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| V Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Weird, or just Different**  |

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| Instructor:Sunny | Level:**Low Intermediate** | Students:**12** | Length:**50 Minutes** |

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| Materials:- Projector & a computer-Listening worksheet t(12 copies each)-Street maps (of America, Japan)-World map(which is put upside down on the wall)-Some pictures of greeting from several places on the wall- Flashcards of some unfamiliar words-White board, board markers & tape |

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| Aim- To practice listen to a speech of a famous speaker- To learn vocabulary- To practice speaking by discussion with group members/whole class |

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| Language Skills:-Listening: the speakers’ speech with illustrations of maps and photos, teacher’s instructions, other learners’ sharing-Reading: some words on the board, flashcards and worksheet-Writing: answering on the worksheet, their cross-cultural experiences-Speaking: discussion in group or in whole class |
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| Language Systems:-Lexis: understanding the meaning of ‘weird, block, disappointed(dis + appoint + ed , obvious, assumption(noun of the verb, assume), brilliant, period(the meaning is not term or session in this speech but it means a punctuation mark) elm, oak, -Grammar/Lexis: In the end of the sentence, we put a period (= a full stop).-Function: If we consider why a Japanese in America asked the same question, ‘What is the name of the block?’ twice and an American in Japan asked the same question, “What is the name of the street?’ twice, then in the context we can get some idea about the speech. |

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| Assumptions:Students already know: - How the class is set up and run.- The teacher’s style of teaching and making groups( A group means 3 learners)- All students have been exposed at some unfamiliar/ unexpected experiences or they have met people whose thinking systems are totally different from them. |

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| Anticipated Errors and Solutions:- Students may not be able to follow the speech as a whole.-🡪Chunk the listening in 2 (pause-play) .- Students may judge some different cultures, viewpoints, life styles etc. if they are not familiar with those things and they may think they are weird.-🡪 Ask them to share their special experiences which they have regarded as weird in group and discuss together. - If time is short,-🡪Cut post-activity discussion short and only 2-3 students to share their experiences and feed-backs.- If the learners finish their tasks earlier than anticipated,-🡪 Ask as many students as possible about their cross-culture experiences and feedbacks and let them think of the reasons.  |

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| References:www.ted.com/talks/derek\_sivers\_weird\_or\_just\_different |

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| **Lead-In** |
| Materials: Board, a world map which is put upside down on the wall, a picture of two people who are spatting on the other party’s faces to greet,  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min5min | Whole ClassGroups | Greeting to the teacherLooking at it and expressing their opinions Sharing Sharing their special cross-culture experiences outside or inside country and their feed-backs  |  Say ‘Hello everyone’. When you came in this room, you greeted in different ways. Some of you waved your hand, some of you bowed the head a little bit and others only with smile.- Can you see the picture on the wall? Can you guess what they are doing?- Let them share different ways of greeting in other places.-Have you been to different country or have you been exposed to different culture?-How did you feel/think about them?  |

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| **Pre-Activity** |
| Materials: Flash cards for the words ‘weird’, ‘block ‘ ‘disappointed’ ‘obvious’ assumption’, brilliant’ ’period(full-stop)’, Photos for ‘elm’ ‘oak’ (just for getting the idea of the words |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole Class | Expressing their ideas about the words and writing the words in the worksheet.Sharing their experiences and feedback | (Distribute the worksheet)-Presenting the meaning of the words(Point out the words in the flashcards one by one and elicit, explain the meaning with learners or draw a street map (for the word of ‘block’) on board and put a dot (for the word of ‘period’ on the board. And let them write the appropriate words in the worksheet.)Especially emphasize the word ‘weird’- Have you used the term, ‘Weird’? - When did you use the word? |

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| **Main Activity** |
| Materials: a Computer and a projector and 2 street maps(1 of U.S.A, 1 of Japan) |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min3min10min10min | *Whole Class*IndividuallyWhole Class individuallyGroups IndividuallyGroups | Listening Listening with taking some notesAnswering the worksheet/discussion iDiscussionListening/answering the worksheet Discussion in groups | -Introduction about the speaker ‘This is a speech by Derek Sivers who is an American entrepreneur best known for being the founder and former president of CD Baby, an online CD store for independent musicians. now 48- year old.’ Writing his name and the title, ‘Weird or just different’ on the board.\* Listening for the Main Idea - InstructionsPlease find out some examples which the speaker talked about. CCQCan you take notes? (Play whole without stopping)- \* Listening for DetailsInstructions:- Have a look two maps hanged in the wall.- Listen the first portion and answer the questions in the work sheet.(Play the first portion; 1:32 min)Instructions- And figure out what did the Japanese in America ask the same questions twice? Why?And the American also asked the same question twice. What was that and the reason?Instructions  Please listen left -over portion and answer the worksheet. (Play the last portion 0.58 min)InstructionsHow do you think of the Chinese doctors’ concept/ the West African’s idea? What is his conclusion about the brilliant unfamiliar ideas in the world?Do you agree with him? |
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| **Post Activity** |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min5 min3min | GroupsWhole Class | Thinking/Sharing | - Free ProductionInstructionThink about weird thing/person/events around you or in cross-cultural experiences. Find out why you think in that way. Sharing together.Do you think we can accept both of the opposite ideas at the same time, for an example, the free sex and keeping charitySharing students’ opinions. Take 2-3 volunteers if running out of time. Give HomeworkWrite weird experiences in your life in the worksheet. If you think now they were not weird, but just different then you can cross out. Good job today. Have a good afternoon! |

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| **SOS Activity** |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
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Worksheet for the listening lesson

\* Write the words from the flashcards.

 1) area, region \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) clear, plain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) strange, odd, unusual, peculiar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) smart, clever \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) dissatisfied \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6) division, section \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 7) guess, jump to conclusion \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8) punctuation, full stop \_\_\_\_\_\_\_\_\_\_\_\_\_

\* Write ‘T’ if the statement is right and write ‘F’ if the statement is wrong.

9) In America, Streets have names. ( )

10) The numbers of houses in America are out of order. ( )

11) In Japan, Blocks have names, but Streets do not have names. ( )

12) The numbers of houses in Japan are easy for the Japanese residents to find out, but for the foreigners it looks out of order. ( )

 \*Write ‘Y’ if you can accept the statement, but if you cannot accept the idea then write ‘N’.

13) Do you agree to pay doctors when you stay healthy? ( )

14) Is it understandable for them to downbeat’ 2341’ because they think in that way? ( )

15) Do you agree that the upside down world map is accurate? ( )

\* Homework

Write weird experiences in your life in the worksheet. If you think they were not weird but just different, then you can cross out.