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| **Topic: Smart Phones** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Ss:** | **Length:** |
| Kim,Mi Jeong(MJ) | Intermediate | adult | 4 | 50 minutes |
| **Materials:**  Listening CD&CD player  White board and board markers.  The picture about today's topic(picture#1) : pre activity (4 copies)  Vocabulary and idioms worksheet (worksheet#1) : pre activity (4 copies)  Listening worksheets (worksheet#2) : main activity (4 copies)  Discussing(worksheet#3) : SOS activity (4 copies) | | | | |
| **Aims:**  **Main aim :** Ss will be able to use new vocabularies and idioms in their real speaking.  **Secondary aim** : Ss will be able to explain what they heard about smart phones by repeated listening by worksheet  **Personal aim** : I want Ss to work in pair to discuss and understand other opinions. | | | | |
| **Language Skills:**  **Reading :** Ss will knowvocabulary and idioms worksheet  **Listening :** Ss will listen to other students' opinions about the topic  **Speaking** : Ss will predict, discuss with group members how much they depend on phones  **Writing :** Ss will do the dictation on the worksheet#2 | | | | |
| **Language Systems:**  **Phonology -** walk [wɔːk] , self-reliant /ˌself-ri-ˈlī-ənt/  **Lexis –** new vocabularies and idioms used in the recording  **Function –** complaining and giving advice  **Discourse –** 2 idiomatic expressions and personal vocabularies.  **Grammar** - adjective | | | | |
| **Assumptions:**  Students are at intermediate level  Most students might have similar experience with their phone before  Students are able to express their ideas and opinions in English  All student have their job on weekdays  Familiar with role-plays and acting out | | | | |
| **Anticipated Errors and Solutions:**  Students may be able to be confused some vocabularies and idioms  → Give more examples related to our lives.  If students finish their tasks earlier than anticipated  →Ask as many students as possible about their idea of good ways to use their smart phones wisely  Student may not be able to pick up details from the listening  → Chunk the listening (pause-play-pause-play) | | | | |
| **References:**  Smart Phone (n.d). In Randall’s ESL Cyber Listening Lab. Retrieved December 29, 2018, from https://www.esl-lab.com/smartphone/smartphonesc1.htm  Got a new smartphone for Christmas?(Dec 28, 2018). In Market Watch. Retrieved December 29, 2018, from https://www.marketwatch.com/story/got-a-new-smartphone-for-christmas-heres-what-you-need-to-know-about-device-protection-plans-2018-12-28 | | | | |
| **Notes:** | | | | |

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| **Presentation: Lead-in** | | | |
| **Materials:**  Board and markers, | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **1min** | **Whole class** | **Greeting teacher** | **<Greeting>**  Hello, everyone.  How are you today?  When you left your house today, did you bring everything that you need? |
| **Notes:** | | | |
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| **Practice: Pre-Acitivity** | | | |
| **Materials:**  Board and markers, Picture#1, worksheet#1 | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **1min**  **3min**  **10min** | **Whole class**  **Individually** | **Prediction**  **Looing picture#1**  **Speaking about the picture**  **Discussing**  **Listening to others’ opinions**  **Listen to the instruction and demonstration.**  **Yes.**  **5minutes**  **Do the activity** | **<Eliciting and Prediction>**  Ok, when you leave your house, what can't you leave without?  If the Ss don't say smart phone, I will say  "Oh, I can see something on your desk."  How often do you use your smart phone?  These days, we can’t live without smart phones, can we?  **(Showing Ss a picture to elicit)**  Ok, Look at the picture  What do you see?  Yes, there are 4people.  What are they doing?  Yes, 3 people are looking at and using their phones.  What is the bearded man doing?  Yes, he doesn't have a smart phone. He is just looking others.  In today's world, is a phone a necessity for people of all ages, or is it just a luxury item? Why or why not?  **(Eliciting)**  “When do you work, do you usually use your smart phone to work?  How do you use it?  I know smart phone is very useful to make our lives more comfortable.”  “So, today, we will listen to two people talk about phones. But, before listening, we will learn some vocabulary and idioms the speakers use.”  **1. Vocabularies and Idioms**  **<Instruction>**  “I want everybody to work alone. Match the first part of each meaning with the second part containing vocabularies and idiom. Write the letter “a, b, c” in the empty boxes. You have 5 minutes.”  **(Distribute the worksheet)**  **<Demonstration>**  “Look at the number 1. “walk away” So put the letter ‘c’ in the box next to number 1.”  **<ICQ>**  “Are you working alone?”  “How much time do you have?”  **T monitors discreetly while Ss do the activity. Answer students if they ask questions. Give time warning and allow more time if Ss need.**  **Check answers with the Ss.** |
| **Notes:** | | | |
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| **Production: Main Activity** | | | |
| **Materials:**  CD and CD player, listening worksheet#1, comprehension worksheet, Board | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **7min**  **10min**  **4min** | **Whole class**  **Individually**  **Whole class**  **Whole class**  **Individually** | **No.**  **Listen and guess the answers**  **Answer the questions**  **Listen to the instruction**  **No.**  **fill out the blank**  **maximum 2times**  **listening**  **“Yes”**  **“No”**  **Answer the comprehension questions.** | **1. Listening for the Main Idea(General understanding)**  **(Instruction)**  Ok, now you know the vocabularies and idiom that you needed to know to listen.  Then you are going to listen to a dialogue. There are two people.  Find what a man wants, and what a woman thinks about him as you listen to the speakers.  You don’t take a note and talk while you are listening. Just listen carefully.  **(ICQ)**  Can you talk and take a note during listening?  What can you do?  **Ss listen to the dialogue and guess the Guiding Questions.**  Did you find the answer?  What does the man want to buy?  What does the woman think about him?  **If students can’t answer the last question, have them share their thoughts.**  “Right! Very good.”  **2. Listening for details**  **(Instruction)**  “I will give you this dialogue worksheet each one.  First, we are going to listen to the dialog again and fill out the blank in your worksheet.  You work individually, and if you want to listen to the dialogue more, I will play the recording one more time.”  **(ICQ)**  “Do you work together?”  “What are you supposed to do?”  “How many times can you listen?”  “Now listen to the dialogue”  **(distribute the worksheet#2)**  **Play the dialogue.**  **Let Ss write answers as they listen.**  “Do you need to listen again?”  **Play the dialogue one more time.**  **Have students share the answers.**  **Make them to read each sentence.**  **3. Check students’ Comprehension**  **Give them some comprehension questions, and the students who know the answer will raise their hand, and answer them.**  “What kind of phone does the young man want to have?”  “How many phones does he have?”  “Why does he want to buy a new smart phone?”  “What do his parents want him to be and do?”  **If there are different answers, listen to them why they think about it. And share the answers.** |
| **Notes:** | | | |
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| **Post Production: Post-Activity** | | | |
| **Materials:**  Worksheet#3 | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **14min**  **1min** | **Whole class**  **Work in pairs**  **Whole class** | **Listening to the applied questions.**  **Yes.**  **3min**  **Do the activity** | **1. Free production**  **(Instruction)**  “Do you think the young man should buy a new smart phone? Why or why not?”  “If you have a child like him, how are you going to handle it?”  Discuss with your partner. You have 3minutes.  **(distribute the worksheet)**  **(ICQ)**  Are you working in pair?  For how long?  **Monitor actively and participate within each group.**  **Share students’ opinions.**  **2. Conclude lesson**  **Elicit today’s idioms and vocabulary for Ss**  **<homework>**  **Write one sentence for each idiom and vocabulary you learned today.**  “Good job today, See you guys tomorrow!” |
| **Notes:** | | | |

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| **Post Production: SOS activity** | | | |
| **Materials:**  Worksheet#3 | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **If needed** | **Whole class** | **Do a role-play** | **OK, Let’s do the role play.**  **One person is the young man, and the other one is parents. So the parents try to persuade the young man. Let’s try!** |
| **Notes:** | | | |