**The Background**

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| **Lesson Plan Template Task Based Lesson(TBL)** | | | |
| ■ Listening □ Speaking □ Reading □ Grammar □ Writing | | | |
| **Topic**: Does practice make perfect? | | | |
| **Instructor**  Kirix | **Level**  Upper-intermediate | **Students**  9 | **Length**  30 Minutes |
| **Materials**  Word worksheet (9 copies)  Listening MP3 & MP3 player (A question of TEPS listening Part.4)  Listening worksheet #1. #2 (9 copies each)  White board, board markers | | | |
| **Aims**  **Main aim**: To practice listening monologue with expertise.  **Secondary aim**: To learn vocabulary and expressions for advanced level by completing word worksheet.  **Personal aim**: To seize if level of TEPS can be taught to upper-intermediate. | | | |
| **Language Skills**  **Listening**: Students will understand the speaker’s monologue of the question.  **Reading**: Students will do worksheet.  **Speaking**: Students will compare answers within groups.  **Writing**: Students will dictate the script. | | | |
| **Language Systems**  **Lexis**: Words used in the word worksheet. \* adage  **Phonology**: Idioms which has a special liaison rule. \* wraps it[rӕpsɪt]  **Grammar**: Double negation linked to examples of the question. \* not merely  **Function**: Main idea in the passage. \* Q2  **Discourse**: Getting the right answer about the inferring question. \* Q3 | | | |
| **Assumptions**  Students already know  - The TEPS and how to solve the question of Part.4 in TEPS.  - Most students are interested in the connection between effort and sufficient.  - The difference between truth and undertone.  - The basic words of TEPS level’s. | | | |
| **Anticipated Problems and Solutions**  - Students may dislike taking test and feel boring.  → Give students getting the right answer the rewards.  - Some students may not know background knowledge related to the question.  → In warmer, share the background knowledge wealthily.  - Some students will rationalize wrong answer with logical leap.  → If the student can make story to complete logic and it makes sense, agree the student`s opinion and give the reward.  - The question may be too hard to solve in class.  → Check words and idioms before offering the question, to reduce the level of difficulty. | | | |
| **References**  - Sample question for previous TEPS tests, Part 4.  - Hand out from the TESOL class, “The background”  - English-English dictionary, “Longman”, http://www.ldoceonline.com/dictionary/ | | | |

**The Procedures**

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| **Lead-In** (3 minutes) | | | |
| **Materials**  Board | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 3 min | T—WC | Guiding questions | Hello everyone, how was your weekend? I heard Grace went Yoga class. How did it go? Are you agree the idiom “practice makes perfect?” So, here`s a question for you all. Do you have any experience about second nature at which you were unskilled first?  (Elicit the experiences & write them on the board)  OK, so today, we will listen a monologue about saying “practice makes perfect.” But first, we will learn some words the speaker use. |

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| **Pre-Activity** (10 minutes) | | | |
| **Materials**  Word Worksheet | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 30 sec | T—WC | Instruction | Work individually. Match the answer to each sentence. You have 4 minutes. |
| 1 min | T—WC | Demonstration  / Modeling | (Distribute the Word worksheet)  Look at No.1 “a well-known phrase…” So the answer is a.  (Write the word and the sentence:  adage: a well-known phrase…) |
| 30 sec | T—WC | CCQ | Who are you working with?  How much time do you have?  What do you write in the blank? |
| 4 min | Individual | Do worksheet | Monitor discreetly. Answer students if the ask questions.  Give time warning: 30seconds left.  Be flexible with time. Give 1 more minute if they need it. |
| 2 min | Individual | Check answers | Let students write the correct word and sentence(not the letters) on the board.(No.1 is already written by teacher)  - Go through the words one by one  - Elicit the meaning from students  - Explain the meaning if necessary |
| 2 min | T—WC | Prediction | How do you think if there is the connection between effort and sufficient? Why? Are there any scientific evidences? If there are, how does it work?  - Do not identify them in the order of the track.  - Elicit vocabulary used to describe their opinions.  Check your predictions as you listen to the speakers. |

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| **Main Activity** (15 minutes) | | | |
| **Materials**  MP3 & MP3 player, Listening worksheet #1 and #2, Board. | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 30 sec | T—WC | Instruction | Put your pens down. Close your eyes. Listen to the speaker. Think about the main idea of the passage. |
| 30 sec | T—WC | CCQ | Can you take notes?  What are you supposed to think about? |
| 2 min | Individual | Listening(general understanding) | (Play a track without stopping) |
| 1 min | Individual | Do worksheet | (Distribute the worksheet #1)  Match the answer of Q1 in worksheet. |
| 1 min | Individual | Check answers | Let students write the letters on the board.  What is the main point of the passage? |
| 30 sec | T—WC | Instruction | Now listen to the speaker again. Answer the other questions as you listen. Work individually. |
| 30 sec | T—WC | CCQ | What are you supposed to do?  Are you working alone? |
| 2 min | Individual | Listening(for details) | Let students write answers as they listen.  Give 1 more time if they need it. |
| 3 min | Ss-Ss | Check answers | Now compare the answers with your group members.  When you have an agreement, send a representative up front and have them write the answer of Q2, and Q3 on the board.  Check the answers as a whole class after the representatives write the answer on the board. |
| 30 sec | T—WC | Instruction | Listen to the track one last time.  And fill out the blank on #2. |
| 3 min | Ss-Ss | Listening(for dictation) | Let students fill out the black as they listen.  If there is anything missing: pause the MP3 right there and let students say it out loud. |
| 30 sec | T—WC | Check answers | Check the answers as a whole class. |

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| **Post-Activity** (2 minutes) | | | |
| **Materials**  n/a | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 1 min | T—S | guiding questions | Are you agree the idiom “practice makes perfect” now? Then, look at another idiom “Genius is one percent inspiration and ninety-nine percent perfect perspiration.” How about this? |
| 1 min | T—WC | Conclude lesson | Elicit today’s words for students  Give homework  Write one sentence for each word you learned today.  Good job today. See you guys tomorrow! |

**<Word Worksheet>**

Match the answer to each sentence.

\_\_\_\_ 1. A well-known phrase that says something wise about human experience.

\_\_\_\_ 2. The science that studies the way in which the bodies of living things work.

\_\_\_\_ 3. A white fatty substance that forms a medullary sheath around the axis cylinder of some nerve fibers.

\_\_\_\_ 4. To guess about the possible causes or effects of something, without knowing all the facts or details.

\_\_\_\_ 5. Used to emphasize how small or unimportant something or someone is.

(a) adage (b) physiology (c) myelin (d) speculate (e) merely

\* The answers are a, b, c, d, e.

**<Listening Worksheet #1>**

Q1. What is the key word of the talk?

a. myelin b. perfect c. scientists d. electrical

Q2. Which is correct according the monologue?

a. The adage “practice makes perfect” has a physiological basis.

b. The more an action is repeated, the more nerve fibers is produced.

c. Scientists improve their electrical abilities.

Q3. What can be inferred from the passage?

a. Talent is not merely a matter of natural ability.

b. Skillful people have more nerve fibers than others.

c. People are born with a fixed amount of myelin.

d. Myelin can heal damaged nerve fibers.

\* The answer of Q1, Q2, Q3 is a.

**<Listening Worksheet #2>**

New research shows that the adage “practice makes perfect” has a physiological basis. When an action is performed, the body produces myelin and wraps it around nerve fibers to improve their conductivity. The more an action is repeated, the more myelin is produced, thus making electrical signals travel more quickly along the neuron. Scientists speculate that thick layers of myelin are built up around nerve circuits when people practice the same activity, which effectively improves their abilities.

\* The underlining words will be blank.