home” is a cozy and comfortable place where I can take a rest with my family.  **CCQs**  Have you ever traveled or studied to other countries for a long period of time? (yes/No)  When you were away from home have you ever missed your home or friends?    Can you please tell me what is a meaning of “home” to you?    Students will talk about what is “home” to them.  Ok, we have briefly thought about “home” and let’s move to the next step. |
| **Notes:** Make sure many students have chance to talk. | | | | |
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| **Practice: Pre-Activity** | | | | |
| Aims: SWABT listen to the mp3 audio and answering by the questions from the worksheet. Students will work individually and in groups as well. | | | **Materials:**  Mp3 Audio file  Audio transcript worksheet  listening comprehension worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins  5 mins  3min | Whole Class  Individually  Whole Class | Student will listen to the audio clip and work on the worksheet.  Answer the questions | | Hand out worksheets to the students.  **Instruction**  As I have already mentioned about “homesickness” we will now listen to the Audio dialogue at Edinburgh.  Let’s listen to the Audio and please listen carefully and check the correct answers for each person’s dialogue.  **ICQ**  Was it difficult or easy for you to listen?  Do you need to listen again?  (If they are not able to catch up the answers then let them listen to the audio file again.  Ok, if everyone is finished, let’s check the answers together.  Check the answers for each question. |
| **Notes:** | | | | |
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| **Production: Main activity** | | | | |
| **Aims:**  Ss will think and write their own answers according to the worksheet questions.  Ss will discuss about the questions and share their ideas and opinions through talking to each other. | | | **Materials:**  Q/A worksheet  Discussion worksheet  Board marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins  7 mins  1 min  15 mins | Whole Class  Pairs/Groups  Whole class  Whole Class  Small groups  Whole class | Answer the questions from the worksheet  Students listen and continue their own tasks    Students need to share their own answers with other students in the class  Discuss in pairs with their own opinions from the worksheet | | **Instruction**  Ok, now we have already listened to the audio and checked the answers from the Audio dialogue.  Now we are going to read the questions and answer your own opinion.  I will give you 5 to 7 minutes to write down your own answers.  **ICQ**  Have you all finished your writing?  Do you need more time to finish?   * Check whether all students completed the task.   If students didn’t finish the answers then let students share their thoughts.  **Instructions**  OK, you have done very well, and I think you have already finished your own ideas about the questions.  I would like you all make in a small group and share your answers with each other. And please discuss about each people’s thoughts and ideas.  Monitor actively and participate within each group.  **CCQs**  What do you miss most?  Do you miss Family? Friends? Or Foods?  Does anyone miss something else which other students didn’t mention?  Is there anybody who does not miss things or people even when you are away home?  Ok, hope you guys had a good discussion. |
| **Notes:** Check whether students understood and had a full discussion with others. | | | | |
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| **Post Production: Post – Activity** | | | | |
| Aims: To review and wrap up the lesson. | | | **Materials:**  n/a | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 mins | Whole class | Students will review what they have discussed through the lesson. | | **Reviewing**  Today we talked about  homesickness and shared ideas about when you miss things when you are away home.  **CCQs**  What are the names of the cities we learned from the transcript?  Did you have a full discussion and shared thoughts with each other when you are away home?  **Closing**  From our lesson you have learned unfamiliar vocabularies and a small group discussion were made during the class.  Do you have any questions related to the lesson?  Well, students, did you enjoy the lesson?  I hope you enjoyed the class.  Thank you!  See you again!  class dismissed. |
| **Notes:** | | | | |