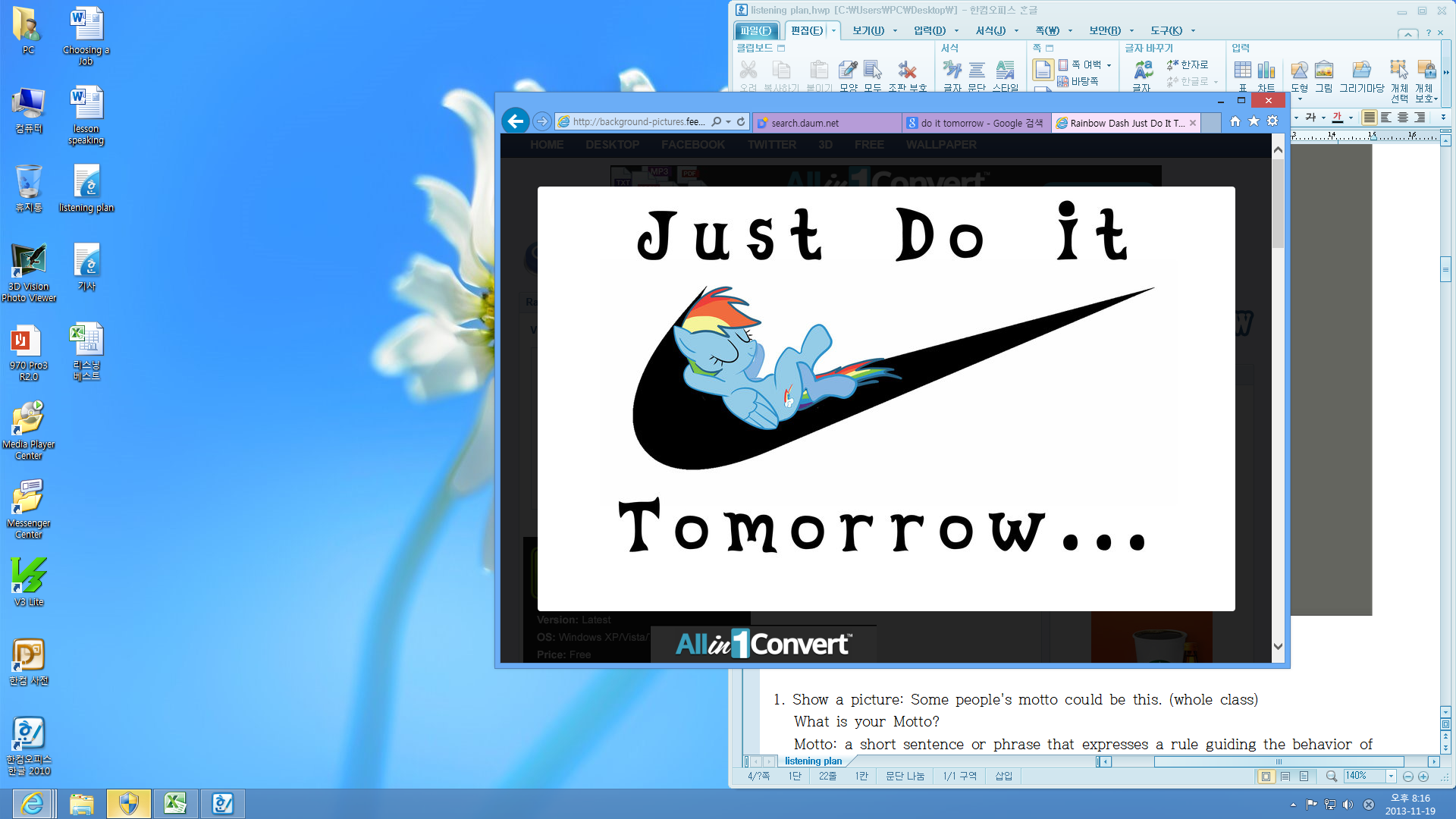
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| Listening Lesson Plan | | | |
| Title: Motto | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Jenny | Intermediate | 12 | 50 mins |
| Materials: - picture1&2  - white board & board makers in the classroom  - computer & speaker in the classroom (play from YouTube-1'45'')  - worksheet A (6 copies)  - worksheet B (6 copies)  - script(for PLAN B- 6 copies)  - second conditional worksheet(for SOS PLAN-6 copies) | | | |
| Aims: - Ss will improve their listening skills by listening to real-life speech of Steve Jobs  - Ss will improve listening attitude by listening from their partner  - Ss will learn words and phrases through filling in the words on the worksheet  - Ss will improve cooperative learning and speaking by discussing the answers on the worksheet  - Ss will improve summary skills by summary after listening the speech | | | |
| Language Skills: Listening: Ts’ instructions, Steve Jobs' speech, discussing with partners  Speaking: discussing about worksheets, summarizing, answering questions  Reading: words& phrases worksheet, written things on the board  Writing: answering on worksheets | | | |
| Language Systems: Phonology: correction of pronunciation during speaking, practicing new vocabulary  Lexis: new vocabulary words and phrases through worksheets and discussion  Grammar: through worksheets, correction of grammar during communication  Discourse: express their ideas, answer questions  Functions: learn how new words and phrases are used in particular situations | | | |
| Assumptions: - All students are adults and know about Steve Jobs  - Most students think about motto of their lives  - Most students are interested in Steve Jobs' speech | | | |
| Anticipated Errors and Solutions: - Ss may not be able to follow the passage easily  : let them listen to the speech again until they get the main idea of the content  - Ss may not be able to pick up details from the listening  : give students an instruction to take note while listening very carefully if the problem still lingers  - Ss may need more time to work on the worksheets  : cut answer-checking short and share the answers  -Some students finish their task earlier than anticipated  : ask them to review the worksheets | | | |
| References: **listening**: <http://www.youtube.com/watch?v=a5SMyfbWYyE>  **article:** <http://news.stanford.edu/news/2005/june15/jobs-061505.html>  **vocabulary:** http://www.learnersdictionary.com/  **idioms &phrases:** <http://www.thefreedictionary.com>  **translation:** <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=102&oid=037&aid=0000004960>  **picture1**:[http://background-pictures.feedio.net/rainbow-dash-just-do-it-tomorrow-by-thelegendhimself-on-deviantart/fc04.deviantart.net\*fs70\*i\*2012\*188\*b\*3\*rainbow\_dash\_\_\_just\_do\_it\_tomorrow\_by\_thelegendhimself-d56cp61.jpg/](http://background-pictures.feedio.net/rainbow-dash-just-do-it-tomorrow-by-thelegendhimself-on-deviantart/fc04.deviantart.net*fs70*i*2012*188*b*3*rainbow_dash___just_do_it_tomorrow_by_thelegendhimself-d56cp61.jpg/)  **picture2**: <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=105&oid=008&aid=0002598255> | | | |
| Note | | | |

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| Pre Task | | | |
| Title: Introduction of motto | | Aims:- To draw out ideas, vocabulary from the students by asking - To increase students interest to the topic by pictures  - To connect the topic with students by pictures | Materials: picture1&2, White board & board makers |
| Time | Set Up | Students | Teacher |
| 9mins | Whole class | - Answer the questions given by teacher  - Think about their own motto and meaning of motto | Instructions  - Greeting  - Elicit thoughts about motto by showing picture1  - Introduce about Steve Jobs by showing picture2  - Pre-teach vocabulary  - Introduce Steve Jobs motto  Guiding Question  - What is this picture saying?  - What is your Motto?  - Have you ever heard his speech?  - What words can you come to mind when you think about - Steve Jobs? CEO? The Apple? Computer? |
| Notes: | | | |

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| Task Preparation | | | |
| Title: Listening Steve Jobs’ Speech | | Aims:- Help students understand general meaning by listening - Build rapport each other by communication  - Practice for improving language skills by listening& talking | Materials: board & makers, computer & speaker |
| Time | Set Up | Students | Teacher |
| 16mins | Individually  Pairs | Procedure:  **1) Listening for general understanding**  - Listen once in preparation for listening  - Think about general meaning of the speech  - Write down short answers on their notes  - Answer some questions  - Listen one more time  **2) Listening for better understanding**  - Write down anything they can listen during listening  - Compare their written words and phrases  - Talk about meaning of written words and phrases  - Summarize, but try to use written words and phrases | Procedure:  **1) Listening for general understanding**  Instruction  - Listen one time in preparation for listening  - Give comprehension questions(=CQ) to students to listen carefully  - Write down the CQ on the board  - Ask students to write down short answers on their notes  - Tell students that we will think and talk about these answers 10 minutes before end of the class  - After finishing explain, listen one more time  Demonstration  - Demonstrate students how to write down words and phrases during listening through writing down 2~3words on the board  Comprehension Questions  - What is the main idea?  - What things does he mention for emphasizing his motto?  CCQ  - Will you focus on specific details?  **2) Listening for better understanding**  Instruction  - Ask students to write down anything they can listen during listening  - Listen one time  - Let students compare written words and phrases with their partner  - Ask students to summarize with their written words& phrases  Demonstration  - Show students how to compare written words & phrases with their partner through giving them an example  CCQ  -Will you write down words which you only know? |
| Notes:Plan B: The computer doesn’t work, read the script without showing to students | | | |

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| Task Realization | | | |
| Title: Worksheets | | Aims:To learn new words and phrases by worksheets To understand how to use vocabulary by worksheets  To share students wisdoms by talking | Materials: Worksheet A, Worksheet B |
| Time | Set Up | Students | Teacher |
| 17mins | Pairs  Whole class  Pairs  Whole class | Procedure:  1) Worksheet A  - Listen teachers instructions  - Do the worksheet with pairs  - Think about the meanings during communication each other  - After finishing, speak answers together  2) Worksheet B  - Listen teachers instructions  - Do worksheet with pairs  - Listen the script  - After finishing, speak answers together | Procedure:  1) Worksheet A  Instruction  - Give worksheet A to pairs of students  - Read instructions at the top of the worksheet  - Explain about 9 sentences above in the worksheet, one partner reads one sentence, and other partner explains meaning of the bold word and vice versa  - Ask them to help each other when partner need help  - In the blanks, some bold words are changed  - After finishing, ask students read the answers    Demonstration  - Show an example how to explain the meaning  - Fill one word in the blanks to show  CCQ  - Will you just fill in the blanks without thinking about meanings?  - When your partner needs help, what will you do?  2) Worksheet B  Instruction  - Give worksheet B to pairs of students  - Read instructions on the worksheet  - Ask them to discuss answers with their partner  - Tell them listen only one time without stopping  - Listen the script again  - After finishing, ask students read the answers    CCQ  -Will we listen chunk by chunk?  - Will you just write down answers without talking with your partner? |
| Notes: Plan B: The computer doesn’t work, read the script without showing to students | | | |

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| Post Task | | | |
| Title: Fun activity | | Aims:To think about main idea by talking To use vocabulary by creating motto  To practice by communication | Materials: White board & board makers |
| Time | Set Up | Students | Teacher |
| 8mins | Pairs | - Answer the questions  - Think and talk with their partners  - Write down on the board  - Create motto with their partners  - Share their motto with other classmates | Procedure:  1) Thinking together  Instruction  - Ask them again the questions on the board which we mentioned in presentation part  - Ask students to talk with their partner  - Ask them write down on the board with pairs  - Think about answers together  CCQ  -What are you going to talk about?  2) Creating motto  Instruction  - Ask students to create any motto with their partner  - But, they should choose one or more words on the worksheets  - Tell them the reason why they are doing this  - Ask them write on the board  - Wrap up  CCQ  - Will you create motto with any words? |
| Notes: SOS Plan – give students 2nd conditional worksheet With examples | | | |

Picture1

picture2

Worksheet A

**Instruction**: ① Read the 9 sentences above. ② Guess the meanings of the bold words or phrases.

③ Fill in the blanks with the bold words or phrases.

1) I **encountered [=ran into]** an old friend on a recent business trip, so I was glad to see him.

2) My father won the lottery. It was beyond my **expectation**.

3) I was very **embarrassed** when I realized that I had forgotten his name.

4) She showed great courage **in the face of** danger. [=she showed great courage when she was faced with danger]

5) Don't fall into the **trap** of believing that technology can solve all our problems.

6) Thousands of new cases have been **diagnosed** in the past year.

7) The **pancreas** is a crucial part of your digestive system.

8) Stephen Hawking doctor should talk through speech synthesizer that adheres to wheel chair after fall in **incurable** disease.

9) She went home for the funeral and to **button up** her father's financial affairs.

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|  | While in a situation in which you have to deal with (something or someone that is dangerous, difficult, etc.) |
|  | impossible to cure |
|  | the state of feeling foolish in front of others . |
|  | a large gland of the body that is near the stomach and that produces insulin and other substances that help the body digest food. |
|  | a belief that something will happen or is likely to happen. |
|  | to meet (someone) without expecting or intending to |
|  | a bad position or situation from which it is difficult to escape |
|  | to recognize (a disease, illness, etc.) by examining someone |
|  | - to fasten (a garment) with a button or buttons. - conclude satisfactorily |

Worksheet B

**\* Write T(true) or F(false) for each statement.**

\_\_\_\_\_ 1. Every morning, Steve Jobs asked himself some question.

\_\_\_\_\_ 2. About a year ago, Steve Jobs had a scan at 7 in the morning.

\_\_\_\_\_ 3. Doctors believed that he didn't have enough time to live.

\_\_\_\_\_ 4. The doctor advised him to stay in a hospital to get better.

\_\_\_\_\_ 5. He was desperate when he heard about a tumor.

**\* Circle the letter of the correct answer.**

6. What question did Steve ask himself every morning?

a. How to live before you die?

b. if today were the last day of my life, would I want to do what I'm about to do today?

7. He believed that there is no reason \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

a. not to have creative ideas

b. not to follow your heart

Script < Steve Jobs’ speech>

For the past 33 years, I have looked in the mirror every morning and ask myself: "if today were the last day of my life, would I want to do what I'm about to do today?" And whenever the answer has been "no," for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything- all external expectations, all pride, all fear of embarrassment or failure- these things just fall away in the face of death, living only what is truly important.

Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago, I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. it means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. it means to make sure everything is buttoned up so that will be as easy as possible for your family. It means to say your goodbyes.

Second conditional worksheet

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| \* If S+ past tense, would +base verb | (2nd conditional)  - We use the past simple tense to talk about the future condition. We use WOULD + base verb to talk about the future result.  -There is not a real possibility that this condition will happen.  -Sometimes, we use should, could or might instead of would. |

Steve Jobs said that, "if today were the last day of my life, would I want to do what I'm about to do today?".

Ex) If it weren’t for the cold weather, I would dive right in.

1. If I met the Queen of England, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2. If I won the lottery, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3. If I were you, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

4. If he didn’t come, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

5. If we didn’t have class today, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Answer

Worksheet A

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| --- |
| in the face of(idiom) |
| incurable(adjective) |
| embarrassment(noun) |
| pancreas(noun) |
| expectation(noun) |
| encounter(verb) |
| trap(noun) |
| diagnose(verb) |
| button up(idiom) |

Worksheet B

1.T

2. F

3. T

4. F

5. F

6. B

7. B