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| Listening Lesson Plan |

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| **Strengths and Weaknesses** |

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| **Instructor:**  Yun , Eon Jung  (Victoria) |  | **Level:**  Intermediate |  | **Students:**  12 |  | **Length:**  50 minutes |

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| **Materials:**  - Worksheet #1 (Vocabulary) : 15copies (12 copies for each Ss+3 extra copies)  - Worksheet #2 (Cloze) : 15copies (12 copies for each Ss +3 extra copies)  - Worksheet #3 (Group Discussion) : 15copies (12 copies for each Ss +3 extra copies)  - Worksheet #4 (Writing) : 15copies (12 copies for each Ss +3 extra copies)  - Worksheet #5 (assignment) : 15copies (12 copies for each Ss +3 extra copies)  - Word card written “STRESS” on it.  - CD & CD Player (a short talk with a length of 70 seconds)  - White board , board markers , board eraser |

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| **Aims:**  - To predict main idea of the short talk from listening  - To be able to listen to the key vocabularies through fill in the blanks  - To practice speaking by discussing with group members  - To practice writing own opinion through comparing things related to each other |

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| **Language Skills:**  **- Listening :** listening to the recording, the teacher and students  **- Speaking :** talking to each other through the pair/group work  - **Reading :** reading general talk through filling the blanks while listening  - **Writing :** writing key vocabularies through cloze and through working on Worksheet #4 |

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| **Language Systems:**  - **Phonology :** Listening to what the speaker says  **- Lexis :** Vocabulary used in the talk  - **Function :** Vocabularies and expressions used in the given situations  - **Discourse :** discussing about the topic with group members |

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| **Assumptions:**  Students already know:  - how the class is set up and run (there will be 4 student groups at each desk)  - the teacher’s style of teaching and the pace of the course  - Ss know each other well  - Ss are familiar with a group work  Teacher already knows:  **-** Ss’ age (20~30)  - Ss understand most of what the teacher says |

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| **Anticipated Errors and Solutions:**  - Ss may not be able to follow the passage easily  **→** Follow the task-feedback circle: let them listen to the track again until they get the gist of the  content.  - Ss may not be able to pick up details from listening  **→** Chunk the listening (pause-play-pause-play)  - Ss may need more time to work on the vocabulary  **→** Give any other questions easier to find the answer by her/him self when monitoring them or let  them to work in pair or group. But if it takes longer than 5minutes, cut answer-checking short by  verbally sharing the answers instead of having Ss write them on the board.  - If time is short  **→** Cut post-activity short (Give less time on writing activity and if not finished, give Ss as an  assignment)-  - If students finish their tasks earlier than anticipated  **→** After writing activity, make students share what they wrote. (pair work) |

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| **References:**  - TESOL binder (Appendix – Listening Lesson Plan)  - Issac’s Theme Talk: 120 Topics to Talk About (pg192,193) |

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| **Engage** | | |
| **Materials:** board ,markers and board eraser , word written paper | | |
| **Time** | **Set Up** | **Procedure** |
| 6min | Whole Class | **<Greeting>**  *Good Morning, everyone?*  *How was your weekend? I hope you all had a good weekend.*  **<Eliciting>**  *How do you feel when you think of this word?*  (Showing Ss the paper written “STRESS” on it.)  -🡪 Ss answer.  (Elicit Ss’ ideas about the word “STRESS” and write them on the board.)  *What are good points and bad points about “Stress”?*  -🡪 Ss answer.  (Write Ss’ ideas on the board)  *Thank you. So, today we are going to listen to someone’s short talk about his general idea of Strengths and Weaknesses.*  *Before listening, let’s have a look at the vocabularies which the speaker uses.* |

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| **Presentation** | | |
| **Materials:** board ,markers, board eraser, Worksheet #1 | | |
| **Time** | **Set Up** | **Procedure:** |
| 10min | Whole Class  Individually  Whole Class  In Pairs  Whole Class  Whole Class | **Ⅰ. Vocabulary**  **< Instructions>**  *Work individually. Match the words to right definitions.*  *Write letter “A,B,C” in the empty boxes.*  *You have 4minutes.*    (Distribute the Worksheet #1)  **<Demonstrations>**  *Look at the first word “drastic change”. It means “a very big change”.*  *So, put the letter “D” in the empty box next to the words.*  **<CCQs>**  *Do you work with your partner?*  *What do you put in the empty boxes?*  *How much time do you have?*  Monitor discreetly. If students ask some questions, answer them  Give time warning: 1minute left.  Be flexible with time. If they need more time, give Ss 1 more minute..  When you finish, compare the answers with your partner.  Check the answers:  First, elicit the meaning of the words from Ss  Explaining the meaning if necessary  **Ⅱ. Prediction (with Guiding Question)**  **< Instructions>**  *What is the speaker’s opinion about the weakness?*  *Think of the question as you listen to the speaker.* |

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| **Main Activity – 1** | | |
| **Materials:** CD & CD player, board, marker, board eraser , worksheet #2 | | |
| **Time** | **Set Up** | **Procedure:** |
| 5min  8min | Whole Class  Individually  Whole Class  In Pairs  Whole Class  Groups  Whole Class | **Ⅰ. Listening for the main idea (general understanding)**  **<Instructions>**  *Put your pens down. Close your eyes. Listen to the short talk.*  *Think about what the speaker says.*  **<CCQs>**  *What are you supposed to think about?*  *Can you take notes?*  (Play the CD player without stopping)  *Do you want to listen again?*  -Yes: Have them listen one more time.  -No: Have them share their thoughts about guiding question  *What is the speaker’s opinion about the weakness?*  *(Work in pairs)*  **Ⅱ. Listening for details**  **<Instructions>**  *Now, we are going to listen one more time and you have to fill in the blanks. First, work individually.*  **<CCQs>**  *Are you working with your partner?*  *What should you do while listening?*  (Distribute the Worksheet #2)  Play CD  Let students write answers as they listen.  *Do you want to listen again?*  - Yes →Have them listen one more time.  - No →Have them compare their answers with group members.  *Compare the answers with your group members.(3 student groups)*  *Listen to the tracks one last time.*  *And share with different group members.*  Check the answers with Ss and read it together.  (including pronunciation correction) |

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| **Main Activity – 2** | | |
| **Materials:** board, marker , board eraser , worksheet #3, | | |
| **Time** | **Set Up** | **Procedure:** |
| 10min | Whole Class  Groups  Whole Class | **\* Discussion about Qs**  **<Instructions>**  *Make groups of three students. Here are the Qs for you to discuss.*  *There are 3 Qs. Pick one question and talk about it with your group*  *members.*  *You have 3 minutes.*  (Distribute the Worksheet #3)  **<CCQs>**  *Do you work alone?*  *For how long?*  Monitor actively.  Give time warning: 1 minute left.  One student in each group makes speech about the question they chose.  (sharing opinions) |

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| **Production** | | |
| **Materials:** N/A, Worksheet#4 , Worksheet#5 (Assignment) | | |
| **Time** | **Set Up** | **Procedure:** |
| 11 min | Whole Class  Whole Class  Individually  Whole Class  Whole Class  Whole Class | **Ⅰ. Free Production**  **<Instructions>**  *Here are two types of people. You can pick one type of personality and*  *write its strengths and weaknesses. Check in the box and write about it. Work individually. You have 5 minutes.*  **<CCQs>**  *How many types of personalities are there?*  *Do you work alone?*  (Distribute Worksheet #4)  (Ss work on the Worksheet #4)  *When you finish, exchange worksheet with your partner and read it.*  Monitor Ss. Explaining if necessary.  (If Ss finish earlier ; make students discuss about the topic)  (If time is short : giving an assignment of completing writing)  **Ⅱ. Conclude Lesson**  Elicit today’s vocabulary for Ss  **<Give Homework>**  *Put right words in right sentences. Good luck and have a nice day!*  *The homework is due tomorrow.*  **<CCQs>**  *When is your homework due?*  (Distribute Homework) |

WORD CARD

STRESS

Script Issac’s Theme Talk: 120 Topics to Talk About

**Strengths and Weaknesses**

Nobody’s perfect.

We all have strengths and weaknesses, and it seems like our strengths and weaknesses are related.

If you think long and hard about your weaknesses, it’s easy to get frustrated and depressed.

“How am I going to change? Oh NO!!!”

Well….maybe a drastic change is not the answer. Perhaps just twisting or tweaking that weakness a little bit is.

For example, if someone is really stubborn, that person doesn’t give up easily.

So each weakness has a good point if we can just find it. It takes some focusing – some twisting – but if that weakness can become a strength… WOW!

Also, the way we see others can change a little. If we perceive someone as “stubborn”, then, rather than saying, “I don’t want that person on my team.

He’s too stubborn!” you might say, “I want that person on my team because he never gives up. He has the type of determination it takes to win!”

A lot of it is just changing the way we look at something.

Try thinking about – or looking at something – with a different perspective.

That might be all you need to do…to change a negative into a positive.

Worksheet #1

Vocabulary

* Write letters in the empty boxes with right definition below.

1. drastic change

2. tweak

3. stubborn

4. perceive

5. determination

6. perspective

1. the quality of being determined; firmness of purpose
2. determined not to change one's attitude or position.
3. make minor changes / improve by making a slight change
4. a very big change; a sudden change
5. a particular way of regarding something / a point of view
6. regard as

Worksheet #1 – Answer Sheet

Vocabulary

* Write letters in the empty boxes with right definition below.

1. D drastic change

2. C tweak

3. B stubborn

4. F perceive

5. A determination

6. E perspective

1. the quality of being determined; firmness of purpose
2. determined not to change one's attitude or position
3. make minor changes / improve by making a slight change
4. a very big change; a sudden change
5. a particular way of regarding something / a point of view
6. regard as

Worksheet #2

Cloze

**Strengths and Weaknesses**

Nobody’s perfect.

We all have strengths and weaknesses, and it seems like our strengths and weaknesses are ( ).

If you think long and hard about your weaknesses, it’s easy to get frustrated and

( ).

“How am I going to change? Oh NO!!!”

Well….maybe a ( ) change is not the answer. Perhaps just twisting or tweaking that weakness a little bit is.

For example, if someone is really ( ), that person doesn’t give up easily.

So each weakness has a good point if we can just find it. It takes some focusing – some twisting – but if that weakness can become a ( )… WOW!

Also, the way we see others can change a little. If we ( ) someone as “stubborn”, then, rather than saying, “I don’t want that person on my team.

He’s too stubborn!” you might say, “I want that person on my team because he never gives up. He has the type of ( ) it takes to win!”

A lot of it is just changing the way we look at something.

Try thinking about – or looking at something – with a different ( ).

That might be all you need to do…to change a ( ) into a ( ).

Worksheet #2 – Answer Sheet

Cloze

**Strengths and Weaknesses**

Nobody’s perfect.

We all have strengths and weaknesses, and it seems like our strengths and weaknesses are ( **related** ).

If you think long and hard about your weaknesses, it’s easy to get frustrated and

( **depressed** ).

“How am I going to change? Oh NO!!!”

Well….maybe a ( **drastic** ) change is not the answer. Perhaps just twisting or tweaking that weakness a little bit is.

For example, if someone is really ( **stubborn**  ), that person doesn’t give up easily.

So each weakness has a good point if we can just find it. It takes some focusing – some twisting – but if that weakness can become a (  **strength** )… WOW!

Also, the way we see others can change a little. If we ( **perceive** ) someone as “stubborn”, then, rather than saying, “I don’t want that person on my team.

He’s too stubborn!” you might say, “I want that person on my team because he never gives up. He has the type of ( **determination** ) it takes to win!”

A lot of it is just changing the way we look at something.

Try thinking about – or looking at something – with a different ( **perspective** ).

That might be all you need to do…to change a ( **negative** ) into a ( **positive** ).

Worksheet #3

Group Discussing

* Why do employers often ask you about your strengths and weaknesses?
* Have you ever changed one of your weaknesses into a strength?
* Give an example of something that can be both a strength and

weakness.

Worksheet #4

Writing

people who are “EMOTIONAL” people who are “RATIONAL”

Worksheet #5

Assignment

Fill in the blank with the correct word from the list

1. As with most new managers, Roger was at a loss to explain the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in sales till the last month.
2. Try to see the issue from a different \_\_\_\_\_\_\_\_\_\_\_\_\_.
3. I think you'll have to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ these figures a little before you show them to the boss.
4. He was too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to admit that he was wrong.
5. She has great **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to succeed.
6. Our appearance plays an important part in how our customers **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** us.

drastic change stubborn perceive

determination tweak perspective

Worksheet #5 - Answer Sheet (for next class)

Assignment

Fill in the blank with the correct word from the list

1. As with most new managers, Roger was at a loss to explain the drastic change in sales till the last month.
2. Try to see the issue from a different perspective.
3. I think you'll have to tweak these figures a little before you show them to the boss.
4. He was too stubborn to admit that he was wrong.
5. She has great **determination** to succeed.
6. Our appearance plays an important part in how our customers **perceive** us.

drastic change stubborn perceive

determination tweak perspective