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| **Topic:** Leisure Activities | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| 신다은(LIZ) | Intermedium | Adult | 7 | 50mins |
| **Materials:**  - Idioms list (8 copies)  - Listening track  - White board and board markers  - Comprehension questions  - tv to show the answers of CQs | | | | |
| **Aims:**  **-** The student will be able to use vocabulary and phrases used when he talks about leisure activities by making their own situations with sentences using the words. (E.g. Tomorrow is Saturday, so how about catching a movie?)  - The student will be able to listen and identify the main idea by answering the listening comprehension questions.  - The student will be able to share his ideas about what he has heard by working in pair after listening to a script.  - The student will be able to identify functions of inviting, persuading, refusing ,and making appointments by creating his own situation.  - The student will be able to pronounce /th/ sound properly by listening to the T's demonstration and practicing the sound in pair. | | | | |
| **Language Skills:**  **-** Reading: listening script, phrase worksheet  - Listening: the speakers’ short conversation about getting together in the night  - Speaking: pair work to guessing the details of listening script, role play  - Writing: making their own script | | | | |
| **Language Systems:**  - Lexis: vocabulary and phrases used in planning a leisure activity (get together, catch a movie, cram for a test, be home by *sometime* at the latest, have a blast, throw sb a party, stick together, pick sb up)  - Function: inviting, persuading, refusing, making appointments  - Phonology: /th/ sound (together, birthday, throw a party) | | | | |
| **Assumptions:**  Students already know:  - their classmates  - most students have experiences doing leisure activities  - the teacher’s style of teaching | | | | |
| **Anticipated Errors and Solutions:**  If Ss are odd numbered and cannot be paired:  - T can work with the S who needs the most help  Ss may not catch all the information from the listening activity:  - repeat the track until they comprehend (task-feedback circle)  Ss may think of the passage to easy:  - focus on the activities rather than repeating the listening audio  Ss may not understand few idioms:  - pre-teach difficult idioms  - hand out the idiom worksheet first.  If time is short:  -make only 1 or 2 pairs perform their role-play, not every pairs.  If they are finished their activity too early::  - Ss can practice /th/ sound with their partners | | | | |
| **References:** Leisure Activities. (n.d.). In *Randall’s ESL Cyber Listening Lab*. Retrieved November 27, 2018, from https://www.esl-lab.com/nightlife/nightliferd1.htm | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  - The student will be able to listen and identify the main idea by answering the listening comprehension questions.  - The student will be able to share his ideas about what he has heard by working in pair after listening to a script. | | | **Materials:** Board and markers, image of a leisure activity | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min | Whole class | Ss answer | | Hello everyone, how was your weekend?  Well I think some enjoyed your weekend and some are not. As we talked about,  (show the picture)  things you do in your leisure time like in this picture are leisure activity.  (write the topic ‘leisure activity’ on the board while talking)  Today, we will listen to some people who are taking in the situation of persuading a friend for their leisure activities, do some comprehension works and create our own script of a similar situation with a partner.  (write the activities on the board while taking) |
| **Notes:** | | | | |
| If students do not actively talk about what they did on the weekend, elicit with the picture of leisure activity. | | | | |
| **Practice:** | | | | |
| **Aims:**  **-** The student will be able to use vocabulary and phrases used when he talks about leisure activities by making their own situations with sentences using the words. (E.g. Tomorrow is Saturday, so how about catching a movie?) | | | **Materials:** Board, monitor showing worksheet answers, idiom list, comprehension question sheet, written script with blanks | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min  5min  10min  3min  1min | Whole class  Pair work  Whole class  Individually  Whole class | (Get an idiom list)  (Move desks and pair up)  Listen and talk with his partner.  Fill in the blank | | (Distribute idiom lists)  Instruction  *I handed out a piece of paper with idioms on it. You will now listen to two people talking about their leisure activities. I will let you listen 3 times. After listening, you will work in pairs and try to find out what the speakers are doing and what they are talking about. First, let’s move our seats so we can pair up and talk to each other easily.*  (Write guiding questions on the board)  -What does Amy have tomorrow?  -What is Stuart doing?  -What are the students planning to do tonight?  ICQ  Who are you working with?  How many times are you going to listen?  What do you have to find out?  (Play the script)  (Give comprehension questions)  Monitor. Answer Ss if they ask questions.  If most of the Ss are done talking, tell them to wrap it up.  (Give the written script)  Instruction  *Now you are going to fill in the blank in the script. You have 3 mins. You may refer to the idiom lists I gave.*  Demonstration  Fill the first blank  Monitor. Answer Ss if they ask questions.  Check answers with the TV  Go through the idioms one by one. Explain the meaning if necessary |
| **Notes:** | | | | |
| If students do not understand the idioms after reading the idiom list, pre-teach the idioms. | | | | |
| **Production:** | | | | |
| **Aims:**  - The student will be able to identify functions of inviting, persuading, refusing, and making appointments by creating his own situation. | | | **Materials: -** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 30 mins | Pair work | Ss answer  Create their own script with partners  Present the script they made  Give other students their own questions  Other Ss answer the question  Take turns. | | Instruction  *Now we will work with the previous partner on making your own script. You will use the idioms we learned. After finishing making, you will perform the script in front of the class and give out your own comprehension questions to see if other students understood your script's situation. You have 20 mins to prepare.*  ICQ  How much time do you have?  Who are you working with?  What will you make after you finish creating a script?  Give enough time  If Ss are not finished, give them more time.  Give time warning.  Instruct to start the presentation |
| **Notes:** | | | | |
| If Ss are finished too early, proceed the filler below. | | | | |
| **Post Production:** | | | | |
| **Aims:**  - The student will be able to pronounce /th/ sound properly by listening to the T's demonstration and practicing the sound in pair. | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| (filler)  10mins  4mins | Pair work  Whole class | Practice phonology with partner  Answer: persuading,inviting, persuading, refusing, making appointments | | Demonstrate how to make /th/ sounds  Instruct Ss to practice phonology with their partners.  **Conclude lesson**  *What are the speakers in the script and other classmates' script doing?*  Elicit today's idioms for Ss.  *Very Good. You are able to persuade, invite, refuse or make appointments in a situation related to leisure activities.* |
| **Notes:** | | | | |