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| **Topic:** The Roommates | | | | |
| **Instructor:**  JI SOO PARK | **Level:**  Intermediate | **Age:**  20 | **Number of Students:** 10 | **Length:**  50 min |
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| **Materials:**  10 copies of T/F worksheets  Board & Markers | | | | |
| **Aims:**  SWBAT identify and discuss the main idea from the listening conversation.  SWBAT improve their speaking and listening fluency through role-play. | | | | |
| **Language Skills:**  Listening: Students will listen to their teacher’s instruction, classmates’ ideas.  Speaking: Students will answer questions and discuss with their partners.  Writing: Students will take notes and answer for T/F questions on their worksheets.  Reading: Students will read the worksheets. | | | | |
| **Language Systems:**  Lexis: Students will learn key vocabularies from the article.  Discourse: expressing opinions, asking Wh-questions.  Function: giving and receiving opinions | | | | |
| **Assumptions:**  Students already have experience in living with roommates.  Students are able to express their ideas and opinions in English.  Students already have their own ideas about roommate qualities.  Students already know the teacher’s style of teaching and the pace of the class.  Students already familiar with role-play and acting out. | | | | |
| **Anticipated Errors and Solutions:**  Students may not have an experience of living with roommates.’   * Make them imagine that they have roommates.   The post-activity may finish earlier than expected.   * Review today’s topic and ask students questions.   If students finish their tasks earlier than expected   * Ask more questions about their experiences about living with roommates. | | | | |
| **References:**  The Roommate Transcript. (n.d.). In ESL Lounge. Retrieved November 11, 2015 from  http://www.esl-lounge.com/student/listening/3L9-the-roommates-transcript.php | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** SWBAT identify the main idea. | | | **Materials:** Board & Marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min | Whole class | Students listen to teacher talking.  Students thinking about the word “roommate”. | | <Greeting>  *Good morning, everyone.*  *How was your weekend?*  <Eliciting>  *Have you ever lived with someone else except family? What are the most important things when you live together?*  *Good. Today we are going to talk about roommate qualities and do a role play activity.* |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:** SWBAT explain and answer for questions after listening conversation. | | | **Materials:** worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min  10 min | Whole  Class  In pairs | Students looking at the questions on the board and thinking about the main idea of the conversation.  Students listen to the conversation and write down the answer or thinking about the answer.  Students do the activity.  Students check answers with the partner.  A student come up to the board and writes down the answer. | | **Listening for the Main Idea (general understanding)**  <Instructions>  *Now listen to the conversation carefully and think about what they are talking about. While you are listening, you can think about the answer for the questions.*  Before listening, write **guiding questions** on the board.  “What complaint does Jim have about the television?”  “Who has the complaint about the music?”  Let students think about the guiding questions while listening.  <ICQ>  *Can you take notes?*  *What are you supposed to think about?*  (Play the listening conversation)  **Listening for Details**  <Answering T/F Questions>  (Distribute the worksheet)  *Now you will have a worksheet. Look at the worksheet. There are true or false questions. You will listen to the conversation again and write down T when you think it is true and F when you think it is false. You can work with the person next to you.*  <ICQ>  *Are you going to listen to the conversation again?*  *Is this for pair work or individual work?*  (Monitor students doing their worksheets.)  *Are you all done?*  *Who wants to come up here and write down the answer for questions?*  (Check answers. Error corrections) |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:** SWBAT improve their speaking and listening fluency through role-play. | | | **Materials:** n/a | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min  5 min  10 min | In pairs | Students start to discuss with their partner.  Students do their role-play. | | <Instructions>  *Let’s pretend we are freshmen year at college. We all live in a dormitory and you are going to have a roommate. Introduce yourself to your roommate and talk about roommate qualities each other. Explain why these qualities are important to you.*  <Demonstration>  *For example, my name is Jim. I’m from Korea. In think that respecting privacy each other by concerning carefully is really important because we will live in the same place and share everything together. Therefore, leaving each other room for privacy would be better for the harmonious life.*  *You will have 5min discussion and start doing role-play.*  <ICQ>  *Are you working in pairs?*  *For how long do you discuss for?*  (Monitor while students discuss)  *Are you ready to start?*  *Who wants to go first?*  (Monitor students’ role play. Make note of any errors)  *Good job. It was very interesting to know that you all have different opinions about roommate qualities.* |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** SWBAT analyze their difficulties or errors made during the class. | | | **Materials:** n/a | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min | Whole  class | If students have questions- answer the questions.  Dismiss the class. | | <Closing- Error correction & feedback>  *Today we talked about roommate qualities. Did you enjoy the activity today?*  *Was it difficult? Do you have any questions?*  *Good job today.*  *See you tomorrow.* |
| **Notes:** | | | | |

THE ROOMMATES

Two people who live in the same house have a "chat" about some problems.

**Jim:** Hi, Sasha, how was work today?

**Sasha:** Oh good evening Jim. Oh boy, it was a really hard day today. I never thought the end of this day was going to come!

**Jim:** I'm sorry about that. However, I need to have a chat with you.

**Sasha:** Uh oh! What's the problem?

**Jim:** I was really happy when I invited you to stay with me in this apartment. I knew you had a problem with that girl you lived with before.

**Sasha:** Oh yeah, she was terrible. I couldn't move without her complaining at me.

**Jim:** Yes, well maybe I understand why she found living with you difficult.

**Sasha:** What? What do you mean? What problems have I caused for you in the apartment?

**Jim:** Where do I start? Let's talk about the television first. How do you switch it off?

**Sasha:** I switch it off every evening. I don't think I've ever forgotten.

**Jim:** I know that, but I want to know how you switch it off. You take the lead out of the power point, don't you?

**Sasha:** Yes, I do. Shouldn't I do that?

**Jim:** No, you should always use the remote control to turn the TV off. And how about the lights? You shouldn't switch them off, ever!

**Sasha:** Why not? What a waste of electricity! My parents taught me that you should always turn off the lights when you leave a room.

**Jim:** Yes, that's fine but you should leave the lights on at night because we have an automatic system which turns the lights on and off. It's so that people always think there's someone at home. I told you about it when you first arrived.

**Sasha:** OK, sorry, I kind of forgot about that.

**Jim:** Now, the bathroom. You should clean it twice a week. Remember that's your responsibility. And you should use the shower cleaner I suggested you buy. The one you are using now is leaving a horrible mark on the floor of the shower. Haven't you seen it?

**Sasha:** Yes, I have. I was going to change it when I finished this bottle.

**Jim:** No, you should change it immediately. I don't want to leave marks in the shower.

**Sasha:** OK, that's easy enough. I can go to the store tomorrow and get another shower cleaner.

**Jim:** Right, the last thing is about your music.

**Sasha:** You don't like my music? Surely you don't want me to start listening to Frank Sinatra the way you do?

**Jim:** Haha! No, don't worry. But I've had a few complaints about the volume. You shouldn't play any loud music after about eleven o'clock.

**Sasha:** It's that old man across the street who complains, isn't it?

**Jim:** Yes, I'm afraid so. If you listen to music any time in the evening, you should close the windows so he can't hear it.

**Sasha:** OK, I'll try to remember Jim. Is there anything else?

**Jim:** No, that's everything. Oh no, one more thing...

**Sasha:** I was afraid so! What is it?

**Jim:** You're cooking tonight!

Worksheet

**TRUE / FALSE**

Read the sentences below, guess if they are true (T) or false (F).

1. Sasha had a problem with her previous roommate.
2. Jim found out that Sasha uses a remote control to turn the TV off.
3. Sasha’s parent taught her how to waste electricity.
4. There is an automatic system which turns the lights on and off.
5. Sasha should clean the bathroom twice a month.
6. Jim’s shower cleaner is leaving a horrible mark so it needs to be changed.
7. Jim has complaints about the volume of the music.
8. Sasha shouldn’t play any loud music after 11 o’clock.
9. If Sasha opens the window the old man across the street can hear the music.
10. Jim has to cook tonight.