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| Listening Speaking Reading Grammar Writing |
| **Topic: FROZEN ( Do you want to build a snowman?)** |

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| Instructor:  Joanne Cho | Level:  Upper Intermediate | Students:  15 Students | Length:  40 Minutes |

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| Materials:  - CD, CDRome, Video Clip(about 3minutes)  -Papers 2(for mapping,15copies+extra3)  -Listening Mp3 file(without screen)  -Dialogue Cards, markers |

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| Aims:  -To listen to the movie dialogue 'FROZEN'  -To learn vocabulary and expressions for describing main character's situation  conflicts and relationships by drawing a character mapping  - To predict each character's pensonalities by the musical songs in the movie  - To practice speaking by discussing with group members  - To practice listening and speaking by arranging the dialogue cards |

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| Language Skills:  - Listening : listen to a dialogue with a musical sayings  - Speaking : practice speaking by making a prediction, comparing  each character |

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| Language Systems:  - Lexis : words and expressions , character's personality map  - Discourse : pair and group discussion  - Let it/them go(pattern of ditransitive) |

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| Assumptions:  - Most of tudents have seen the movie 'FROZEN' at least one time.  - Students already the teacher's style of teaching and the pace of thecourse |

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| Anticipated Problems and Solutions:  - Students can't listen movie dialogue which are saying fast  + Chunk the listening for some meaning groups  - Students can't understand the dialogue which are unfamiliar words or  expressions  + Teacher give a hint or praphrase with similar meanings |

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| References :  Tesol course book.  <https://www.youtube.com/watch?v=5nI3rxsA9M4> : short video clips |

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| **Lead-In** | | | |
| Materials: pictures of a family, pictures of animation characters(cinderella and her  two sisters and their mother) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | whole class |  | Good Afternoon class!  We have a lot of snow in the morning.  Emily, how many people in your family? Five or four...Do you have sibling?.. Any brother or sisters..(If she answered) Who do you like most in your family? And why do you like her or him?  - Do you know cinderella ?  - If you were she, what will you do in the same situation?  (Elicit the personality, situation and relationship of main characters simply) |

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| **Pre-Activity** | | | |
| Materials: mapping for paper and color pencils | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | T- S  Pairs |  | **Procedure** :  Ⅰ. Drawing a character map  Instructions  Work pairs.  Draw the characters' map(cinderella)  and write each character's personality, situation and relationships of them simply. You have 5minutes.  (Distribute paper for mapping)  Demonstration  Look at this map. Whose family is this?  When students say,cinderella  Write the main character's name in the middle. Then do the same other else.  CCQ  Do we work individually?  How much time do you have?  What do you do in the empty paper?  Monitor the class. Answer students if they ask questions.  Give notice time : 1minute left  Present the main character's personality, situation and relationships |

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| **Main Activity** | | | |
| Materials: CD ,CD ROM or Video clips(in U-tube) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min  8min  4min  2min | Whole Class  Whole  Class  Groups  Whole Class |  | **Procedure :**  1. Listening for the main idea (by musical in the movie)  Instructions  Put your hand down. Look at the movie and Listen carefully the dialogue and think about followings.  Who is in the dialogue?  Who is Ellsa and Anna? What happen to them? Listen for the general feeling of them.  CCQ  Can you take notes on the paper?  What are you supposed to think about?  (Play the scene 2times without stopping)  Can you hear what is saying clearly?  -Yes -Let them listen one more time  -No - Have them share their thoughts  2. Prediction by listening for details  Instructions  Now listen to the dialogue one more time.  Write the details on the map. There are some pauses. Identify the main characters and think about their situation, relationships in detail as we did on the pre- activity stage. Work individually.  (Distribute the paper for mapping)  What is Ellsa's matter?  What happen to their parents? And Where is Anna? What does she want to do for Ellsa?  CCQ  Are you work in groups?  What do you write on the map?  Listen to the scene one more time with some pauses.  Now compare your mapping with your group members. And discuss the choice for doing best. Make 4 in each group.(By deviding two Ellsa & Anna)  Present the best one. |

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| **Post Activity** | | | |
| Materials: MP3 listening file, whole dialogue in order, Dialogue cards, white board  and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | Groups  Whole Class |  | **Procedure :**  **1. Free production**  Instructions  Listen to the whole dialogue without scene  and arrange the missing dialogue. Work in  groups. You have 6minutes.  CCQ  Are you work individually?  How much time do you have?  What do you do with listening dialogue?  Monitor the class. (We have 2minutes left.)  Team leader write the dialogue numbers  in order.  **2. Conclude lesson**  Close the lesson  Thank you for your participations!  Bye-bye. |
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