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| **Topic: Sleeping Problem** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Mindy Kim | Intermediate | 27 - 45 | 3 | 50min |
| **Materials:** Listening devices (laptop or smart phone, etc.)  Sequential pictures of cooking Gambas for warm-up  Blown-up picture of the two speakers for prediction (3 copies)  Listening comprehension sheet (3 copies)  Listening script with blanks to fill in (3 copies)  Key vocabulary sheet (3 copies) | | | | |
| **Aims: -** To describe simple cooking process, looking at the sequential pictures of cooking Gambas  - To describe the characters shown in the blown-up picture before listening  - To catch the whole content by listening to the whole track of the real-life speech at one go (if possible)  (Students will listen repetitively if needed)  - To answer the questions on the comprehension sheet  - To fill in the blanks on the listening script as students listen to the dialogues  - To repeat the new words and phrasal verbs with the key vocabulary sheet  - To discuss losing weight with diet products in groups | | | | |
| **Language Skills:**  - Reading : Repeating the new phrasal verbs & vocabularies with the key vocabulary sheet  - Listening : Listening to the dialogues all at once to understand the overall content  The dialogues will be played repetitively for students to answer the questions on the comprehension sheet and to get used to/repeat the native speakers’ pronunciation  - Speaking : Predicting the two speakers' different opinions about a diet based on the blown-up picture and comparing answers with each other (before listening)  Discussing losing weight with diet products in groups  - Writing : Filling out the blanks on the listening script and writing out each speaker’s talking points | | | | |
| **Language Systems:** Lexis : phrasal verbs and vocabularies used by the speakers  Function : Diet plan and advices for a healthy diet  Structure : Conjunctions (usage of *if* ) | | | | |
| **Assumptions:**  - Students don’t know :  • how the class will be run (first class) 🡪 specific instructions for each activity should be given  - Students already know :  • how dieting generally goes on (in a negative way)  • common knowledge of losing weight and achieving a healthy body | | | | |
| **Anticipated Errors and Solutions:**  - Some students may not catch the dialogues even after listening two or three times  • Ask a student who understood the dialogues to summarize the overall content  - Students may not be able to pick up the details from the listening  • Let students listen to the dialogues by repetitive ‘pause-play-pause-play  - Students may need more time to work on phrasal verbs and vocabularies  • Allow time (3min) for students to read over the listening script or the key vocabulary sheet  - If time remains before the end of the class ‘cause students finish their tasks earlier, etc.  • Ask students to discuss (Topic will be given) | | | | |
| **References:**  Diet Plan (2018). In *Randall’s ESL Cyber Listening Lab.*  Retrieved from https://www.esl-lab.com/dietplan/dietplanrd1.htm | | | | |
| **Notes:** Check whether students understood the meaning of the new words and phrasal verbs  Give students as many chances as possible to listen to the real-life speech | | | | |

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| **Presentation: Pre-Activity** | | | | |
| **Aims:** To draw students’ attention to the class | | | **Materials:** Sequential Pictures of Cooking Gambas | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5min | Groups &  Whole Class | - Describe the process of cooking Gambas shown in the pictures | | - Have students talk to each other and monitor them |
| **Notes:** *Hello, everyone. How are you today? Today, we will listen to the dialogues about a diet. When taking diet, we should eat less than usual and we often feel hungry, right? So, before listening, I want to fill up your stomach, looking at pictures of how to make Gambas, a famous Spanish food that is very easy to make.*  (Elicit students’ interests by showing the sequential pictures.)  *Can you see the process of cooking Gambas?*  *Describe the cooking process in groups.*  (Students talk and I listen to them)    *Ok, are* y*ou feeling full now? Or, feeling more hungry?*  (Students answer and I respond to them shortly.)  *Let’s move on to the listening about a diet.*  *We’re going to learn some phrasal verbs and vocabularies that two speakers are using.* | | | | |
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| **Practice: Main Activity** | | | | |
| **Aims:**  **-** To draw students’ attention to the topic, ‘Diet’ by  writing the types of diet on the board  **-** To describe the picture to predict what conversations  will go on  - To catch on to the dialogues only by listening  - To grasp the meaning of new words and phrasal verbs by answering the questions on the comprehension sheet and filling out the script  - To repeat new words and phrasal verbs with the key  vocabulary sheet | | | **Materials:**  - Listening device (laptop or smart phone)  **-** Board, Marker  - Blown-up picture for prediction (3 copies)  - Comprehension sheet (3 copies)  - Listening script (3 copies)  - Key vocabulary sheet (3 copies) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 35 min | Whole Class  &  Groups  & Individually | - Make a guess at what the types of diet would be like  - Work on describing the picture with each other  -..Try to comprehend the conversation by listening at one go (if needed, 2 to 3 times), work on the comprehension sheet and learn the meanings and pronunciations of the new vocabularies and phrasal verbs | | **-** Write the types of diet on the board and give them short explanations  **-** Show students the picture for prediction  - Let students listen first and have them talk about the overall content of the dialogues  -..Keep replaying the dialogues so students can work on the comprehension sheet and the blanks of the listening script  -..Review the new vocabularies and phrasal verbs with the key vocabulary sheet |
| **Notes:**  **1. Eliciting students to the main topic, ‘Diet’ by showing several types of diet (7min \_ Whole Class)**  *Hello, everyone, how are you? Is anyone here going on a diet? Or has a diet plan?*  *Actually, there are many types of diet that used to be a fad or that still many people are taking now.*  (Write the types of diet on the board : Oats and Milk Diet, Danish Diet, Detox Diet, Ocean World Diet  Ask them what the types of diet would be like. If needed, give them information of the types of diet, shortly)  🡪 Elicit the importance of how diet should be taken to achieve a slim and healthy body  *OK, we will move on to the listening of two speakers talking about taking diet. But, before listening, we’ll look at a picture first that implies what they are talking about.*  **2.** **Describing the blown-up picture before listening to the dialogues (8min \_ Groups)**  Instructions  *Here, we have a picture from which we can guess what conversations the two speakers are having.*  (Hand out the pictures to students)  *Before listening to the dialogues, talk with each other and describe the two characters in the picture.*  ICQ  *Work in groups.*  *What each character is doing in the picture?*  🡪 Listen to students’ answers and monitor them if all students are participating.  If some students seem shy, encourage the student to describe it.  **3.** **Listening for the main idea (general understanding) (10min \_ Groups)**  Instructions  *Now listen to the dialogues and compare your predictions from the picture to the real-life conversations with each other.*  ICQ  (After listening)  *Did you get the two speakers’ talking points?*  • Yes 🡪 Have them write out the speakers’ talking points (for 2 min)and discuss it with each other  • No 🡪 Have them listen again.  (Listen to students and monitor them if all students are participating. If some students seem shy, encourage the student to participate in the discussion)  (After students finished their discussion, ask students to summarize the dialogues shortly)  **4. Listening for Details (10min \_ Individually & Whole Class)**  Instructions  (Hand out the comprehension sheet.)  *Now, we will listen to the dialogues again.*  *Answer the questions on the comprehension sheet as you listen. Work, individually.*  (Check the answers all together)  (Hand out the listening script)  *We will listen a few times more so you can fill in the blanks and understand the conversation better.*  ICQ  *Can you catch up with the speed of the conversation as filling out the script?*  • Yes 🡪 Play it without a pause.  • No 🡪 Play it, pausing whenever each speaker finishes their talking.  (Wait until students finish it.)  *If you’re finished, let’s check what should be filled in the blanks.* (Whole Class)  (Ask each student what should be filled in and its meaning in turns.)  (Have them read out the sentences where the new words and phrasal verbs are used and let them review the key vocabulary sheet) | | | | |
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| **Production: Post-Activity** | | | | |
| **Aims:** To discuss losing weight with diet products | | | **Materials:** n/a | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5min | Groups | Give their opinions about losing weight with diet products | | Listen to their discussion |
| **Notes:** Instruction  *What do you think about those people who take diet with diet products, neither eating healthy food nor exercising? Discuss it with each other.*  ICQ  *Have you ever seen or heard about people who succeeded in losing weight with diet products on TV or*  *in real life?*  (Listen until all students give their own opinions within the limited time)  (Encourage shy students to speak up if necessary) | | | | |
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| **Post Production: Closing the Class** | | | | |
| **Aims:** To review and wrap up the lesson | | | **Materials:** n/a | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min | Whole Class | Repeat what they learnt for brush-up | | Have students repeat what they learnt and give them a closing comment |
| **Notes:** Elicit the new vocabularies and phrasal verbs for students to repeat.  CCQ  *Shall we shortly review the new words and phrasal verbs that we learnt today? Let’s read them out from the top of the vocabulary sheet.*  (When the review is done, tell them the lesson’s over with saying good-bye) | | | | |