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| ☑ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: What are your plans after graduation?** |

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| Instructor:  Lizzy Jung | Level:  Intermediate | Students:  20 | Length:  50minutes |

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| Materials:   * Computer, speaker and screen * CD, CD Player * Handouts #1, #2 and #3 (20copies each) * Projector * White board, board markers |

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| Aims:   * To learn vocabulary and idioms that might be used in the conversation * To predict the conversation by reading questions before listening to it * To practice listening skills by listening to a real-life speech * To be able to find what is inferred in conversation * To understand the gist of conversation |

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| Language Skills:   * Reading: vocabulary and idioms worksheet, multiple choice questions * Listening: 3 minutes long conversation * Speaking: matching and correcting answers within pairs * Writing: taking notes while listening |

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| Language Systems:   * lexis: vocabulary and idioms used in conversation * function: note-taking skills * discourse: pair discussion |

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| Assumptions:   * Students have memorized vocabulary and idioms 1week prior to the lesson and ready for the test * Students know the types of questions * Students know the teacher’s style of teaching * All students are college students and had the academic year just finished. |

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| Anticipated Errors and Solutions:   * Students may have difficulty in understanding paraphrased answers * Have students do themselves first and give some help with synonyms.      * Students may not be able to pick up details from the listening * Chunk the listening after having themselves do on their own first (pause-play-pause-play) * If time is short * Cut post activity discussion short and briefly explain how the questions were paraphrased and let students read the sample answers thoroughly at home * If students finish their tasks earlier than anticipated * Have them check their answers thoroughly again |

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| References:  Book "Decoding the TOEFL iBT Actual Test” by Darakwon |

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| **Lead-In** | | | |
| Materials: Board, Board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Answer the questions | Hello, everyone. How was your week?  I suppose many of you have had another busy week. Am I right?  (Students laugh and nod)  What are you planning to do after graduation? Do you get stressed about it?  How do you react to it? Who would you like to talk to about your problem? How would they advise you?  (Elicit from students)  Okay. Today, we will listen to a conversation about a college student getting a counseling. But first, we will learn some vocabulary and idioms the speakers might use. |

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| **Pre-Activity** | | | |
| Materials: Board and board markers, Worksheet & Answer sheet, Listening worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  5min  5min  3min | Whole class  Individually  Pairs  Whole class | Listen carefully and follow the instruction  Complete worksheet #1  Match and mark the answer sheet with a partner  Read the questions and predict the answers | **Vocabulary & Idioms**  Instruction  Work individually. Match the first part of each sentence with the second part containing synonyms. Write the letter “a,b,c” in the empty boxes. I’ll give you 5 minutes.  (Distribute the worksheet)  Demonstration  Look at #1… “Yes, it is D” So put the letter “D” in the box next to number 1.  CCQ  How much time do you have?  What do you write in the empty box?  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1minute left. (Be flexible with time. Give a couple more minutes if students need them.)  Check answers:  (Distribute answer sheet)  Have Ss exchange their worksheet with a partner and call out the answers  (e.g. Student#1 says 1.guidance is D, Student#2 does the same thing and they switch turns until it ends.)  - Go through the vocabulary and idioms one by one  - Elicit the meaning from students  - Explain the meaning if necessary    Instructions  Let’s read the questions and make notes about the details that you should pay attention to.  (Distribute listening worksheet)  Read the questions one by one.  Elicit the question types.  Check your predictions as you listen to the conversation |

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| **Main Activity** | | | |
| Materials: CD & CD player, listening worksheet, board & board markers, projector, screen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  10min  10min | Whole class  Group discussion | Listen to the conversation and take notes if possible  Share and compare ideas about the answers | 1. **Listening for the main idea (general understanding)**   Instructions  Listen to the conversation. Take a look at the notes you have taken for reminders. If you can’t find the answer. Just leave it behind and move on to the next question.  CCQ  What are you supposed to listen to?  Can you take notes?  Can you find paraphrased answers?  (Play track4-11 without stopping)  Do you need more time to finish answering the question?   * Yes → Give a couple more minutes * No → Have them share their thoughts   What problem does the student have?  What can be inferred about the student?  Ask students about the answers.  Have them share and compare their thoughts in groups.   1. **Listening for Details**   Instructions  Now we will listen to the conversation one more time and see where we can find the answers. I will show you the script as you listen to it.  CCQ  What are you supposed to listen to?  Where can you find the answers for inference making questions?  (Turn on the projector and show students conversation scripts while listening to it)  Now let’s check answers together.  Where can you find the answer for question #1?  (listen to the part of conversation)  What about question #2?  (listen the part of conversation and repeat this up to question #5) |

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| **Post Activity** | | | |
| Materials: Scripts | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Discuss with the teacher | Instructions  Imagine you were counselling a college student about his/her future and career? What would you tell them to do? Is it what you want to do in the future?  “Okay. This is the last thing that you will do for today’s lesson. Go home and have a look at the answer explanation sheet. See you next time” |

**Worksheet #1**

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| 1 | Guidance |  | A | The receiving or conferring of an academic degree or diploma. |
| 2 | Assist |  | B | Relating to education and scholarship. |
| 3 | Nervous |  | C | Be intelligible, justifiable, or practicable. |
| 4 | Nature |  | D | Advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority. |
| 5 | Academic |  | E | Change in nature, state, form, or color; become. |
| 6 | Graduation |  | F | Be present at (an event, meeting, or function). |
| 7 | Attend |  | G | Help (someone), typically by doing a share of the work. |
| 8 | Concerned |  | H | The basic or inherent features of something, especially when seen as characteristic of it. |
| 9 | Turn |  | I | Easily agitated or alarmed; tending to be anxious; highly strung. |
| 10 | Make sense |  | J | Worried, troubled, or anxious. |

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| 11 | Gist |  | A | Academic study or achievement; learning of a high level. |
| 12 | Doubt |  | B | Make a serious or urgent request, typically to the public. |
| 13 | Particularly |  | C | A conclusion reached on the basis of evidence and reasoning. |
| 14 | Employment |  | D | To a higher degree than is usual or average. |
| 15 | Appeal to |  | E | The substance or essence of a speech or text. |
| 16 | Scholarship |  | F | A settled way of thinking or feeling about someone or something |
| 17 | Master’s |  | G | The condition of having paid work. |
| 18 | Attitude |  | H | A feeling of uncertainty or lack of conviction |
| 19 | Inference |  | I | A postgraduate degree. |
| 20 | Function |  | J | An activity or purpose natural to or intended for a person or thing. |

**Answer sheet #1**

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| 1 | Guidance | **D** | A | The receiving or conferring of an academic degree or diploma. |
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| 5 | Academic | **B** | E | Change in nature, state, form, or color; become. |
| 6 | Graduation | **A** | F | Be present at (an event, meeting, or function). |
| 7 | Attend | **F** | G | Help (someone), typically by doing a share of the work. |
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**Listening Worksheet**

**Conversation**

1. What problem does the student have?
2. She is unsure of what she will do after she finishes school.
3. She has been unable to find a job like some of her friends.
4. Her grads have been declining during her junior year.
5. She feels unmotivated to do the majority of her schoolwork.
6. What is the guidance counselor’s attitude toward the student?
7. She tries to get the student to be less nervous.
8. She blames the student for causing her own problems.
9. She speaks as though the student is not trying hard enough.
10. She sympathizes with the student’s family problems.
11. What can be inferred about the student?
12. She believes that her grades are as good as they can be.
13. She lacks the financial resources to pay for graduate school.
14. She is considering attending either business or law school.
15. She hopes to graduate from school one semester early.
16. What will the guidance counselor probably do next?
17. Give the student a questionnaire to complete
18. Let the student have the brochure she asked about
19. Ask the student how she feels about working
20. Continue making suggestions to the student
21. Listen again to part of the conversation. Then answer the question.

What is the purpose of the guidance counselor’s response? ♬

1. To have the student compare her life with her friends’ lives
2. To encourage the student to focus more on her own issues
3. To find out what the student’s main concerns in her life are
4. To s tress that the student needs to study much harder

**Scripts**

**Listen to part of a conversation between a student and a guidance counselor.**

**W1 Student:** Good morning, ma’am. Would your name happen to be MS. Davenport?

**W2 Guidance Counselor:** Yes, that’s me. I’m one of the guidance counselors here at the university. Is there something I can assist you with this morning?

**W1:** Well…I sure hope you can. I’m looking for some help, and someone said that I could come here, so, uh, here I am.

**W2:** You seem like you’re a little nervous. Why don’t you sit down in that chair and relax? How about if you start by telling me your name and what the nature of your problem is?

**W1:** All right. That sounds like a good idea. Thank you. Okay, um, my name is Shannon Reed, and I’m here because I, uh, I simply don’t have any idea what I’m going to do in the future.

**W2:** I see. And would you happen to be a senior?

**W1:** Fortunately, no. I’m a junior, but the academic year is just about over, so I’m going to be a senior at the start of the fall semester. I’m really frustrated because most of my friends already know what they’re planning to do upon graduation. ♬I mean, uh, a couple of them are going to attend law school, and one of them already has a job offer.

**W2: Hmm…Well, to begin with, if I were you, I would be less concerned with what your friends are going to be doing in the future and more concerned about what you’re going to be doing.**

**W1:** Yeah, uh, I suppose you’re right.

So tell me…You said you don’t know what you’re going to do after you graduate. That’s fine. Many juniors-and even seniors-are often in the same situation as you.

**W1:** They are?

**W2:** Of course they are. After all, how old are you? Twenty? Twenty-one?

**W1:** I’m going to turn twenty-one in a couple of months.

**W2:** Right. So you’re only twenty now, but you’re being asked to do something that’s going to affect you for the rest of your life. It’s only natural that you and many other students are having trouble deciding what you’re going to do.

**W1:** Yeah. I guess that sort of makes sense. But, you know, um, I honestly had no clue that there were other students like me.

**W2:** You’d better believe there are. Anyway, let’s think about some possibilities that await you in the future. Now, uh, there are two options that students choose the most often. The first, naturally, is to find some kind of employment upon graduation. The second is to attend graduate school or to go somewhere to study law, business, or medicine. Do either of those two choices appeal to you?

**W1:** Well…I’ve sort of given thought to attending graduate school, I’m majoring in Art History, and I think it would be pretty cool to get a master’s degree in that. But my family isn’t rich, and my grades aren’t particularly good, so I doubt I could get a scholarship.

**W2:** All right. We can get back to that matter in a moment. Right now, let me tell you some other things that some student decide to do after they graduate.

**Answer Explanations**

**1 Gist-Content Question**

ⓐ The student mentions, “I’m here because I, uh, I simply don’t have any idea what I’m going to do in the future.”

**2 Understanding Attitude Question**

ⓐ The guidance counselor says, “You seem like you’re a little nervous. Why don’t you sit down in that chair and relax? How about if you start by telling me your name and what the nature of your problem is?” So she tries to get the student to relax because she is nervous.

**3 Making Inference Question**

ⓑ When speaking about graduate school, the student says, “I’ve sort of given thought to attending graduate school, I’m majoring in Art History, and I think it would be pretty cool to get a master’s degree in that. But my family isn’t rich, and my grades aren’t particularly good, so I doubt I could get a scholarship.” So it can be inferred that she does not have enough money to pay for graduate school.

**4 Making Inference Question**

ⓓ At the end of the conversation, the guidance counselor tells the student, “Right now, let me tell you some other things that some student decide to do after they graduate.” So she will probably continue making suggestions to the student about what she can do in the future.

**5 Understanding Function Question**

ⓑ When the guidance counselor advises, “If I were you, I would be less concerned with what your friends are going to be doing in the future and more concerned about what you’re going to be doing.” She is encouraging the student to focus on her own issues rather than those of her friends.