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| Listening Speaking ■ Reading Grammar Writing |
| Topic: Try something new for 30 days |

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| Instructor:  Jennis Choi | Level:  Intermediate (Adult) | Students:  8 students | Length:  30 Minutes |

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| Materials:  ♦Realia : some pictures.  ♦White board and board marker  ♦ Activity worksheet(8 copies)  ♦ SOS worksheet(8 copies)  ♦ Computer(for the video) |

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| Aims:  ♦Main aim: Students will be able to improve their reading skills with the script.  ♦Secondary aim: Students will be able to understand TED.  ♦Personal aim: I want them to use TED while they study English. |

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| Language Skills:  ♦Speaking: Students will discuss about the topic in a group.  ♦Listening: Students will listen to the TED video and other students’ presentations.  ♦Reading: Students will read the sentences on the script and in the worksheet.  ♦Writing: Students will answer the worksheet and make their own TED script. |

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| Language Systems:  ♦Phonology:/r/ vs /l/  ♦Lexis: stuck in a rut, follow in the footsteps , computer nerd, figure out(idiom)  ♦Grammar: Subject and Verb Agreement  ♦Function: persuading or giving information.  ♦Discourse: TED talks. |

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| Assumptions:  Students already know  ♦What the shape of our desk will is and how many classmates are their in this class.  ♦What they will learn and what activities they will do.  ♦the language skills and systems. |

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| Anticipated Errors and Solutions:  ♦If students may not be able to understand the activity,   * I will show them the video again.   ♦If students do not finish their work because of time constraint.   * I will give them to the remaining activities and questions as homework.   ♦If students finished their work ahead of time,   * I will give the SOS activity. |

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| References:  Images form Google image searching.  <https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days?language=ja>  <https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days/transcript?language=en>  <http://dictionary.cambridge.org/spellcheck/english/?q=follow+in+the+footsteps>+  <https://en.wikipedia.org/wiki/TED_(conference)> |

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| Lead-In | | | |
| Materials:None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher’s questions | Good afternoon, everyone.  Have you ever listened to other  people’s presentation?  Do you want to share your knowledge to other people? |

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| Pre-Activity | | | |
| Materials:Visual Aids, Whiteboard, Board markers, worksheet#1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3mins  1mins  1min | Whole class  individually  Whole class | Answering teacher’s questions  Watching and Listening the video and writing key words.  Answering worksheet’s questions  Checking answers | 1. Brainstorming  Eliciting  (show the students pictures)  “I will show you some pictures. Do you know him? What is he doing?”  Additional explanation  We give some information though our presentation. However, we should think, HOW.  Modeling  Show the subject ‘Try something new for 30 days.’  (write or put the paper on the board)  2. Video  Instruction  “I will show the video. Please watch the video carefully and take some notes while you are watching it.”  “Did you understand it?”  3. Vocabulary  “We are going to learn some vocabulary. I will give you the paper. First, read the words, and then find the answer. I will give you 1minute to finish.”  (Distribute the worksheet #1)  Demonstration  “No 1 is.. ”  ICQ  What will you do?  How much time do you have?  Let’s start.  Monitoring  Answer students if they have questions.  “Time’s up, everybody.”  Check answers  “ Let’s check the answers together”  -Let the students answer answers one by one.  -Write the spelling if necessary.  “What a nice work!” |

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| Main Activity | | | |
| Materials: Whiteboard, Board markers, Worksheet #1. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7mins  3mins | Whole class  pairs | Answering teacher’s questions and worksheet. | 1. Read the subscription    Instruction  “Do you know him? He is an engineer of Google. If you want to know about him, check the google after class. Let’s read each paragraph.”  (worksheet #1)  Demonstration  Read first sentence.    Answer the question  I will give the students questions No.1 to 3.  “O.K. To find answers to the questions No 4 to 6, I will give you 3 minutes.”  ICQ  “What will you do?  How much time do you have?”  “Let’s start.”  “Okay, time’s up. Are you ready?”  “Check the answers.”  Monitoring  Give them some hints to encourage them to keep speaking.  Feedback  “Great job. Very good” |

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| Post Activity | | | | | | |
| Materials: Whiteboard, Board markers, worksheet #2 | | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk | |
| 10 mins | Whole class | | Preparing their TED Talks. | | 1.Free Production  Instruction  (write worksheet #2 on the board)  “Let’s make your own TED! The 3 questions will help you. I will give you 3 minutes.”  ICQ  “What will you do? How much time do you have? Let’s start.”  Monitoring  Answer the students' questions if they need it.  Feedback  “Well done!"  2. Conclusion  “Today we have learned some idioms and 'TED Talk' If you want to give an impactive presentation, It will help you. Thank you for your presentation and see you tomorrow.” | |
| SOS Activity | | | | | | |
| Materials: : Whiteboard, Board markers | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk |
| If needed | | Pairs | | Finding the words. | | Instruction  “It is an amazing work. Who is the best speaker? And why? Please talk to your partner. I will give you 1 minute.”  Demonstration  “I think (the person’s name) is the best because… ”  ICQ  “How much time do you have?  Can you share your idea with your partner?”  Monitoring  Monitor discreetly.  If they ask questions, answer it.  Feedback  “Time is up. Job will done." |

[Visual aid]

 Matt Cutts

[Idioms]

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| /storage/emulated/0/.polaris_temp/image2.jpeg /storage/emulated/0/.polaris_temp/image3.png | stuck in a rut |
| /storage/emulated/0/.polaris_temp/image4.jpeg | follow in the footsteps |
| /storage/emulated/0/.polaris_temp/image5.jpeg /storage/emulated/0/.polaris_temp/image6.jpeg | computer nerd |
| /storage/emulated/0/.polaris_temp/image7.jpeg | figure out |

Worksheet # 1

1. What do each of these words mean?

to understand or solve something: figure out how/why/what, etc.

stuck in a rut

♦ ♦

follow in the footsteps

to do the same thing as someone else did previously

♦ ♦

a person who is extremely interested in one subject, especially computers, and knows a lot of facts about computer.

computer nerd

♦ ♦

too fixed in one particular type of job, activity, method, etc., and needing to change

figure out

♦ ♦

2. Edit the sentence.

There`s a few things I learned while doing these 30-day challenges.

→ There are a few things I learned while doing these 30-day challenges.

[script] TED : Technology, Entertainment, Design (https://www.ted.com)

Try something new for 30 days

Matt Cutts 

A few years ago, I felt like I was stuck in a rut, so I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock, and try something new for 30 days. The idea is actually pretty simple. Think about something you've always wanted to add to your life and try it for the next 30 days. It turns out 30 days is just about the right amount of time to add a new habit or subtract a habit -- like watching the news -- from your life.

There`s a few things I learned while doing these 30-day challenges. The first was, instead of the months flying by, forgotten, the time was much more memorable. This was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day. I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work. For fun!

Even last year, I ended up hiking up Mt. Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges.

I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000-word novel, from scratch, in 30 days. It turns out, all you have to do is write 1,667 words a day for a month. So I did. By the way, the secret is not to go to sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now is my book the next great American novel? No. I wrote it in a month. It's awful.

But for the rest of my life, if I meet John Hodgman at a TED party, I don't have to say, "I'm a computer scientist." No, no, if I want to, I can say, "I'm a novelist."

So here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of fun. But they're less likely to stick. When I gave up sugar for 30 days, day 31 looked like this.

So here's my question to you: What are you waiting for? I guarantee you the next 30 days are going to pass whether you like it or not, so why not think about something you have always wanted to try and give it a shot! For the next 30 days.

Thanks.

[Direction] Answer these questions.

1. Who did the writer follow?

2. How many days does he need to do the new challenge?

3. What are the sustainable changes that he mentioned in the article?

4. How did the change affect his life?

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| Before | After |
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5. What are some of the differences between TED Talks and Presentation?

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|  | TED Talks | Presentation |
| Topic |  | All |
| Time |  | Not limit |
| Speaker |  | Everyone |
| Goal |  | Explain |

6. What is the writer trying to imply?

Worksheet # 2

Let’s do your own TED Talks.

1. What do you want to talk about to your classmates?
2. How did you do that? What did you learn from it?
3. What do you want your classmates to do?