

# FUN WITH ENGLISH 7B & 8B

Unofficial Teacher's Handbook

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# Teaching EFL Listening via FUN WITH ENGLISH Books

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This is a collection of lesson plans and related materials designed for 7th and 8th grade teachers in China who are using the FUN WITH ENGLISH [FWE] book series to teach listening English as a Foreign Language [EFL]. Hopefully this will also be valuable for other EFL teachers in China as well as any teacher of EFL (and likely ESL) around the world. Finally, this collection is not perfect and will always be open to improvements. Please make changes as you see fit.

## Grade 7

《牛津初中英语·同步听力(七年级上)》 <b>FUN WITH ENGLISH 7A</b>	《牛津初中英语·同步听力(七年级上)》 <b>FUN WITH ENGLISH 7B</b>
(ISBN-13: 978-7-80657-618-2)	(ISBN-13: 978-7-80657-657-1)

## Grade 8

《牛津初中英语·同步听力(八年级上)》 <b>FUN WITH ENGLISH 8A</b>	《牛津初中英语·同步听力(八年级上)》 <b>FUN WITH ENGLISH 8B</b>
(ISBN-13: 978-7-80657-707-3)	(ISBN: 978-7-80657-844-5)

## See Also

### Topic:TESOL

- Category:TESOL
- Category:TESOL speak
- Category:TESOL listen
- Category:TESOL read
- Category:TESOL write
- Category:TESOL 4 skill
- Category:TESOL grammar
- Category:TESOL ESP

and

School:Education

School:Linguistics

Topic:English Language

- 7B & 8B have been compiled into a Wikiversity book: FUN WITH ENGLISH 7B & 8B: Unofficial Teacher's Guide (OL ID: OL24606597M <sup>[1]</sup>)
- Wikiversity User:Charles Jeffrey Danoff is in the process of related original research on reviewing his year teaching with these books.

## To-do

- Add a nutshell up top.

## References

[1] [http://openlibrary.org/works/OL15675253W/FUN\\_WITH\\_ENGLISH\\_7B\\_8B](http://openlibrary.org/works/OL15675253W/FUN_WITH_ENGLISH_7B_8B)

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# User:Charles Jeffrey Danoff/China ELT Curriculum

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From the inception of the People's Republic of China until the 1970's, there was an ambivalent addiction to English. Despite many opposing its influence it stayed on in China in different forms. Once China began opening its doors, the ambivalence was removed and the world's most populous nation unequivocally and guilt-free embraced their addiction. A micro-example of the fallout of this macro trend can be seen with the Ming family.

In the early 1960's, the Chinese severed ties with their Russian political blood brothers. A college student at the time, Mr. Ming ceased his Russian studies moving to English (Mrs. Ming, personal communication, February 23, 2010). Upon graduation, he began work as an English teacher (Mrs. Ming, personal communication, February 23, 2010).

Luckily, he was in the midst of his nation's "First Renaissance" (Adamson & Morris, 1997, p. 11) in regards to the English curriculum. Pedagogically this translated as "shifting toward an amalgam of audio-lingual and grammar-translation methods-extending the focus from reading to also embrace listening, speaking, and writing" from 1960 to 1966 (Adamson & Morris, 1997, p.14). Unfortunately for Mr. Ming, the Cultural Revolution squelched the renaissance.

A period of cultural upheaval and focus inward ushered in a dark age for English education, "English was viewed as the language of the enemy" and until 1971, "virtually all English teaching programs were abolished in the school system" (Liu, 1993 as cited in G. Hu, 2004, p 7). Despite these turbulent times, Mr. Ming continued to teach, "he really wanted the students to study English and he thought that English is just a language, its a tool, its useful for students, but the students and even the leaders couldn't understand that" (Mrs. Ming, personal communication, February 23, 2010). Students even vandalized their home with signs saying, "we are Chinese. Why you force us to learn English?" (Mrs. Ming, personal communication, February 23, 2010).

In the fourth year of the revolution, English "reappear[ed] on the curriculum in some schools", and "the prevailing pedagogy involved a return to a teacher-centered grammar-translation methodology" (Adamson & Morris, 1997, p. 16). Such approaches continued at the revolution's close in 1976, as seen when Mr. Ming's daughter began studying English in junior high school.

"My first English lesson is just one slogan, it is said 'Long live Chairman Mao! And the second lesson is, 'Long live Communist party.' and the third lesson is 'Never forget the class struggle.'" (Mrs. Ming, personal communication, February 23, 2010). The style was soon to change, once Deng Xiaoping took control.

Deng was convinced that advanced science and technology held the key to China's modernization and that China would need to access scientific and technological advances worldwide to develop the scientific knowledge base needed for national revitalization (People's Education Press, 1986, as cited in G. Hu, 2004, p. 7)

This gave a big incentive to study English for to access current knowledge was "predicated on the availability of a large pool of personnel proficient in English, the international medium of scientific and technological information." (G. Hu, 2004, p. 7) Despite this Mrs. Ming points out that English remained a small part of the college entrance exam, only 30 points, compared with 100 points each for Math, Science and Politics.

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Following her father's footsteps, Mrs. Ming began teaching English in 1984, entering in a continued time of great dynamism for English. As the country moved "from a centrally planned economy to a market oriented one" (People's Education Press, 1986, as cited in G. Hu, 2004, p. 9) this development brought money in from abroad creating a "need for expanding English language education" in many areas (G. Hu, 2004, p. 10). By the early 1990's, English was taught one hour per day, the same as English and Math (Mrs. Ming, personal communication, February 23, 2010).

Pedagogy returned to the audio-lingual approaches of the First Renaissance (Adamson & Morris, 1997, p. 20), including a sharp focus on communication as the new curriculum's "principal aim" (Adamson & Morris, 1997, p. 22). To create textbooks for that end, the People's Education Press, The Ministry of Education directed publish house (PEP), worked with a private foreign textbook company and the United Nations Development Program, an "unprecedented" collaboration, writing books which also delve into Western cultures (Adamson & Morris, 1997, p. 24).

The exponential growth of English continued in China into the twenty-first century. By 2001, there had been a "353% [increase] in the number of [English] teachers from 1978" and the value of teacher training had been recognized as "more than 85% [held] qualifications that meet official requirements, as compared to less than 22% in 1986" (MOE Department of Planning (1984) & MOE Department of Development and Planning (2001), as cited by G. Hu, 2004, p. 17). That year, the government moved to introducing English as a compulsory subject in the third grade (MOE, 2001 as cited by Y. Hu, 2007 p. 1). Lianning Li, the Director-General of the Department of Basic Education at the time wrote,

Currently, economic globalization is accelerating; our country is on the verge of joining the WTO and is opening its doors wider to the outside world. ... The decision to teach English in primary schools was made precisely to address the needs of opening up; it also reflects our country's determination to accelerate the pace of opening up. (p. 1, as cited in Y. Hu, 2007, p. 103)

In addition to joining the WTO, another factor was Beijing leading "its rivals in its rivals in the bid for the 2008 Olympic Games and was highly likely to win the bid" (Jiang, 2003; Nunan, 2003, as cited in G. Hu, 2004, p. 11).

These trends also coincided with pedagogical developments, as Lianning LI also wrote on the new curriculum moving from "subject-centeredness, textbookcenteredness, and teacher-centeredness" to "integration of technology into foreign language teaching, studentcenteredness, and task-based instruction" (p. 1, as cited in Y. Hu, 2007, p. 105). Additionally, teachers now have to study English as their major at college (Mrs. Ming, personal communication, February 28, 2010).

The students have an acute motivation for studying English, as it is now valued as highly as Chinese and Math, and more so than geography, history and politics (Mrs. Ming, personal communication, February 23, 2010). And as Mrs. Ming's daughter, Alice, related the exam "is the ONLY criteria for you to get a class one university" (Ming, personal communication, February 27, 2010).

Learner outcomes are quite specific. After Junior High School, Mrs. Ming said that her students are expected to know/be able to do the following:

- Recognize 2,000 or 3,000 English words.
- Speak using simple sentences and grammar to describe things like food or films.
- Read small articles and understand what the writer wants to tell them.
- Write small articles within 100 English words.

For all the grades, they use a leveling system based on "language skills, language knowledge, affective attitudes, learning strategies, and cultural awareness", and "Specifically, students are expected to attain Level 2 at the end of primary school, Level 5 at the end of junior secondary school, and Level 8 at the end of senior secondary school" (Y. Hu, 2007, p.117).

Commenting on changes since the 1993 syllabus, Mrs. Ming especially noted the “focus on much about western culture” and how “cultural communication is more important than the language itself”. This can be seen in the decision by the school she works at to recruit foreign teachers, decisions she said which make students want to attend (Mrs. Ming, personal communication, February 23, 2010).

The Ming family has studied English throughout most of twentieth century China’s fluctuating feelings for the language, from derision to adoration. Now a grandfather who was chastised by students for teaching them a foreign tongue they did not want to learn, must smile with a daughter whose risen to the top of her school’s English department and a granddaughter on the path to fluency.

#### Acknowledgements

I would like to thank Mrs. Ming and her daughter Alice for their time, kindness and forthright answers to all my questions as I prepared this piece.

#### Editor’s Notes

Words in brackets were added by me. Ming and Alice are pseudonyms.

#### References

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# 7B

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## Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 1

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Resource type: this resource is a lesson plan.

Grades 7&8

Second Semester Lesson One

FUN WITH ENGLISH 7B

Chapter One

Version 0.3

Last Updated

2 March 2010

Lesson Used In Class

Week of 1 March 2010 to 5 March 2010

### INTRODUCTION

- New Students

### MATERIALS

- Camera

### LESSON PLAN

#### 0 Before Class

- Draw a blank seating chart on the board.
- Write seating chart above it.

#### 1 Opening Greeting

- How are you?
  - Did you have a fun winter vacation? What did you do?
  - How was your new years dinner? What did you eat?
  - Do you have any questions for me?
-



## 2 Introduce the Tests and Grading Policy

- This semester will be different. There will be tests.
- Your grade will come from the tests and your classroom performance.
- Do you have any questions?

## 3 Seating Chart

- Now we are going to create a seating chart, so I can learn your names.
- I am going to give everyone a new seat.
- After I give you a seat, please write your name on the board in your seat.
- You can use your Chinese name or an English name.
- If you use your Chinese name, please write it in pinyin.
- If you want to pick a new English name, that's OK.
- One by one select students and give them new seats. Mixing boys and girls usually works best, but do not tell them you will be mixing, just do it.

## 4 Rip Out the Textbook Answers

- Now, please rip out the answers from your textbook.
- Write the page numbers on the board.
  - 7B: Pages 99 - 108
  - 8B: Pages 103 - 111
  - Leave some answers in so you keep all the Tapescript and Wordlist sections.
- Call the students up one by one, use it as an opportunity to practice their names.

## 5 Textbook

- Please open your textbooks, and do parts A and B on page two.
- 7B:
  - Page 2 Let's get ready A & B
- 8B:
  - Page 2 Let's get ready A & B

## Extra Time

- 7B:
  - Page 4 Let's listen 2 A
  - Page 5 Let's listen 3
- 8B:
  - Page 3 Let's listen 1 A
  - Page 5 Let's listen 3 B

## APPENDIX

### Materials Used Whose Copyright is Owned by Others

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- If I used something created by you and you would like me to change the way I use it or the attribution, please let me know.

### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### After Class Notes

Ver 0.2

1 Mar 2010

- have the stuff about the tests written in chinese.
- seating chart takes a really long time.
  - Should I try having them write their names on the board in pinyin, so I can learn faster?
    - Have them take out the answers as they are sitting down?
- Lessons went fast. Kids and I both had fun. Not totally sure how much English was learned.
- Next week I really do not want to do this again.
- 7A The wording of "Let's Listen" B was too difficult.
- 7A Were not excited to hear about the tests.
- 8A Let's listen was easy overall, but challenged a few of the students.

## Changelog

Ver 0.1

24 Feb 2010

- Drew up a basic plan in a meeting with a colleague at an Anqing coffee shop.

Ver 0.2

28 Feb 2010

- Handwrote it onto a new sheet, adding detail and expanding it.

Ver 0.3

1 Mar 2010

- Revised following my 5 classes.
- Wrote it into Aquamacs as a text file.

Ver 0.31

7 Nov 2010

- Made it Mediawiki friendly, and deleted irrelevant parts, incl. "Symbols used".

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 2

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Grade 7

Second Semester Lesson Two

FUN WITH ENGLISH 7B

Chapter One

Version 0.21

Grade 7 Class 8

Last Updated

10 March 2010

Lesson Used In Class

Week of 8 March 2010 to 12 March 2010

\*\*\*\*\*

== INTRODUCTION ==

The center of this lesson is an attempt for a Problem Based Learning activity where the students plan a party working in small groups. Ideally they will speak English the whole time, thus using more English than they would just talking to me one by one as a class.

== LESSON OBJECTIVES ==

\* All Students will engage and interact with one another in English

---

as they plan their party.

- \* Students will enjoy themselves, creating a positive association with the English language.
- \* Create an atmosphere that's comfortable enough for students to feel take chances speaking English to me and their peers.
- \* Figure out what they want to learn in class and about English/Western culture so I can tailor the class around their interests.

== MATERIALS ==

== SYMBOLS USED ==

\* are for instructions or notes.

' is for something to say.

-> & --> & so on expands whatever is above them.

== and CAPITAL letters is a section header.

= and lower case letters is a sub-section header.

<> indicates a link to a web resource.

7B or 8B refers to the 7th or 8th grade versions of the textbook.

[] For a note.

\*\*\*\*\*

== LESSON PLAN ==

0 Before Class

' Draw a blank seating chart on the board.

1 Greeting

' OK, I would like everyone to please fill in the seats in the first four rows.

\* Go through all the students checking their seats and names.

[Depending on how quickly that goes perhaps introduce What's up?]

' Hi, today I am going to teach you a new way to say How are you?

' How are you? is OK, but it is very serious.

' In American English, when friends see each other they may use a different way.

-> Yo = Hello

-> What's up? = How are you?

-> Not much, you? = I am fine, thank you. And you?

-> Not much. = I am fine, thank you.

\* If they ask, inform the students we're moving their test back to next week, to give them more time.

' Do you have any questions?

\* Take a picture

' Before we begin the textbook, I would like to take a quick picture

of you so I can practice your names. Is that OK? If you do not want a picture you can put your head down on your desk. Thanks.

## 2 Surveying the Student's Interest's

' What do you want to learn about this semester?

' About America?

-> ' Music? Sports? Fashion? ...

' What do you want to do in our class?

## 3 7B Page 6 Let's get ready B

' Please do exercise B on page 6.

' Do you know what exercise means here?

-> ' This is exercise A [point to A] this is exercise B [point to B].

## 4 Party Chat

' Do you like parties? Why?

' Do you think parties are silly?

' What do people do at parties?

' Where do people have parties?

' Are parties good or bad?

## 5 Plan a Party [2 Options]

' Now, I want you to close you to imagine [CN = xia3ngxia4ng]. That is, close your eyes and think. Something special and your life happened and you want to have a party!

' Now we are going to plan our own parties. [CN = nimen jian sheji yi-gu paidui].

[Option A]

' You have to answer the following questions: [[Write on the board]

-> Where will you have your party?

-> Who will come?

-> What will you do?

' You can make your own groups of 2 or 3.

' Speaking ONLY IN ENGLISH discuss and write down the answers to these questions.

[Option B - Rowdier classes.]

' We are going to have two parties, one for the boys and one for the girls.

-> Write boys/girl on the board.

-> ' We need to answer the following questions:

-> Where will you have your party?

-> Who will come?

-> What will you do?

-> What food/drinks?

5 American Teenagers and Video Games Powerpoint

= Extra Time =

Textbook

7B Page 7 Let's listen 1 B Tapescript Page 75

7B Page 8 Let's listen 2 A Tapescript Page 75

' What is a sofa? cushion? shelf?

7B Page 9 Let's listen 3 B Tapescript Page 75

\* Ask if they have any questions about America they'd like me to answer?

\*\*\*\*\*

== APPENDIX ==

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= Acknowledgments =

\* I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

\* Mr. Brown, the party activity was inspired by several of his in class activities last semester where he tried to get the students thinking independently.

= Changelog =

Ver 0.21

10 March 2010

- \* Added an introduction.
- \* Added lesson objectives.
- \* Re-worked the greeting.
- \* Added a section surveying their interests.
- \* Removed 7B Page 6 Let's get ready A because it never worked well.
- \* Re-worked the party activity instructions.
- \* Added = Review Questions =

Ver 0.2

7 March 2010

- \* Wrote the specific plan in Aquamacs Emacs.

Ver 0.1

24 Feb 2010

- \* Drew up a basic plan in a meeting with Mr. Brown at an Anqing coffee shop.

= Review Questions =

- \* What could I have done better?
  - \* What did I do well?
  - \* What did I learn?
  - \* What did the students learn?
  - \* Did I meet the lesson objectives?
  - \* Next week?
  - \* Thoughts?
-

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 3

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## Lesson Plan

### 1. Test Preparation

1. "I want all of you to get a sheet of paper."
2. "Please write your name and class on the sheet of paper."
3. "When we do the test, do not write on MY paper [hold up a test sheet] write on YOUR paper."
4. [Walk to the back row] "When we are finished, students in this row will stand up and gather the paper of the students in front of them to bring to me." [Demonstrate]
5. [If the desks are together] "Please separate your desks."
6. "Finally, there is absolutely no talking during the test."

### 2. Self-Assessment

1. "To practice, we are going to start with this [hold up the Self-Assessment]. I want you to choose your English level [CN: 水平 Shuǐpíng]
2. Read out the different levels.
3. When they are done, have the back row get up and deliver the papers to me.

### 3. Test

1. "Now we are going to begin the test. Do not talk."
2. "I am going to read each article three times."
3. "Listen and write the answers on your paper."
4. Snapping harsh the first time somebody peeps may keep them all in line throughout.

### 4. Textbook

1. 7A & 8A Page 10 Let's get ready A and B
2. Use this time to organize the tests and test papers, placing them in a place I'll remember.

### 5. Felix the Cat Slides

1. Give some background.
  2. Questions throughout
    1. What is this?
    2. How does \_\_\_\_\_ feel?
    3. What do think will happen next?
    4. Why is he \_\_\_\_\_?
- Note: Mr. Brown suggested using the textbook after the students wrote their tests would be OK, and he was correct.
-



## Lesson Review

### 17 Mar 2010 Grade 7 Classes 10 & 11

- What could I have done better?
  - Explained the process for the students to collect the tests and give them to me in an easier to comprehend way.
- What did I do well?
  - Move quickly on the tests.
  - Didn't really raise my voice at all.
- What did I learn?
  - If instructions are good, it's not necessary to get angry/raise my voice.
- What did the students learn?
  - Testing protocol and about Felix the Cat.
- Next Week?
  - Hand back the tests.

## Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 5

---

### Introduction

Opening class talking about the student's school trip last Saturday, and closing it discussing my trip last week to Hawaii. In between doing textbook activities, hoping to get a discussion going about city/country life. After that, have them practice their hearing with difficult questions about the textbook material.

### Lesson Objectives

- Students will enjoy themselves, creating a positive association with the English language.
  - Create an atmosphere that's comfortable enough for students to feel take chances speaking English to me and their peers.
  - Ask the right questions to get a lively discussion going about either their trip or city/country life.
  - Engage all of them by asking unexpected textbook questions, forcing them to listen closely to really understand whats going on.
  - Find a way to make practicing English more appealing to them than speaking to their friends in Chinese.
-

## Lesson Plan

### Before Class Starts

- Ask everyone to get into their seats.
- Walk around the room small talking with different students.
- Get the computer turned on if it works.
- Open a blank word document.

### Greeting: Yo! What's up?

- Practice the "What's up?" routine.
  - If they don't remember, review.

### Opening Discussion: Talk about their trip

- Did you do something special last Saturday?
  - Write all the answers on the word document.
- Where did you go?
- How did you get there?
- What did you do on the bus?
- What did you take pictures of?
- Did you have fun?
- Why did you go on the trip?

### Textbook: Page 14 Let's get ready A

- Where would you rather live in the city or the country? and why?
- What kind of job do you need to live in a city? the country?

### Textbook: Page 15 Let's listen 1 A Tapescript Page 78

- b4 starting - what is a penfriend?
- Read it correctly the first time, then change around the words to see if they're listening. (Mr. Brown)
  - Instead of "I live in England." Read "I live in France" and so on.

### Textbook: Page 16 Let's listen 2 A Tapescript Page 78

- After reading, when you ask the questions say "What is across from the school?" or "What is diagonal from the \_\_\_\_\_?" (Mr. Brown)

### Textbook: Page 16 Let's listen 2 B (Maybe)

- (Mr. Brown)

### Discuss: Talk about my trip

- Chose one of the following depending on my and the class's mood.
  - Traveling from shanghai -> tokyo -> hawaii
  - surfing
  - Hawaiian Culture: flower over a girl's ear, right ear = single, left ear = not single
  - Hawaiian Culture: hang loose hand gesture is the same as 6 hand gesture in China
  - Hawaiian Language: aloha = hello
  - Hawaiian Language: mahalo = thank you
  - Show the pics of my family, including the one of us with the pair of locals and quiz the kids about the hand gestures and flowers.

### Extra Time: Number of Letters? Game (Mr. Brown)

- Make two teams.

- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

## Lesson Review

### 31 Mar 2010 Grade 7 Class 11

- Kids were in a good mood, and we got a solid discussion going about their trip.
- Took Mr. Brown's suggestion of reading the textbook wrong, and it got a bunch of giggles from the students.
  - I just kept on reading. Perhaps next time I should stop when I make a mistake and ask them what they think?
- They were not too interested in me talking about my Hawaii trip, but they did like the candy.

#### Next Week

- Review the Hawaiian culture?

### 31 Mar 2010 Grade 7 Class 11

- Short discussion about the trip, but a long discussion about the city vs. the country and what jobs they would like to do.
  - In Let's get ready A on page 14, I have a difficult time expressing the activity. Many students put "See a film" in the "Only City" list which is fair, but at the same time, it isn't what the activity calls for.

#### Next Week

- Near the end of class 3 boys came to the front to do a hula dance, but we ran out of time. Ask them if they'd try again?

## Appendix

### Acknowledgments

- Ideas I got from Stuart Brown, I acknowledged with (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### Changelog

#### Version 0.3 30 Mar 2010

- Included suggestions from Mr. Brown for the textbook activities.
  - Typed up what I've evolved to be doing in class over the first 5 lessons of the week.
-

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 6

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## Lesson Plan

### 0) Before Class Starts

- Ask everyone to get into their seats.
- Walk around the room small talking with different students.
- Get the computer turned on if it works.

### 1) Greeting: Yo! What's up?

- Practice the "What's up?" routine.
  - If they don't remember, review.

### 2) Opening Discussion: Tomb Sweeping Day

- Why did you have a holiday yesterday?
- What did you do yesterday?

### 3) Textbook: Page 18 Let's get ready

### 4) Textbook: Page 20 Let's listen 2

### 5) Hand Back their Tests

#### Extra Time: Number of Letters? Game (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

## Lesson Review

### 6 Apr 2010 G7 C3 Review

- Only a few of them remembered "Yo. What's up?" so I reviewed it again. As soon as I put it on the blackboard, most of them remembered it all.
- Got more of a discussion going about Tomb Sweeping Day than I expected. Started by having them explain it to me and then talking about whether or not they, themselves like the day.
- Textbook page 18 was fine, especially Part B - I'd call on individual students and ask them what was their "number 1" or "number 8" and so on, then follow up questions.
- Handing the tests back went really quick, I was quite shocked. Wrote the correct answers on the board, and that was enough for all of them.
  - Told them if they had any questions they could ask me after class - I was surprised that no one came to ask.
- Asked what game they wanted to play for the last 8 minutes, and one of them requested the "spell on the board" game, so that's what we did.

#### What Could I have Done Better?

- Had a powerpoint ready to explain the test answers, instead of wasting time writing them on the board.

#### What Did I Do Well?

- Got every student in the class involved at one point or another.
  - Created an environment that allowed a lot of students to stand up and volunteer unafraid of making mistakes.
-

**What Did I Learn?**

- That handing the test back can go quite quickly.

**What Did The Students Get Out of The Lesson?**

- Oral/Aural English practice.

**Next Week?**

- Still haven't given this class the Hawaiian candy.
- Do something or other on American/Western culture for them.
- One student asked for my QQ number.

**7 Apr 2010 G7 C11 Review**

- Kids did not want to talk about Tomb Sweeping day.
- They did; however, have lots of questions for me.
- I forgot to bring their tests, which was unfortunate.
- Adjusted, instead played Mr. Brown's new game which got the students excited.

**What Could I have Done Better?**

- Brought their tests, a very preventable mistake.

**What Did I Do Well?**

- Admitting and accepting I made a mistake, then moved on.

**What Did I Learn?**

- When I make mistakes, acknowledging them can work.

**What Did The Students Get Out of The Lesson?**

- Oral/Aural practice.

**Next Week?**

- Hand back their tests.
- Prepare something fun/interesting for them.

**7 Apr 2010 G7 C10 Review**

- Kids were really engaged and eager from the beginning. Had the best discussion about the holiday I've had so far, by a sizable margin.
- Asking a lot of questions following the textbook activity about what they've done is an easy way for kids to key in.
- Going over the test before I hand them back helps comprehension.
- These kids are just about as close as you could get to going over the edge in terms of energy. A little much, but most of them are actively involved.

**What Could I have Done Better?**

- Present the test results in an easier to understand way.

**What Did I Do Well?**

- Following them where they led, we really spent the majority of the period talking and I believe every student spoke.

**What Did I Learn?**

- I can work really well with this class.

**What Did The Students Get Out of The Lesson?**

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- Lots of English oral/aural practice, all of them spoke.

**Next Week?**

- Try something adventurous with them. Their English and enthusiasm are high enough, and they seem to trust me.
- One of the tests I had belonged to a student who was in Mr. Brown's class, not mine.

**8 Apr 2010 Grade 7 Class 8****Next Week?**

- I have one extra test, make sure I get it to that student.

**9 Apr 2010 Grade 7 Class 7**

- A friend who teachers at the local college came to observe my class.
- At the start had all the students say hello, and asked if it'd be OK for him to watch. They said yes.
- After I got through the opening conversation, I invited him to the front to answer any questions they had. They were shy at first, but once a couple of students started speaking, they all got excited and talked for a long time.
- Didn't do any textbook activities, but I felt their one time chance to speak with him was better.
  - Of course, they asked for his QQ number, so it probably will not be the only time they speak with him!

**9 Apr 2010 Grade 7 Class 9**

- Discussed Qing Ming festival for some time.
- They are a lot of fun.
- Group of boys sitting on the right [left?] can be a distraction. Instead of seperating them, I'd like to find a way to grab their attention.
- Called on one girl whom I'd never noticed before in the front row. She was very slow to respond, but I was patient. I gave her some things to say, but she refused them still thinking. Eventually she came up with her own response to my question.

**9 Apr 2010 Grade 7 Class 9**

- Was really bored of Version 0.11, so I experimented.
- When I said "Yo!" to start class, I got a very enthusiastic response.
- Spent the first 35 minutes of a lesson discussing their recent school trip, and then planning a new one. Activity got them excited and a lot of them speaking/thinking in English.
  - Sort of along the lines of Problem Based Learning.
- Didn't do any textbook.

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 7

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FUN WITH ENGLISH 7B

Chapter 6: A children's museum

Anqing Foreign Language School

Grade 7

Lesson 7

Version 0.3

## Lesson Objectives

- Students will enjoy themselves, giving a positive association with the English language a chance to develop.
- Create an atmosphere that's comfortable enough for students to feel take chances speaking English to me and their peers.
- Ask the right questions to get a lively discussion going about anything.
- Find a way to make English more appealing than speaking to their friends in Chinese.
- Look for ways to move from me speaking to them in English to them speaking to each other and me in English, that is from one to many to many to many.

## Lesson Plan

### Before Class Starts

- If time, walk around and chat with the students before the bell rings.

### Greeting: Yo! What's up?

### Opening Joke

- Fred's Piano joke from The Internet TESL Journal <sup>[1]</sup>
  - <http://iteslj.org/c/jokes.html>
  - Direct link to joke <http://pages.citebite.com/c2v2k9l3e6bdo>
  - Introduce as a man is sick so he goes to the hospital.
  - Instead of operation say "eat medicine".
- Do you understand?

### Opening Discussion: Anything

- What do you want to talk about today?

### Textbook: Page 22 Let's get ready A

- Make sure they read out the full answer.
- Question Questions
  1. What is the "Animal in the past"?
  2. What are the "Animals around us"?
  3. What are they looking at in the night sky?

### Textbook: Page 22 Let's get ready B

- Make sure they read out the full answer.
  - Question Questions
    1. Do you like medicine?
-

2. Have you ever gotten a headache from watching too much TV?
3. What does a picture of a heart mean/symbolize? [Draw a picture of a heart on the board]
4. Have you ever broken any bones? [Tell my collarbone breaking incident story]
5. What is a disease?

*Choose to talk about doctors or Childrens Museums*

**Discussion: Doctors**

- Do you like doctors? Why?
- Have you ever gone to see a doctor?
- Do you want to be a doctor when you are older?

**Discussion: Children's Museums**

- What is a museum? [Mandarin = Bowuguan]
- Do you like museums?
- What can you learn at museums?
- Have you ever gone to a museum? Where?
- What is a children's museum?
- What should a children's museum have?
- What can you put in a children's museum?

**Activity: Create a Children's Museum**

- I want you to work with a partner.
- You are going to make a museum for children in Anqing.
- You need to answer these three questions.
  - What kind of museum will it be? Science? History? Sports?
  - What will be in the museum?
  - How much will it cost for children to go to the museum?

**Textbook: Page 23 Let's listen 1 B** Tapescript Page 81

**Textbook: Page 24 Let's listen 2 A** Tapescript Page 81 (Maybe)

**Students Choose: MJ or Textbook?**

- What would you like to do now, play a game or listen to a Michael Jackson song?

**Activity: The Man in The Mirror Slideshow"**

- Introduce the song as one of Michael Jackson's hits from his 1988 "Bad" Album. [1]
- Ask first:
  - Do you know this song?
  - What do you think will be its subject?
- Write questions on the board before we begin, so they can have something to look for and check them as they're listening/reading the lyrics.
  - Who is the man in the mirror?
  - What does he want to do?
  - Why?
  - Do you think he is right or wrong?
- Stop it after he sings the chorus through the first time and talk about it. If they don't know the answers, do not give them just keep playing the song and stop later.
- View online <<http://show.zoho.com/public/charlie.danoff/The%20Man%20in%20The%20Mirror%20Slideshow>>
- Google Music China link to the song (Only for those in China - Beware has several pop up ad's)
  - <<http://www.google.cn/music/song?id=Se9dcc8cb5e82cda7&rview=share>>



- Lyrics from CRAVEONLINE
  - <<http://www.seeklyrics.com/lyrics/Michael-Jackson/Man-In-The-Mirror.html>>

## Extra Time

### Game: Number of Letters? (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

## Lesson Review

### Class Notes

#### 16 Apr 2010 AM Period 3 Grade 7 Class 7

- Had an opening discussion about computers for a little, but it got to a strange point.
  - Told them about my blog <sup>[2]</sup> will be interesting if any of them

visit.

- Class has a great attitude, but we haven't quite had a sensational lesson yet.

*Next Week*

- The extra test did not belong to the boy I thought it did. Get that sorted.
- Put all the students into 2 rows, per my colleague who observed me last week's suggestion.

#### 16 Apr 2010 AM Period 4 Grade 7 Class 9

- This class has an incredible amount of energy.
- Today we spent about 20 to 30 minutes where they just asked me questions.

*Next Week*

- give them my qq number, in case the one i tried to remember this week is wrong.
- did better with the group of boys on my left, but still progress can be made.

#### 16 Apr 2010 PM Period 3 Grade 7 Class 2

- Brought up the trip from last week, which got some chuckles.

Perhaps could have pushed it further, but I didn't.

- When I asked them what they wanted to talk about I got a few responses (NBA Playoffs, ghosts) but nothing that grabbed everyone.

- We never made a connection like we did the week before.
- Textbook activities went fine.

• Joke fit in really well with the doctor section. Moved it to the end, and added in my story about breaking a bone for the question about bones.

- A few of them got the joke, but I didn't take the time to really explain it.
- The speakers in the classroom didn't work, so instead of listening the MJ song, we just sang it.

I was surprised they went with me.

- Overall this group has more than enough talented/eager individuals that anything I do in the lesson will go well.

*Next Week*

- Some sort of small groups Problem Based Learning <sup>[3]</sup>-esque activity.

]

**Day in Review****What Could I Have Done Better?**

- Had something better for them in the opening.

**What Did I Do Well?**

- Rested/prepared as I've been this week, and experimented throughout with new approaches.

**What Did I Learn?**

- With interested classes whatever I throw at them will work one way or another. Question is how can they get to the next level?

**What Did My Students Get From The Lesson?**

- Oral/aural practice, a little bit of thinking.

**Were the Lesson Objectives Achieved?**

- Students will enjoy themselves, giving a positive association with the English language a chance to develop.
  - yes
- Create an atmosphere that's comfortable enough for students to feel take chances speaking English to me and their peers.
  - maybe
- Ask the right questions to get a lively discussion going about anything.
  - no
- Find a way to make English more appealing than speaking to their friends in Chinese.
  - overall yeah, but more because they like me, not because of anything special i did today.
- Look for ways to move from me speaking to them in English to them speaking to eachother and me in English, that is from one to many to many to many.
  - No.

**How Can I Improve the Lesson?**

- Better opening and easier joke.
-

## Appendix

### Acknowledgments

- Ideas I got from Stuart Brown, I acknowledged with (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### Changelog

Version 0.3 15 Apr 2010

- Added changes in similar parts from FWE 8B Lesson 7 Version 0.21.
- Gave a choice between talking about doctors or museums.
- Made the opening discussion up to the students.

Version 0.2 15 Apr 2010

Version 0.11 12 Apr 2010

Version 0.1 10 Apr 2010

### References

1. Wikipedia: Man in the Mirror <sup>[4]</sup>

### References

[1] <http://iteslj.org/>

[2] <http://danoff.org/leftinfront>

[3] <http://www.udel.edu/pbl/>

[4] [http://en.wikipedia.org/wiki/Man\\_In\\_The\\_Mirror](http://en.wikipedia.org/wiki/Man_In_The_Mirror)

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# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 8

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牛津初中英语·同步听力(七下) FUN WITH ENGLISH 7B <sup>[1]</sup>

Chapter 7: Getting There

Anqing Foreign Language School <sup>[2]</sup>

Grade 7

Lesson 8

Version 0.2

This chapter focuses on transportation. In this lesson plan I hope to complete a few good textbook activities quickly and spend majority of the time with the students interviewing one another about their thoughts on transportation. The lesson finishes with a map based game that should be a fun way for students to use their English.

## Lesson Objectives

- The opening riddle and questions will draw the students attention.
- The textbook activities will go quickly and be productive.
- Students will speak only English to eachother while they interview one another.
- The map game will be fun and students will participate in English.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)

### Greeting: Introduce What's the craic?

- What's the craic is used in Ireland as a way to say "How are you?" [1]
- The responses are the same as "How are you?"

### Opening: Riddle & Questions

- Share a simple riddle with the students.
- Do you have any questions for me?
- What do you think of our lessons? How can we make our lessons better? (King)

### Textbook: Page 26 Let's get ready A

- Before going over the answers, read out and practice the pronunciation of all the words.
- Have you seen any of these signs in Anqing?

### Textbook: Page 26 Let's get ready B

- Make sure they read out the full answer.
- After each answer have all of them listen and repeat after me.

### Textbook: Page 27 Let's listen 1 B Tapescript Page 82

- Read slowly twice.

### Textbook: Page 28 Let's listen 2 A Tapescript Page 82

- First time read at my normal speaking speed.

### Activity: Transportation Interview[CN Transportation = Yùnshū Interview = Fǎngwèn]

- Now we are going to interview a friend about transportation.
  - Please ask them these questions and write down the answers. Please only speak in English.
-

- Questions: [Write on the board]
  - What types of transportation do you like?
  - What types of transportation are good for the environment? Why?
  - What types of transportation are bad for the environment? Why?
- Go around class helping individual groups. Don't spend too, too long on the activity.
- At the end ask two to three groups if they would like to share with the class?

### **Game: Dizzy Maps**

- Have two similar maps with about four to five buildings drawn on the board.
- Make two teams.
- Ask for volunteers, or choose participants.
- Bring them to the front of the classroom.
- Cover their eyes with a shirt or tie or something.
- Spin them around four times.
- Give them a piece of chalk and have their classmates guide them to their destination. The first one to arrive wins.

### **Maybe Also Try**

**Activity: Map and Directions** (For classes with a high level and a patient attitude.)

- OK, now I want you to work in pairs.
- Create a map, with three buildings.
  - Grocery Store
  - Bank
  - School
- and five roads.
  - Danoff Road
  - Brown Street
  - English Avenue
  - Fuller Lane
  - Elton John Boulevard
- You have 2 minutes, go!
- Time is up, now I want you to give your map to a new group.
- New group, please write down the directions for how to go from the Bank to the School to the grocery store.

**Textbook: Page 29 Let's listen 2 A** Tapescript Page 82 (Maybe)

### **Extra Time**

**Game: Number of Letters?** (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

**Activity: The Man in The Mirror Slideshow"**

- Teach the song and have the students sing along with you and Michael.
-

## Lesson Review

### Class Notes

#### 20 Apr 2010 AM Period 4 Grade 7 Class 3

- Took a while to go over "What's the craic?".
  - They knew what Ireland is, I don't think they really got it.
- Forgot to ask them riddles.
- Took a while after that to get them to move into their new seats.
  - Those were moderately successful. One low level boy instead of being distracted by the window now chats with a friend.
  - It is nice having them all in my sight line at all times.
- Having them repeat all the words in the textbook back to me lost their interest after a bit.
- They were very distracted and chatty for the whole lesson.
- The interview activity only worked well for advanced students. Everyone else was lost or completely uninterested.
- I asked a girl for her suggestions. She said I should make the students be quiet.

#### *Next Week*

- Try the interview activity again.
- Consider separating certain groups.
- One student suggested I ask the monitor for help.

#### 20 Apr 2010 Day in Review

##### **What Could I Have Done Better?**

- Gotten the classes attention.

##### **What Did I Do Well?**

- Not lose my temper.

##### **What Did I Learn?**

- New activities require VERY thorough explanations.

##### **What Did My Students Get From The Lesson?**

- Oral / aural practice, some new vocabulary, and a little thinking about transportation.

##### **Were the Lesson Objectives Achieved?**

- The opening riddle and questions will draw the students attention.
  - Nope.
- The textbook activities will go quickly and be productive.
  - No.
- Students will speak only English to each other while they interview one another.
  - No.
- The map game will be fun and students will participate in English.
  - No time.

##### **How can I Improve the Lesson?**

- Had some sort of computer display about "What's the craic?"
  - Had some sort of computer display about the interview activity.
-

**21 Apr 2010 PM Period 1 Grade 7 Class 11**

- Didn't do "What's the craic?"
- Following the greeting we talked for a little about the weather. I explained how I am more comfortable inside than outside, so I like the rain because then I do not have to feel bad about going outside.
- The riddle went well. Wrote their answers on the board. One boy got it pretty quick.
- After that I answered their questions as always they have a good amount. Most interesting topic we got to today was the "Egyptian Dance".
- Their suggestions for making our class better:
  - study
  - learn
  - clean
  - write homework
  - play games
- Only did Let's get ready from the textbook. Went over the pronunciation of the words before I had them give me the answers. It'd probably be good to do it before they even begin answering the questions.
  - As they gave the answers, we spent a long time chatting about the different road signs and I told a story about when I got busted for speeding while I was in Japan.
- Interview activity took a really long time to explain.
  - May be better to:
    - Start by asking what's an interview. Give an example of a reporter and President Obama.
    - Have the questions written beforehand [while they are doing let's get ready] or written on the computer screen.
    - Maybe they do not have to write down the answers?
- The boy and the girl who had the spat last week were fine.

*Next Week*

- Interview activity again.
- Talk about the Egyptian dance? Maybe this: How to Perform Modern Egyptian Dance Part 1, on 5min dot com.
- Another riddle.

**21 Apr 2010 PM Period 3 Grade 7 Class 10**

- Lesson began quite enthusiastically.
  - Yo! / What's up? went very well.
  - Introduced What's the craic? which I believe went OK. Somewhat difficult for them and I'm not quite sure how to explain it.
  - Answered a few of their questions, then asked:
    - Do you like our class? Why? [relaxing / fun ...] How can we make our class better?
      - Suggestions:
        - play cloudy tree a game that has something to do with a train and is usually played in a park
        - sing Chinese or English songs
        - listen to music
        - watch anime
        - cartoon films
        - be quiet
- Then did the riddle, but by this point I had gone too long or their attention had waned. Not many of them were with me, so the riddle did not work so well.

- Some kind of special time is there at the beginning of a lesson, where they are with me and paying attention but if I'm only able to connect with a few or them or something else like that I can lose them.
- Did Let's get ready. I tried going over the vocabulary before we began, but that did not really work. Covering the vocabulary before we got deeply into the answers is helpful.
- Spent the last fifteen minutes on the interviews. Using the method I suggested above helped, but still I have to walk around and work with most pairs individually before any progress can be made.
  - Might be better to try letting them make the pairs themselves.
  - Nice to see multiple groups of students volunteer themselves to participate.
  - Might also be nice to have some sort of prop microphone.
- Spent the last minute and a half teaching them the chorus to my favorite Otis Redding song.
- Throughout class a few boys were tossing stuff around the room, which was annoying.

#### *Next Week*

- That one student's test is from Mr. Brown's class.
- Find out what Cloudy Tree is.
- Do the interview activity again.

#### **21 Apr 2010 Day in Review**

##### **What Could I Have Done Better?**

- Explained the interview activity in a way that did not take up fifteen minutes.

##### **What Did I Do Well?**

- Talked for virtually the entire period.

##### **What Did I Learn?**

- New activities require VERY thorough explanations.

##### **What Did My Students Get From The Lesson?**

- Oral / aural practice, some new vocabulary, and practice giving an interview to their classmates.

##### **Were the Lesson Objectives Achieved?**

- The opening riddle and questions will draw the students attention.
  - Yes.
- The textbook activities will go quickly and be productive.
  - Yes.
- Students will speak only English to eachother while they interview one another.
  - No.
- The map game will be fun and students will participate in English.
  - No time.

##### **How can I Improve the Lesson?**

- Improve the instructions for the interview activity.



**22 Apr 2010 PM Period 2 Grade 7 Class 8**

- Kept my explanation of "What's the craic?" simple and the students seemed to grasp the concept.
- Asked them a slightly different riddle, which one boy surprised me by getting quickly.
- Re-worded how I asked for their feedback.
  - Asked first how can I improve?
    - Funny
    - Interesting things
    - Watch film every class
    - Joke
    - Listen to music
    - You know a lot about computer. Use more computer, we like those lessons.
  - Asked second, how can we improve?
    - Day, day up - good, good study
    - Good co-operation
    - Speak more English
    - Be active
    - Be quiet
    - Be interesting
- They then had tons of questions, which took up most of the lesson time.
- Went through Let's get ready slowly, focusing on each answer.
  - One girl who doesn't usually talk got an answer wrong. She sat down and seemed quite disappointed. I called on her again for the next answer and then told her great job! This technique helps some shy students.
- Did not have enough time for the interview activity.

*Next Week*

- One boy asked to play basketball after school. I declined because of other commitments. If possible try to play after the next class.

**23 Apr 2010 AM Period 3 Grade 7 Class 7**

- Began with "What's the craic?" kept it simple and it kept their interest.
- Next went with the story of Michael Jordan being cut from his high school team. They were excited by the idea of the story but the one I told and/or the way I told it did not elicit much excitement.
- Asked a riddle but didn't give them the answer.
- Then I asked them if they had any questions followed by suggestions.
  - They had some good ideas:
- Spent a long time talking about the textbook answers. Going through each one slowly and methodically.
- Bell rang before we did anything else, but it turned out to be quite fun.
- Of course one of the best students came up afterwards and informed me the lesson was boring, because "we didn't play any interesting games."

*Next Week*

- What's the craic?
  - Answer to riddle about University.
-

**23 Apr 2010 AM Period 4 Grade 7 Class 9**

- Observed by three teachers.
- After greeting my students I had them all turn around and say hi to the observing teachers. I then asked my students if it was OK for the teachers to watch. They were silent so I just said "OK!!!"
- Suggestions to improve class.
  - Changes for me
    - play games [also wrote "no we are not children" though i don't recall why]
    - watch films / cartoon / videos
    - talk about some goo things
      - history of the NBA
      - story of Anqing Foreign Language School
  - Changes for them
    - be quiet
    - learn
    - exciting
    - match
    - sing songs
- Kids behaved far better than usual but kept their energy.
- Skipped the MJ story saving time instead for the map game.
- Did the riddle which got a lot of kids thinking and one bright girl got the answer.
- Were able to get through a lot of the textbook quickly.
- Finished class with the map game which went far better because I brought in ties for the kids. Of course once we started the competitive aspect it went wild with all of them rushing to the board.
- Had to calm it down.

*Next Week*

- Perhaps map game again since they now know it.

**23 Apr 2010 PM Period 3 Grade 7 Class 2**

- Spent the first 15 minutes or solving a problem.
- An alien had come to Anqing [idea from Johnson] and they had to explain to the alien how earthlings live, but the alien could only speak English.
  - Went over food / clothes / friends asking Why? How? and What? for each.
  - Pushed it a little too far. A lot of students lost interest by that point.
- Then went into the riddle and questions for me? routine.
- Went through the textbook, but not as thoroughly as possible [in terms of me expanding upon answers], because I wanted to save time to play the dizzy maps game at the end.
- Before we started I asked for a volunteer, but they did not know what the word meant.
- Just had one student go and I added things like "No entry"

*Next Week*

- One girl was ready to go at the end of the lesson, but the bell rung. Have her play next class.
  - Another girl wanted to know my Chinese name. Have it ready for her.
-

## Appendix

### Acknowledgments

- Ideas I got from Stuart Brown, I acknowledged with (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### Changelog

Version 0.2 19 Apr 2010

- Added the dizzy maps game and the interview activity.
- Dropped the transport discussion.
- Added the maybe also try section.

Version 0.1 17 Apr 2010

### References

1. Wikipedia: Craic <sup>[4]</sup>

### References

[1] <http://www.yilin.com/book.aspx?id=2175>

[2] <http://en.aqwgy.net/>

[3] <http://www.danoff.org/leftinfront/?p=1168#comment-1673>

[4] <http://en.wikipedia.org/w/index.php?title=Craic&oldid=356574445#History>

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 9

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Grade 7

牛津初中英语·同步听力(七下) FUN WITH ENGLISH 7B <sup>[1]</sup>

Chapter 8: Fire!

Anqing Foreign Language School <sup>[2]</sup>

Lesson 9

Version 0.11

This chapter is about fire. I have a lot of different things planned here, I hope that by moving quickly through them I can keep their attention.

## Lesson Objectives

- The opening riddle and questions will draw the students attention.
- The textbook activities will go quickly and be productive.
- We can get an interesting discussion going about fires.
- Students will speak only English to each other while they interview one another.
- The fire in the school game will be fun and students will participate in English.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)
- Write "the", "this" and "that" on the board or bring it up on a word document.

### Greeting: Introduce or Re-Introduce What's the craic?

- Go through Yo! What's up? to begin.
- What country is Yo! What's up? from?
- What country is How are you? from?
- Do you know what the say in Ireland?
- They say "What's the craic?" [1]
- The responses are the same as "How are you?"

### Opening: Riddle, May Day Holiday and Questions

- Share a simple riddle with the students.
- Next Monday is a holiday, what will you do?
- Do you have any questions for me?
- What did you learn in class last week? (King)

### Pronunciation Practice: "th"

- Pointing to the th words on the board, ask "Can you please say these words?" (Jim)
- How do you pronounce th?
- You should put your tongue against your top teeth. (Sounds of English)
- When you blow out, you will notice you make a "th" sound. (ibid)

### Textbook: Page 30 Let's get ready A

- If possible, as they are doing this portion put on some music.
  - After each answer, work on pronunciation.
-

- Draw a fire on the board. For each thing that comes up, draw it in relation.
- Instead of asking "What is ... " ask things like "Why do you ..." or "What does \_\_\_ do?"
- Explain to make a fire go away you "put out the fire".

**Textbook: Page 30 Let's get ready B**

**Conversation: Fire!**

- Today we will be talking about Fire!
- What is fire?
- Do people like fire? Do you?
- Is fire good or bad?
- Why do people use fire?
- Where does fire come from?
- How can you make fire?
- Is fire dangerous?
- Is fire evil?

**Story: The Great Chicago Fire**

- Do you know about the Great Chicago Fire?
- It happened about one hundred years ago, when Mrs. O'Leary's cow ...

**Textbook: Page 32 Let's listen 2 A Tapescript Page 84**

**Activity: Fire Interview**[CN Transportation = Yùnshū Interview = Fǎngwèn]

- Have three questions written on the board or computer.
- Write interview on the board.
- Ask if they know that word?
- Bring up a student volunteer and interview one another in front of the class.
- Now please interview the people sitting next to you, in English!
- Give them a minute or three, walk around and help troubled groups.
- Afterwards ask for volunteers to come to the front of class and do the interview.
- Questions: [Write on the board]
  - Do you like fire?
  - Do you think fire is good or bad?
  - Why?

**Game: There's a Fire in the School!**

- Draw a rough sketch of a school on the board.
- Ask for volunteers, or choose participants.
- Bring them to the front of the classroom.
- Cover their eyes with a shirt or tie or something.
- Spin them around four times.
- Give them a piece of chalk and have their classmates guide them to their destination. The first one to arrive wins.
- Explain that the student near the board is a fireman, but he cannot see because of the smoke.
- The other students are talking to him with a radio. They have a map of the school, they need to tell him how to get to the fire.
- Once he gets there, ask what should he do?

## Extra Time

### Game: Number of Letters? (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

### Music: Billy Jean

- Is Billy Jean a boy or a girl?
- Who is the one?

## Lesson Review

### Class Notes

*Different days correspond to different versions, which are linked to in the history of this resource.*

**26 Apr 2010 Version 0.1** <sup>[1]</sup>

#### 26 Apr 2010 AM Period 1 Grade 7 Class 1

- Weird class, kids were talking the whole time, but also working.
- Many quiet students who I had not notice before have quite high English levels.
- With this class it seems that to a point, even if they are chatting I am better off just keeping the lesson going.
- Went over Yo! What's up?
- They said class last week was boring, because we did not play any interesting games.

#### *Next Week*

- Beat It
- God is a Girl
- Interesting Game

#### 26 Apr 2010 AM Period 3 Grade 7 Class 5

- Really noisy and rude.
  - Part of it was my lesson wasn't especially exciting and I was a little tired, but still they were rude.
  - One kind girl kept gesturing for me to relax.
- Not a very productive lesson at all, quite frustrating.
- Tried the interview activity, which was overall well received. Students even understood it well enough to change it and adapt it for their own purposes, unfortunately, that meant Asking a series of questions about what boys liked what girls in class.

#### *Next Week*

- Put students into seats before class begins.
  - Patience.
  - Student who was about to play dizzy maps, involve him again?
-

**26 Apr 2010 AM Period 4 Grade 7 Class 6**

- Went over Yo! What's up? thoroughly
- Energetic, but not rude.
- Went over the "th" sounds briefly, which was received well.
- Only had a few questions for me.
- Spent the last few minutes listening to Billy Jean.

*Next Week*

- Review Yo! What's up?

**26 Apr 2010 PM Period 3 Grade 7 Class 4**

- Students were more respectful than they have been individually when I called on them, but as a class they just talked the entire period.
- Really felt today a few times like what I'm doing is pointless, these kids do not care. When I got to those moments, an individual student made eye contact with me or said something wonderful in English. Even if I'm not changing the world, I'm making differences and those who want to learn are learning something.
  - Plus today I am tired as I usually am on Mondays, and my lesson plan was not great and its execution wasn't too swell, either.
- Got through the textbook alright. Did a better job going over the fire portion than before. Fires do not seem to be too, too interesting to them.
  - One boy has been saying hose all year for some reason and the answer to one of the questions was hose, as in a water hose, so he and the class were excited.
- Spent the last ten minutes or so playing the spelling challenge game, which went OK, but I do not think too much English was learned.

*Next Week*

- Move them to a new seating chart like I suggested last week. Tell their teacher and have her put them into the seats before class begins.
- Play dizzy maps again.

**27 Apr 2010 Version 0.11** <sup>[2]</sup>

**27 Apr 2010 AM Period 4 Grade 7 Class 3**

- Starting with an overly zealous "Yo!" got things off on the right foot.
- Went straight into a riddle. They did not get it, even after I wrote the answer on the board. I decided not to wait too long, and gave them the answer.
- Then I wrote "the", "this" and "that" on the board and had them practice "th".
- They did not have any questions, nor any comment as to what they learned the week before.
- Asked what they were doing for the coming holiday and I got a few short responses.
- Class was about 80% quiet at this point. Told them to do "Let's get ready" and as they did I walked over to one quite disruptive boy whose the class leader and informed him his grade for the day was a zero. Said "very bad" too, which was going too far. After that he was wonderful. At the end of class I said I'd give him a 50% for the day.
- Drawing a fire on the board helped them answer all the questions, and understand the different items.
- Had about 15 minutes left after the textbook, so I did not push for the conversation, instead trying the interview. Brought one girl up to demonstrate and was shocked that in the minute or two after that I gave them on their own many, many of them were speaking to each other in English!!
- Spend the last few minutes on the escape from school activity which was even more exciting with the addition of being timed.

*Next Week*

- Move quick again.

**27 Apr 2010 Notes****What Could I Have Done Better?**

- Had a better riddle in the opening, almost lost them.

**What Did I Do Well?**

- Handled the boy who was misbehaving quickly and efficiently without distracting the whole class.

**What Did I Learn?**

- Moving quickly is really an effective technique.

**What Did My Students Get From The Lesson?**

- Oral, aural English practice, some fire vocabulary, a positive experience expressing themselves in English.

**Were the Lesson Objectives Achieved?**

- The opening riddle and questions will draw the students attention.
  - No.
- The textbook activities will go quickly and be productive.
  - yes.
- We can get an interesting discussion going about fires.
  - No.
- Students will speak only English to each other while they interview one another.
  - For the most part, yes!
- The fire in the school game will be fun and students will participate in English.
  - Yes, though it's quite easy English.

**How can I Improve the Lesson?**

- Better riddle.
- Make time an element of the school game.
- Keep moving quick.

## Appendix

### Acknowledgments

- I get many ideas from Stuart Brown. (Mr. Brown).
  - I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.
  - Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)
  - A friend named Jim advised me to focus on pronunciation and stress in speaking English in my classes. (Jim)
-



## Changelog

Version 0.11 27 Apr 2010

- Moved the conversation to after the textbook activities.
- Changed the textbook related questions.
- Added "There's a Fire in the School!" game.
- Removed Let's Listen 1 activities.
- Added Let's Listen 2 activities.

Version 0.1 <sup>[3]</sup> 25 Apr 2010

## References

- Wikipedia: Craic <sup>[4]</sup>
- Sounds of English <sup>[4]</sup>: Th sounds in English <sup>[5]</sup>

## Ideas for this lesson

- Story about the Chicago fire
- Huangmei Shi
- Grading Policy
- Eustace Conway
- Pronouncing "th"
- Stress
- Adjectives for "why?"

## References

[1] [http://en.wikiversity.org/w/index.php?title=Mr.\\_Danoff%27s\\_FWE\\_7A\\_Lesson\\_9&oldid=564667](http://en.wikiversity.org/w/index.php?title=Mr._Danoff%27s_FWE_7A_Lesson_9&oldid=564667)

[2] [http://en.wikiversity.org/wiki/Mr.\\_Danoff%27s\\_FWE\\_8A\\_and\\_7A\\_Lesson\\_9#Class\\_Notes](http://en.wikiversity.org/wiki/Mr._Danoff%27s_FWE_8A_and_7A_Lesson_9#Class_Notes)

[3] [http://en.wikiversity.org/w/index.php?title=Mr.\\_Danoff%27s\\_FWE\\_8A\\_and\\_7A\\_Lesson\\_9&oldid=563831](http://en.wikiversity.org/w/index.php?title=Mr._Danoff%27s_FWE_8A_and_7A_Lesson_9&oldid=563831)

[4] <http://www.soundsofenglish.org/>

[5] <http://www.soundsofenglish.org/pronunciation/th.html>

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 10

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Grade 7

牛津初中英语·同步听力(七下) FUN WITH ENGLISH 7B <sup>[1]</sup>

Chapter 9: Computer games

Anqing Foreign Language School <sup>[2]</sup>

Lesson 10

Version 0.1

This chapter is about computer games. I will be teaching 50 students as opposed to 25, so the plan will have to be slightly more structured than usual. There are a few different activities and games to play. This week also the students have a big exam, so I do not plan on being too tough.

## Lesson Objectives

- The opening will go quickly enough to keep the students attention.
- The textbook activities will go quickly and be productive.
- The activities will be fun and get the students using English.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)

### Greeting: World, USA and Irish Greetings

- [ pubdomed greetings slideshow]

### Opening: Adjectives

- Many times after I ask you "Do you like \_\_\_\_\_?" I ask you "Why?" right?
- What are different reasons:
  - Yes I like
    - What do you say? interesting, good, great, fun, lovely
    - What can you also say? super, wonderful, incredible, amazing
  - No I don't like
    - What do you say? bad, boring, ugly
    - What can you also say? terrible, stupid, awful, horrible

### Conversation: Computer Games

- What is a computer game?
- Why do people play computer games?
- What kind of computer games do you like?
- Are computer games healthy?

**Textbook: Page 34 Let's get ready A**

**Textbook: Page 34 Let's get ready B**

**Textbook: Page 35 Let's listen 1 B**

**Textbook: Page 36 Let's listen 2 A**

- Don't push too hard.
-

**Textbook: Page 37 Let's listen 3 A****Textbook: Page 37 Let's listen 3 B****Activity: Computer Games Interview**[CN Interview = taifan]

- Write interview on the board.
- Ask if they know that word?
- Write the questions on the board
  - How often do you play computer games?
  - How often do you want to play computer games?
  - Why?
- Bring up a student volunteer and interview one another in front of the class.
- Now please interview the people sitting next to you, in English!
- Give them a minute or three, walk around and help troubled groups.
- Afterwards ask for volunteers to come to the front of class and do the interview.

**Activity: Platform Game**

- Now, we are going to play a computer game!
- Who wants to play?
- Bring up a volunteer, or call on a student.
- Blindfold the student. (Dirty tie?)
- Place obstacles around the room. Designate a goal.
- Now, the volunteer is the character. You are the players.
- Tell them how to get to the goal!

**Activity: Teach me about Chinese Computer Games**

- Screenshots of CF, QQ Farm and DNF. Ask them to teach me how to play.

**Debate: Are computer games healthy?** (Mr. Brown)

- Break the students up by gender or by row.
- Write "Are computer games healthy?" on the board.
- Tell one group they have to each write one reason why computer games are healthy and another why they are not.

**Extra Time****Game: Number of Letters?** (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

**Game: Spelling Game** (Dave's)

- Make a boys team and a girls team, go against one another two students per team at a time.

**Discuss: Pictures from my Trip to Shanghai**

## Lesson Review

### Class Notes

#### 4 May 2010 AM Period 4 Grade 7 Class 3

- Computer didn't work, so I couldn't do the greetings slideshow.
- Started with "good morning!" because I do not think half the class knew about "Yo! What's up?"
- Kids were talking a lot to start, so I went away from my planned opening.
- Went straight into the discussion about computer games. While I did get individual answers for all of my questions, as a class, the conversation went nowhere.
- Spent most of the period going through the textbook, which went OK.
- Students who I have not seen in a while have been making lots of progress under Mr. Brown.
- Interview activity went OK. Some students spoke to one another, while many just chatted. Had a couple different pairs of students volunteer to come to the front, which was nice.
- Spent the last two to three minutes playing hangman.

#### *Next Class*

- Review names of the students I had last term.

#### 4 May 2010 Notes

##### **What Could I Have Done Better?**

- Grabbed the students attention.

##### **What Did I Do Well?**

- Not lose my temper while they were talking and proceeded with the lesson.

##### **What Did I Learn?**

- This week with the big tests looming and all the kids together they are going to be chatting a lot. Still good to try and have a real lesson, but it might also be wise to not do quite so much and have more fun.

##### **What Did My Students Get From The Lesson?**

- Oral and aural practice, chatted a little about computer games.

##### **Were the Lesson Objectives Achieved? Why?**

- The opening will go quickly enough that the students can pay attention and learn something.
  - No, I was not dynamic or interesting enough to grab their attention.
- The textbook activities will go quickly and be productive.
  - Yes, though they were not especially fun, we did get through all of the textbook quickly and effectively.
- The activities will be fun and get the students using English.
  - A little, some of the kids were interviewing each other in English, but most were not.

##### **How can I Improve the Lesson?**

- Review students names from last term.
  - Have more fun and less textbook, students are under a lot of stress at the moment.
-

**5 May 2010 PM Period 1 Grade 7 Class 11**

- started with an enthusiastic yo, which I was surprised to find was greeted enthusiastically back by them even the students from the other half which I did not remember teaching the greeting to
- did not have the computer set up with the greetings slideshow to start class, so I went straight into the conversation about computer games
  - When i told them we were going to be talking about computer games i got a few students who raised their arms and cheered
- started writing questions in a word document with the projector
  - What is a computer game?
  - Why do people like computer games?
  - Do your parents like computer games?
    - If yes, why? If no, why?
  - Do you think computer games are a bad habit?
    - If yes, why? If no, why?
  - If you had children, how often could they play computer games?
  - This took up the majority of the period, had a core group of students giving the answers with a few more answering one question every once in a while.
- Asked if they had any questions and they had some, mostly about the whereabouts of the other foreign teacher.
- Did Let's Get Ready from the textbook which went quickly
  - For part B I tried calling on some individual students for the answers to the questions, which did not go so well. I tried giving students with a lesser ability a chance to speak and then as I did the whole class started chatting.
- Tried to play the platform game for the last few minutes but I was not willing to rearrange the whole classroom for them to stampede around, so I just had them play with a map on the board.

*Next Class*

- Review student's names from last semester.

**5 May 2010 Notes****What Could I Have Done Better?**

- Even though the discussion got some students speaking up and some more listening, most of the class was not involved, even if they were being quiet. Find a way to

**What Did I Do Well?**

- Spent most of the period just speaking English, talking about computer games.

**What Did I Learn?**

- I can handle classes of 50 students.

**What Did My Students Get From The Lesson?**

- Oral and aural English practice and for those who paid attention a chance to think critically about playing computer games.

**Were the Lesson Objectives Achieved? Why?**

- The opening will go quickly enough that the students can pay attention and learn something.
  - No, because I was not ready to start class.
- The textbook activities will go quickly and be productive.
  - Yes, but we only did one page.

- The activities will be fun and get the students using English.
  - We did not spend much time on activities, instead focusing heavily on the conversation.

### How can I Improve the Lesson?

- For this class I did not need it, but for another class something more dynamic involving computer games might be helpful.

## Appendix

### Acknowledgments

- I get many ideas from Stuart Brown. (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)
- The spelling game is available on Dave's ESL cafe. (Dave's)

### Changelog

Version 0.1 1 May 2010

- Written at the YY Club in Shanghai

[[Category:Interview Activity]]

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 11

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Grade 7

牛津初中英语·同步听力(七下) FUN WITH ENGLISH 7B <sup>[1]</sup>

Chapter 10 Meeting an alien

Anqing Foreign Language School <sup>[2]</sup>

Lesson 11

Version 0.21

This chapter is about aliens, which should be a good topic for discussion. This week will be special, my colleague Mr. Brown and I will be teaching together. A good portion of the lesson will be spent by Mr. Brown recounting his recent adventure to the South of China. With the time left hopefully we can chat about aliens and do some interesting alien related activities.

---

## Lesson Objectives

- The opening will draw the student's attention and generate a short chat about Mother's day.
- Mr. Brown's story will grab the student's attention and go on for an extended period.
- The textbook activities will go quickly and be productive.
- We will have a discussion about aliens that will involve the majority of the students.
- The activities will be fun and get the students using English.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)
- Set up the computer to have a discussion about grades.

### Greeting: USA What's up?

- Yo! What's up? Not much, you? Not much.

### Opening: Mother's Day

- What day was it last Sunday?
- Do you like Mother's Day?
- Is Mother's Day important?
- Why do we have Mother's Day?
- What did you do on Mother's Day?
  - What did you do on Mother's Day Mr. Brown?

### Explanation: Class Grading Policy

- First go through the A to F scale in English and explain that 50% of their grade comes from tests and the other half from in class performance.
- Put the Chinese explanation up on the screen and have the students read it out loud so they all understand.

### Conversation: Aliens

- Do you believe in aliens? Why?
  - Do you think aliens are friendly?
  - Do you want to meet an alien?
  - Have you ever travelled on a UFO?
  - Do aliens like humans?
  - What do aliens look like?
-

**Activity: Aliens Interview**

*CN Interview = taifan*

- Write interview on the board.
- Ask if they know that word?
- Write the questions on the board
  - Do you like aliens?
  - Do you think aliens can help humans?
  - Why?
- Bring up a student volunteer and interview one another in front of the class.
- Now please interview the people sitting next to you, in English!
- Give them a minute or three, walk around and help troubled groups.
- Afterwards ask for volunteers to come to the front of class and do the interview.

**Extra Time****Debate: Are aliens friendly?**

*Adapted from Mr. Brown's debates.*

- Break the students up by gender or by row.
- Write "Are aliens friendly?" on the board.
- Tell one side they have to have reasons for "yes" and another they have to have reasons for "no".
- The team with the better argument wins!
- Go back and forth writing down the reasons, at the end tally up the reasons and mark off ones that are erroneous to choose the winner.

**Activity: Alien Visitor**

(Johnson)

- Explain that one of the teachers is an English speaking alien whose come to our town. Then ask quesitons like:  
"What is this?" A: "Book." "What do you do with a book?" A: "Read it." "What is reading?" and so on

**Game: Draw an Alien**

- Make two teams by gender or row.
  - Choose two students from each team.
  - Tell them they have to draw an alien.
  - Give them two or three minutes.
-



## Lesson Review

- *May 11th and 12th reviews were written about version 0.1* <sup>[1]</sup>.
- *May 13th reviews were written about version 0.2* <sup>[2]</sup>

### 11 May 2010 AM Period 4 Grade 7 Class 3

1. Opening: Unsure about what to do because I have not gone over “Yo! What’s up?” with a lot of these students.
  - End up doing “Good morning! How are you?” and that just works alright, especially because I’m only half into it.
2. Chat About Mother’s Day: What day was Sunday? Did you do anything for your mother?
  - Takes up two or three minutes. Should have done it last week, but better to talk about it a little than not at all.
3. Grades
  - Start going over in English and write A – F on the board then explain how if you have a goo test grade, but poor in-class grade your overall grade will be just so-so and so on. All the students in this class seemed to understand and when they were reading the Chinese on the board they got excited, which was not the desired effect, but so be it.
4. Mr. Brown’s Adventure Story
  - Some students got especially excited today.
5. Chapter 10 Let’s get ready A+B, Let’s listen 2 A+B
  - All went alright. For let’s listen I asked a lot of questions in between quesitons about the pictures in the book and if they believed in aliens and so on.
6. Are aliens real? Reasons Game
  - Wrote are aliens real? on a word document, then went back and forth having boys and then girls answer and give answers yes, no or maybe and include reasons. Actually went well.

### How can I improve the lesson?

- Perhaps try Let’s listen 1 instead of 2.

### 12 May 2010 PM Period 1 Grade 7 Class 11

1. Greeting & Mom’s Day
  - Mom’s day conversations have never gone especially great, I always feel like I’m pushing and they are not especially interested. Mr. Brown has a bit of a wild story that the students like, though. Should I have something also wild or am I working well as a straight man?
2. Mr. Brown’s Adventure Story
  - I have been trying to helps sometimes by jumping in, but I do not believe that is an especially good tactic. It seems to distract the students, may be better just to let him hold the floor.
3. Textbook
  - I’m doing a good job of aksing a lot of questions around the textbook questions.
4. Are aliens real? Conversation with a Word Document
  - Started with is “Mr. Danoff an alien?” because Mr. Brown had been making some jokes about that. It was a little funny, but at the same time it not get much of a response.
  - I was not feeling 100% and the series of questions I asked the students this time really did not get a lot of responses.

Didn’t do grades with this group and I think its fine, they are wonderful and we do not need to use any sort of scare tactics to get them involved.

## 12 May 2010 PM Period 3 Grade 7 Class 10

- Students were really attentive, listening and getting involved with the Mother's day chat, Mr. Brown's adventure story and about their grades.
- Following the textbook I experimented trying a game from another local teacher (Johnson] where you act as an alien visiting Earth then walk around the room, asking very basic questions like "What is this?" A: "Book." "What do you do with a book?" A: "Read it." "What is reading?" and so on

## 12 May 2010 Notes

### What Could I Have Done Better?

- Had a better series of questions lined up about the Aliens to get them chatting.

### What Did I Do Well?

- Asked a lot of questions around the textbook questions during the textbook activities.

### What Did I Learn?

- When team-teaching sometimes its better to let the other person solely have the stage for a while.

### What Did My Students Get From The Lesson?

- Oral/aural practice, learned about Mr. Brown's adventure and had some fun chatting about aliens.

### Were the Lesson Objectives Achieved? Why?

- The opening will go quickly enough to keep the students attention.
  - One class yes, one class no, the opening really isn't that great.
- Mr. Brown's story will grab the student's attention and go on for an extended period.
  - Yes.
- The textbook activities will go quickly and be productive.
  - Yes, this is a really good chapter from the textbook.
- We will have a discussion about aliens that will involve the majority of the students.
  - No, only a few kids got involved.
- The activities will be fun and get the students using English.
  - No, the activities we did only got one or two students speaking English at a time, as opposed to many of them.

### How can I Improve the Lesson?

- Consider re-working the opening.

## 13 May 2010 PM Period 1 Grade 7 Class 8

### 1. Opening on Mother's Day

- Started asking "Girls, if you were mothers, what would you want your children to do for you on mother's day?" awkward question that did not get a lot of responses. I quickly moved on.

### 2. Recounting of Mr. Brown's Adventure

- His telling of it has improved with each lesson and currently he does a real good job mixing between the photo slides and drawing on the blackboard.

### 3. Let's get ready

### 4. Let's listen 2A

### 5. Alien Interview

- Students did an alright job speaking with eachother, only unfortunate part was there were no volunteers afterwards to perform in front of the class, kids I selected did a fabulous job.

### 6. Competitive Hangman

## 13 May 2010 Notes

### What Could I Have Done Better?

- Asked the right questions to get a genuine chat about mother's day going.

### What Did I Do Well?

- Got the students somewhat speaking English to one another.

### What Did I Learn?

- Sometimes it is better to not draw discussions out so far, keeping them shorter and a quick pace for class can be beneficial.

### What Did My Students Get From The Lesson?

- Oral and aural practice.

### Were the Lesson Objectives Achieved? Why?

- The opening will draw the student's attention.
  - Not really.
- Mr. Brown's story will grab the student's attention and go on for an extended period.
  - Yes
- The textbook activities will go quickly and be productive.
  - Yes, quite quickly.
- We will have a discussion about aliens that will involve the majority of the students.
  - Skipped the discussion.
- The activities will be fun and get the students using English.
  - Moderately successful.

### How can I Improve the Lesson?

- Ask the right questions to get a genuine chat about mother's day going.

## Appendix

### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### References

- I get many ideas from Stuart Brown. (Mr. Brown).
  - Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)
  - I got the alien visitor activity idea from Johnson. (Johnson)
-

## Changelog

Version 0.21 13 May 2010

- Re-worded the first lesson objective.
- Added some mother's day questions.
- Added the class grading policy section.

Version 0.2 12 May 2010

- Changed the objectives
- Added mother's day opening
- removed let's listen 1 b and 3b, 2 a is enough
- moved the drawing game to extra time
- added the alien visitor activity

Version 0.1 6 May 2010

## Appendix

### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

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Version 0.2 12 May 2010

- Changed the objectives
- Added mother's day opening
- removed let's listen 1 b and 3b, 2 a is enough
- moved the drawing game to extra time
- added the alien visitor activity

0.1 <sup>[3]</sup> 6 May 2010

## References

[1] [http://danoff.org/ledive/index.php?title=FWE\\_7B\\_Lesson\\_11\\_Version\\_0.1](http://danoff.org/ledive/index.php?title=FWE_7B_Lesson_11_Version_0.1)

[2] [http://danoff.org/ledive/index.php?title=FWE\\_7B\\_Lesson\\_11\\_Version\\_0.2](http://danoff.org/ledive/index.php?title=FWE_7B_Lesson_11_Version_0.2)

[3] [http://danoff.org/ledive/index.php?title=FWE\\_7B\\_Lesson\\_11\\_Version\\_0.1|Version](http://danoff.org/ledive/index.php?title=FWE_7B_Lesson_11_Version_0.1|Version)

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 12

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Grade 7

牛津初中英语·同步听力(七下) FUN WITH ENGLISH 7B <sup>[1]</sup>

Chapter 11

Anqing Foreign Language School <sup>[2]</sup>

Lesson 12

Version 0.2

## Lesson Objectives

- Class will begin on time with everyone in their seats.
- The Zoo chat will go for a while giving many students a chance to speak.
- The textbook will go quickly and the students will do what they are supposed to be doing.
- The Zoo activity will get the majority of the students speaking English and working together effectively.

## Lesson Plan

- Before Class
  - Get greetings powerpoint ready on the computer.
  - 3 Minutes before class begins, Mr. Brown's students are out of the room and my students get in their seats.
- 1. Greeting: What's up?
  - Introduce/Reintroduce "What's the Craic?"
- 2. Riddle
  - Why is 6 afraid of 7?
- 3. Zoo Chat
  - What is a zoo?
  - Do you like zoos?
  - Why do people have zoos?
  - Do animals like zoos?
  - Would you like to live in a zoo?
- 4. Textbook: Page 42 Let's get ready A&B
  - Play music
  - While the students are doing thier work, bring them up 1 by 1 and discuss their grades.
- 5. Textbook: Page 44 Let's listen 2
- 6. Activity: Design your own zoo that animals will like.
  - Make groups of 4 or 5 students.
  - Have them answer three questions:
    - What are 5 things animals like?
    - How can you make a zoo animals like?
    - What is the name of your zoo?
- 7. Listening: Pop Music
  - Extra Time
    - Competetive Hangman

## Lesson Review

### 24 May 2010 AM Period 1 Grade 7 Class 1

- Arrived 2 minutes before class, but I got everyone in their seats to start class.
- 1. What's up
  - Did not go over "What's the craic?"
- 2. Riddle
  - Only about 80% of the class understood.
- 3. Let's get ready + music + grades
  - Students seemed to be interested in their grades but there was not a discernable impact on their behavior afterwards. Did not take too, too long to finish.
- 4. Let's listen 2
  - Many of them were talking, but those who wanted to hear, heard and participated
- 5. Build a zoo
  - They did not understand some of the vocabulary, but overall they seemed to be working.
- 6. Pop music
  - Tried "Numb" by Linkin Park first, which did not get much of a response then Beat It which was the same.

### Next Lesson

- Another groups based activity with the same groups?
- Stay patient.

### 24 May 2010 AM Period 3 Grade 7 Class 5

- Class was a little noisy at the beginning, but on the whole a huge improvement from usual.
- I arrived about 2 minutes before the bell and could not get them ready to go by the time the bell began.
- 1. Greeting
  - Quite poor, almost none of them know "Yo! What's up?"
- 2. Riddle
  - Got a lot of them thinking.
- 3. Textbook let's get ready
- 4. Let's listen 2
- 5. Build a Zoo
  - A lot of them did not understand the instructions for the game in English, so in the break a Chinese colleague wrote the pinyin for me. It helped. A couple of boys were running around the room, but for a lot of them were working.
- 6. Pop music
  - Listening to "Beat It!" got almost the whole class paying attention, which quite surprised me.

**Next Lesson**

- A request was made for more Lady GaGa songs.

**24 May 2010 AM Period 4 Grade 7 Class 6**

- Did not go the grades with all the students in class, but I did chat with a few.
- Followed the same basic lesson plan as the two classes above.
- The majority of the class worked quite well in the zoo activity. A couple of the boys who did not, I had sit by themselves, which went alright.

**24 May 2010 PM Period 2 Grade 7 Class 4**

- Teacher stayed which helped me get everyone into seats and rows.
- Took the picture which they were not especially excited about.
- Zoo activity went fine aside from a few students who were running wild in the halls.
- Did not do the grades with this class.

**Next Lesson**

- Told one girl I'd bring in American comics for them.

**Appendix****Acknowledgments**

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

**References**

- I get many ideas from Stuart Brown. (Mr. Brown).
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

**Changelog**

Version 0.2 23 May 2010

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# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 13

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Grade 7

牛津初中英语·同步听力(七下) FUN WITH ENGLISH 7B <sup>[1]</sup>

Chapter 11

Anqing Foreign Language School <sup>[2]</sup>

Lesson 12

Version 0.2

## Lesson Objectives

- Class will begin on time with everyone in their seats.
- The textbook will go quickly and the students will do what they are supposed to be doing.
- The lost activity will get the students thinking and working in groups effectively.
- Listening to the song will get the students attention.

## Lesson Plan

- Before Class
  - Get greetings powerpoint ready on the computer.
  - 3 Minutes before class begins, Mr. Brown's students are out of the room and my students get in their seats.
- 1. Greeting: What's up?
- 1. Riddle
  - Why is 6 afraid of 7?
- 2. Textbook: Page 50 Let's get ready A&B
- 3. Textbook: Page 51 Let's listen 1 A&B
- 4. Activity: Lost on an Island What would you do?
  - Make groups of 4 or 5 students.
  - You are lost on an island.
  - How will you survive?
  - Write 8 ways you will survive.
- 5. Listening: Pop Music
- Extra Time
  - Competitive Hangman



## Lesson Review

### 25 May 2010 AM Period 4 Grade 7 Class 3

- 3 minutes before class
- 1. Story about my Chinese lesson last night.
  - No one was interested.
- 2. Riddle
  - Got the attention of some.
- 3. Let's get ready
  - Decided not to do the grades on a gut feel, not sure if it was the right move or not.
  - This is a really good way to get different students talking.
- 4. Let's listen 1
  - Tough, but they got through it.
- 5. Lost activity.
  - Confused by "desert island" is it an island or a desert?
  - Say what they have: trees / knife / ...
  - didn't know the word survive
  - Worked pretty well though.
  - Listened to "Beat It"

### Next Lesson

- Go over what the students wrote in their answers to the "lost" activity sheet.

### 25 May 2010 Notes

#### What Could I Have Done Better?

- Gotten them working together in their groups more effectively.

#### What Did I Do Well?

- Moved on quickly once I realized they were not interested in my opening conversation.

#### What Did I Learn?

- Small groups activities may work better when the students stay in their desks and work with those around them.

#### What Did My Students Get From The Lesson?

- Oral/aural practice and thinking about how to survive on an island alone.

#### Were the Lesson Objectives Achieved? Why?

- Class will begin on time with everyone in their seats.
  - Yes, arrived before the bell and made this happen.
- The textbook will go quickly and the students will do what they are supposed to be doing.
  - Yeah, had a few students answer the questions and may have drawn it out a tad too long, but overall worked well.
- The lost activity will get the students thinking and working in groups effectively.
  - Could be better, but worked.
- Listening to the song will get the students attention.
  - For most of them, yes.

#### How can I Improve the Lesson?

- Change the questions for the island activity.

### **26 May 2010 PM Period 1 Grade 7 Class 11**

- Did not get the computer ready before class began, and I was unsettled because I tried to download something to use in class right before and it did not work.
  - I was really tired this class.
1. Chat about the weather, which did not get much interest.
  2. Riddle
  3. Tongue Twister
    - Not a great reception.
  4. QQ English Corner Announcement
  5. Let's get ready + grades
  6. Island Activity

### **Next Week**

- Pictures
- Go over select answers to the island activity.

### **26 May 2010 PM Period 3 Grade 7 Class 10**

1. High 5 Introduction
  - Taught the students about High 5's, including how to fake someone out with a high-5.
2. Riddle
  - Clue: "Eat in the past."
3. QQ English Corner
  - Some students seemed to be interested.
4. Let's get ready + music + grades
  - Broke their grades into in class scores + test scores and after I'd told everyone I explained briefly and told them how they can raise their grades.
5. Let's Listen 1 A&B
  - Really struggled with "A".
6. Island Activity
  - Worked well.
7. Missing words listening
  - Considered, but chickened out from moon walking in class.

**Next Week**

- Go over the answers.

**26 May 2010 Notes****What Could I Have Done Better?**

- Explained about the grades in a way that was less attacking and more informative.

**What Did I Do Well?**

- Tweaked my grades approach to try and improve it, though it still needs a lot of work.

**What Did I Learn?**

- Telling the students their grades mostly has no effect, but for a select group of students it can motivate/deflate them.

**What Did My Students Get From The Lesson?**

- Oral/aural practice and thinking about how to survive on an island alone.

**Were the Lesson Objectives Achieved? Why?**

- Class will begin on time with everyone in their seats.
  - Yes, but in the first class I did not make sure the computer was ready.
- The textbook will go quickly and the students will do what they are supposed to be doing.
  - Yes, one listening activity was really tough for them, though
- The lost activity will get the students thinking and working in groups effectively.
  - Worked well, but now the question is if its an effective activity for them to be doing, or not.
- Listening to the song will get the students attention.
  - Not really, no. Try an easier song, perhaps?

**How can I Improve the Lesson?**

- Explain more about the grades before I hand things back to the students.
- Student had an idea about offering "red paper" for students who answer questions well and if they get 5 sheets of red paper, then I will give them one sheet of "blue paper" which they can trade in for a prize. Quite excellent idea. She also said the students wanted to see pictures of my home and family.
- Island activity is working well, but I do not know if I need to keep doing it. They are not actually speaking English to each other and ... its just strange but for some reason even though it works well I do not know if its a good use of time.

**27 May 2010 PM Period 3 Grade 7 Class 8**

## 1. Riddle

- Figured out the name <sup>[1]</sup>one really quickly.

## 2. QQ English Corner Announcement

## 3. Any Questions?

- None today.

## 4. Let's get ready + Lady Ga Ga

- Went around and asked all the lower level students simple questions to get them talking in English.

## 5. Let's Listen 1 A +B

- Really, really struggled with LL1 A - I explained it as being out of order. The reading was 1 - 2 - 3 - 4 - 5 and the questions were 5 - 3 - 2 - 4 - 1 which helped a little.

## 6. Missing Words Listening

- Des'ree "You Gotta Be" - just played it through seeing if they could get the words.

- Playing a whole song might be too much. Maybe just a minute would be better.
  - Kids did seem to enjoy the song.
7. Played Pixar's "The Birds"
- Kids seemed to enjoy themselves watching.
  - Afterwards asked them different questions about the bird's emotions.

**Next Week**

- Video?
- Music?
- grades?

**28 May 2010 AM Period 3 Grade 7 Class 7**

- This group of students really work hard for me and have a great attitude. This lesson was not one of my best.
1. Riddle
  2. Knock Knock
  3. Textbook
    - Went around the room
  4. Missing Words Listening
    - Worked for a little while
  5. Alien movie
    - Went well.

**Next Week**

- grades?

**28 May 2010 AM Period 4 Grade 7 Class 9**

1. Riddle
  - One girl in this class whose been getting all the answers to the riddles got this one too.
2. Knock Knock joke
3. Textbook
  - Went around the room asking individual students for probably a bit too long.
4. Missing Words Listening
  - Didn't go over so well.
5. Telephone in their 4 person rows.
  - One boy who tries hard asked for it, so I tried forgetting about rules and focusing entirely on speed and absolute accuracy it worked pretty well actually. Try it again by having each team only allowed to tell me one time?

**Next week**

- One young lady said I would like the Chinese Song: "Wonderful Tonight"
- A student who got an answer wrong got quite bashful afterwards, give her another shot.
- grades?

**28 May 2010 PM Period 3 Grade 7 Class 2**

## 1. Nobody

- Played it before class began. One girl got all excited and her friends were prodding her on to dance, but she was bashful. I encouraged her and she agreed. She then came up to dance for everyone.

## 2. Riddles

## 3. Knock Knock

- No laughs

## 4. let's get ready

- didn't ask quite so many students individually. a few who i did seemed like they were expecting me to next ask "Why?" which I didn't, and which seemed to sorta disappoint them.
- Interesting sign.

## 5. let's listen 1 A&amp;B

- Struggled with the first one as have their peers.

## 6. Missing Words Listening

- Gotta Be: Some were engaged
- Beat It
- With or Without You: Got a few especially at the end when I faked doing the Bono howl.

**Next Week**

- Answer to the "Longest word in the English language?" riddle
- Boys who were playing cards all lesson have to come and sit up in the front.
- Asked before for my Chinese name, give it to them.
- grades?

**28 May 2010 Notes***Grade 7 and Grade 8*

- I have officially become dependant on the computer. If the USB doesn't work for one of my lessons, my heart sinks a little bit. It doesn't destroy my lesson, but I definitely need it.
- After I lost faith in the "Group activity" exercises I sort of lost faith in my lessons in general this week.
- Did not try to get any sort of conversation going.
- Movies are definitely effective in their own way. Got to be a better way to get a conversation going around them, though.
  - Ask questions before hand?
  - Have them make the dialogue?
- Going around asking questions of the individual students only works for a certain amount of time, at a certain point the others lose interest.
- I try to kind of poke fun at certain boys whose levels are alright in order to get them speaking talking about wives or girlfriends or whatnot. Is that an effective way to teach? Its lighthearted, but might they think I'm bullying them?

- A common response to riddles or jokes is that they are "very cold". I wonder what the literal translation for that is, in Chinese?
- Making eye contact with students is important. Sometimes when I'm using the computer I'm spending too much time looking down at the machine instead of them.
- Students really hate to get answers wrong. Is that something I should be reinforcing by only giving them questions in front of peers I know they can answer?

#### **What could I have done better?**

- When I am disheartened find a way to change things up?

#### **What did I do well?**

- Not let my anger distract me too much.

#### **What did I learn?**

- Movies can be a valuable teaching device.
- I am overdependent on the computer.

#### **What can I do next lesson?**

- Movie again, but with more structured English usage?
  - Mr Brown's suggestion: Play it once through, then play it again stopping and asking silly questions including putting certain people on the spot.
- The lesson about common mistakes - including time.

## **Appendix**

### **Acknowledgments**

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### **References**

- I get many ideas from Stuart Brown. (Mr. Brown).
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### **Changelog**

Version 0.1 23 May 2010

- Questions chosen at my 18 May 2010 meeting with Mr. Brown.

### **Feedback**

- *If you have feedback, please add it below*
- Marjorie King provided the following feedback on a Left in Front post that linked to this lesson:

I read your lesson plan. I am so glad you didn't throw the candy to the students. I would think that would cause more commotion than you need. Instead of the candy you could give them extra credit for a better grade. Good thought of yours about the computer. You need to look at the students most of the time.

## References

[1] [http://en.wikipedia.org/wiki/Riddle#Contemporary\\_riddles](http://en.wikipedia.org/wiki/Riddle#Contemporary_riddles)

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 14

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牛津初中英语·同步听力(七年级上) FUN WITH ENGLISH 7B Lessons Anqing Foreign Language School <sup>[2]</sup>

Lesson 14

Version 0.1

This will be the final lesson for my students. I have decided rather than having a traditional class, I want to have an exit interview with each individual student. One more class would be helpful, but the chance to have a quick conversation with one individual student will yield insights I may miss about some quiet students when teaching everyone and give them a chance to say anything they might want to say to me.

## Lesson Objectives

- Class will begin on time with everyone in their seats.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.

## Lesson Plan

- Before Class
    - Arrive at least 4 minutes before class begins.
    - Get the computer working and ready to go.
    - 3 Minutes before class begins, Mr. Brown's students are out of the room and my students get in their seats.
  - 1. Greeting: Yo! What's up?
  - 2. Knock Knock Joke
    - Knock Knock / Who's there? / Hugh! / Hugh who? / Hugh made me love you!
      - Source: Aha! Jokes, <http://www.AhaJokes.com/>
  - 3. Introduce the Coming Test
    - Let them know about the upcoming test.
      - Grade 7 the test will be on chapters 8 to 12.
      - Grade 8 the test will be on chapters 2 to 6.
      - 3 sections with 10 questions
      - read twice
      - talk = instant fail
      - held downstairs in the auditorium
      - answer every question
  - 4. Put on a movie (Mr. Brown) and give them American comics.
    - Write some questions on the board for them to think about.
    - Hand out American comics for them to read while the movie is playing.
-

**5. Student Chats (Mr. Brown)**

- Have them write down their Chinese name in hanzi and pinyin.
- Chat briefly about what I think of them.
- Depending on how well they do on the final exam things might change.
- Keep it under a minute.

**6. Chat about the movie.**

- Go over the questions.
- Play it through again, freeze framing and asking questions depending on what's happening on screen. (Mr. Brown)

**7. Go over Huang Mei Shi**

- Put the image on the screen, tell them I like the song and I want them to teach me.

**Extra Time**

- Telephone in rows of 4 people.
- Missing Words Listening

**Lesson Review****31 May 2010 AM Period 3 Grade 7 Class 1**

- First time I'd arrived class 5 to 6 minutes before the bell and gotten everything set up and ready before class begins. As I did, and it went OK to start I thought, jeeze maybe these kids aren't so tough, maybe I was just ill prepared all year. Soon enough they were all talking to each other in Chinese, and some swearing in English.
1. Knock Knock
    - Smiles
  2. QQ English Corner Announcement
  3. Test
    - Said it twice with a little bit of Chinese.
  4. Watch Wallace & Grommit and chat with the students
    - I'd already told them their grades, so I just gave them some words of encouragement heading forward and gave some the opportunity to write for me in the future.
- Class went about a minute over the bell.

**31 May 2010 AM Period 1 Grade 7 Class 6**

1. Knock Knock
  - Nothing
2. QQ English Corner Announcement
3. Test
  - Made a joke, calling it Danoff-Kao after Gao kao and Zhong Kao
4. Watch Wallace & Grommit and chat with the students
  - Told them their speaking grades and had short chats.



### 31 May 2010 AM Period 4 Grade 7 Class 5

- In all the morning classes I forgot to let them see the American comics, which may be fine. Might be enough with just the movie to watch and learn from.
1. Knock Knock
    - Those who listened smiled, but there weren't many.
  2. QQ English Corner Announcement
  3. Test
  4. Watch Wallace & Grommit and chat with the students
    - One boy who was good the whole term, but then really annoyed me last week. I almost didn't give him the chance to write for me, then I did, came up to me after class to clarify the topic which was a nice sign.
    - Laughing at the chase scene on the train.
    - One boy told me I should not use a red pen for having the students write down their names, because it is associated with them being in trouble.

### 31 May 2010 PM Period 2 Grade 8 Class 9

1. Knock Knock
  - Do not recall getting more than 1 or 2 smiles.
2. QQ English Corner Announcement
3. Test
4. Watch Wallace & Grommit + comics + chat with the students
  - Gave the kids their grades last week, so this was just making sure I had their names right. Tried chatting to some, but it never really happened, most just came up and then went right back to sit down.
  - Comics did not garner much response.
5. The Birds
6. Huang Mei Shi
  - Put up the lyrics written out a minute or two before the bell and it caught the interest of some.
  - Afterward a boy taught me how to sing some parts.

### 31 May 2010 PM Period 2 Grade 7 Class 4

- Usually with the second afternoon class there is a five minute period where they do eye exercises, in their class Monday that didn't happen.
  - Additionally there was a woman working on the computer so I could not use it at first.
  - These two factors threw me off at the beginning of the lesson.
1. Name riddle
    - Did it as a stall for the students and it went alright.
  2. QQ English Corner Announcement
  3. Test Explanation
  4. Watch Wallace & Grommit and chat with the students + hand out comics
    - One girl informed me she does not pay attention in my class, because it is "boring".
    - Gave out the comics, and as soon as one or two kids said they could not understand, they stopped.
  5. Huang Mei Shi
    - Students got interested, but they were all too shy to actually sing which was a little bit of a pity.
-

### 31 May 2010 Notes

- As I was sitting and chatting with the students, I invited "select" students based on intuition to write articles for me next week.
- I then felt guilty if they chatted with other students about it, although it was also nice to see some who felt pride.
- Think what I am doing is silly and unfair. I am just going to invite everyone to write for me. Odds are the vast majority of them will not, and if I'm lucky I may get a surprise out there.
- Find myself repeating the same things over and over and over to the students about their grades going forward, mostly encouraging them to speak English more.
- In one class I did not really talk to them much at all, because I was a little distracted by the cartoon and they were moving quickly. I do not know if that was better/worse.

#### What Could I Have Done Better?

- Had more helpful conversations with the students.
- Presented the opera in a different way that was comfortable.

#### What Did I Do Well?

- Restrained my bubbling anger after one student's critical comment.

#### What Did I Learn?

- Do not necessarily need to chat in depth with all the students.

#### What Did My Students Get From The Lesson?

- Information about their grades and a final chat with me.
- Exposure to British animation.
- Knowledge that a foreinger's interested in their local culture.

#### Were the Lesson Objectives Achieved? Why?

- Class will begin on time with everyone in their seats.
  - Done in 4 out of 5 classes, the 5th one I did not respond well to changing circumstances.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Not done, did not chat with every student.
- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
  - Done in 2 out of 5 classes, not successfully.

#### How can I Improve the Lesson?

### 1 June 2010 AM Period 4 Grade 7 Class 3

1. Knock Knock joke
    - Was not very enthusiastic about explaining the joke, and no one laughed.
  2. Announcements: QQ English Corner & Writing Opportunity
    - Decided just to give all the students who wanted to the chance to write for me. Felt it was wrong to only select certain students as worthy of the chance.
  3. Movie + American Comics + Chat
    - Again from what I could tell the American comics were viewed then quickly discarded.
    - The short film did get a lot of attention; however.
    - My chats were alright, moved with my back to the screen, which helped me to focus on the student I was chatting with. Again though, I took too long with the students at the beginning, forcing me to rush through the
-

end. I feel myself preaching at these kids when they sit down. Perhaps instead, I should be asking them questions, though we do not really have too much time.

## **1 June 2010 Notes**

### **What Could I Have Done Better?**

- Given the kids something useful in our conversation or nothing at all instead of a few cliched words about speaking more English in the future and having confidence.
- Tried a differnt joke or a riddle or something else instead of sticking with a Knock Knock joke I did not think it was funny just because it was in the lesson plan.

### **What Did I Do Well?**

- Giving all the students an opportunity and especially encouraging select students, instead of exclusively giving them the chance.

### **What Did I Learn?**

- With some pupils it may be better just to give them their grade and move on.

### **What Did My Students Get From The Lesson?**

- A short opportunity to chat with me and a chance to relax over an English film in the midst of their busy lives.

### **Were the Lesson Objectives Achieved? Why?**

- Class will begin on time with everyone in their seats.
  - As far as factors within my control, yes.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Not done, because I took too long with the beginning students.
- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
  - Not done, no time.

### **How can I Improve the Lesson?**

- Perhaps try telling the students their grades then asking questions and for those on the border, take Mr. Brown's idea and ask them what they think their grade should be?

## **2 June 2010 AM Period 1 Grade 8 Class 1**

- My USB was not being accepted by the computer at the beginning of the lesson. I was a little fatigued already and then that threw me off.
  - They were sitting around in different seats and for whatever reason I decided to let them get away with it because in general they have worked for me this term. Was a mistake.
1. Riddle
    - Tried two to stall for time as I figured out the computer. Most of the students were not listening.
  2. Funny answers from last week
    - No one was listening at all.
    - Computer started to work during this time.
  3. QQ English Corner Announcement
  4. Write for me Announcement
  5. Movie + Grades + Comics
    - Comics got no reaction.
-

- Film got none either, I believe it was especially hampered because the room was quite bright making it difficult to see.

### **2 June 2010 AM Period 2 Grade 8 Class 3**

- Before class everyone was sitting in their seats and I played poker face for them which they seemed to enjoy.
1. Go over select answers from last week's charity activity.
    - Got a few laughs which was nice.
  2. QQ English Corner Announcement
  3. Write an Article For Me Announcement
    - I wasn't too enthused because they were not listening and I do not think anyone heard me.
    - Mentioned it again to certain students when they came over to write their names down in pinyin.
  4. Movie + Grades + Comics
    - Tried a little more with the comics than the other classes did.
    - Room was dark so they could see the movie and laughed.
  5. Music Billie Jean
    - Boys who danced last week did not again today.

### **2 June 2010 AM Period 4 Grade 8 Class 3**

- Computer trouble again
1. QQ English Corner Announcement
  2. Announcement of the article writing opportunity
  3. Test
    - One of the boys said he wanted to play with my girlfriend. Thankfully I do not have one, though I still did not appreciate the comment.
  4. Movie + Grades Chat
  5. Music + Basketball Chat
    - Really short, chatted very quickly about the Finals.

### **2 June 2010 PM Period 1 Grade 7 Class 11**

- tired and not ready to begin class
- totally off until the computer was ready
- Did their grades last week.
- About halfway through, sitting with the kids started asking them if they had any ?'s.
  - went better
  - asked 1 girl why she didn't talk? -> Led to a nice conversation.

## 2 June 2010 PM Period 3 Grade 7 Class 10

- More rested.
- Started class by going over what they wrote the week before, for the "Lost" activity.
  - Got some chuckles.
- Told them that I would talk to them in back while the movie was playing and that I wanted them to give me their names. Explaining beforehand made it a lot easier.
  - Asked every student if they had any questions for me. Went way better than me talking at them. And the majority of them had questions for me. As a result of this I only told one or two students that they should write for me. Of course the conversations were naturally better because I took care of the grades last week, but I do still feel asking them questions was better.

## 2 June 2010 Critique

- Was nice having the classes where I had already given the kids the grades. Made the 1 on 1 time a lot more relaxed and allowed some kids to open up in ways they had not done in other classes.
- Definitely explaining to the kids what I will be doing in the back of the room before I begin is a better way to start the process.
- I am decidedly completely reliant on the computer this week. It has made me lazy in a way when I begin class. Have it all on there ready to go, and it just, I don't know, its made me less dynamic than I was at the end of last term when I was never able to use the computer the whole time.
  - Its a nice tool, because I have become dependant on it is not the computer's fault.

### What Could I Have Done Better?

- Not been so boring to start all of my lessons, especially those where I did not have the computer working.

### What Did I Do Well?

- Adjusting to asking the students if they had any questions for me in our 1 on 1 chats.

### What Did I Learn?

- Some kids want to chat, others do not.

### What Did My Students Get From The Lesson?

- A short opportunity to chat with me and a chance to relax over an English film in the midst of their busy lives [same as yesterday].

### Were the Lesson Objectives Achieved? Why?

- Class will begin on time with everyone in their seats.
  - Yes.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Did not chat with all of them for a minute, some who wanted to went longer.
- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
  - Only had time to try this in one lesson and in that lesson I forgot about it.

### How can I Improve the Lesson?

- Maybe try opening with the Huang Mei opera?

### **3 June 2010 AM Period 2 Grade 8 Class 5**

- Before class one boy wanted to teach me his country's national anthem. He did and then they all ended up singing it for me to begin class.
- In turn, I sang the Star Spangled Banner.

### **3 June 2010 AM Period 3 Grade 8 Class 4**

- Tried the national anthem again, went alright.
- Did not get too much of a response from what they wrote down for the charity activity.

### **3 June 2010 PM Period 2 Grade 8 Class 6**

- Forgot my USB which made the movie/grades thing impossible.
1. National Anthems Chat
    - Got lost in our national anthem.
  2. Japan Chat
    - Told them about my years in Japan, then taught them some Japanese words. One girl up front knew quite a few she'd learned from cartoons.
  3. Weddings Chat
    - Asked them some questions about Chinese weddings and weddings in general, held their interest for a little bit.
  4. 4 Person Telephon
    - Students had to give absolutely exact answers, only got a few.

#### **Next Week**

- Grades+Movie

### **3 June 2010 PM Period 2 Grade 7 Class 8**

- One girl took her grade really hard, might be nice to chat with her again.
- Brought the wrong class sheet, so I had them write down on a piece of paper. Was easier for them to understand in some ways.
- Sang the American national anthem for them without making a mistake.

### **3 June 2010 Critique**

- I was pretty tired this day and if it was that or something else, the students were having a lot of trouble grasping my explanations of their in class vs. speaking grades.

### **4 June 2010 AM Period 1 Grade 8 Class 10**

- Got there about 2 minutes before which was enough time to get everyone in their proper seats, letting certain students slide, but not enough to get my USB into the computer and ready to begin.
1. National Anthems Chat
    - A few students were listening, but not that attentively.
  2. Announcements
    - Some seemed to be interested in hearing about the QQ English corner and writing opportunity.
  3. Test
    - Was surprised at how this quieted most of the class and they more than I expected were listening.
  4. Wallace and Grommit + Grades
-

- The students were interested in the show and most of the grade chats were understood and went quickly.

#### **4 June 2010 AM Period 1 Grade 8 Class 10**

- Decided to skip talking about the anthems or anything and go straight into the meat of the lesson. Gave me more time to chat with the students and then ask them questions at the end.
1. Announcements
    - Maybe should I be doing this before class begins?
  2. Test Information
  3. Show + Grades
    - One girl was back/forth between an 80% or 75%. Decided on the lower grade and once I did, felt I had to give all students with similar characteristics: quiet/shy the same grade. Do not know if that was right.
1. Chat about the show
    - Played the show again and asked questions about different things which the majority of them were listening to and answering.

#### **4 June 2010 AM Period 4 Grade 7 Class 9**

- A female student asked me if I had listened to the song "Wonderful Tonight" when I replied that I had not, she was disappointed.
  - The kids all compare grades, feels more appropriate to give certain groups the same grade.
  - I have been doing number percentages. I think it might be better to move to letter grades as Mr. Brown does. This comparing is silly.
1. Announcements
  2. Test Info
  3. Show + Grades
    - Went all the way to the end of the period, they have a lot of students.

#### **4 June 2010 PM Period 1 Grade 8 Class 8**

- Switched from percentages to letter grades and it made the whole process a lot easier, kids understood more and there was not as much fussing around.
- Had a chance to chat with them about the show afterwards, which was really nice.

#### **Next Week**

- The Vampire's Assistant + Spice Girls
- Monitor the students who might be able to move up/down in grades.

#### **4 June 2010 PM Period 1 Grade 8 Class 7**

- Chats with the students in this class were the best I have had in all the classes. I asked kids I was not sure about "What grade do you think you have?" [Mr. Brown] then "Why?" and others I shared my thoughts on them as a student and going forward in a way that felt far more genuine than I had been doing in other classes.

#### **4 June 2010 PM Period 1 Grade 8 Class 8**

- A lot of kids were in between grades this class. I gave them the opportunity to improve their grade the next week if they paid attention.

- Not sure if that was right, but the grades were really hit or miss, so 1 positive lesson is probably worth a good grade, right?

#### **4 June 2010 Notes**

- There were multiple times where part of me felt a student deserved a certain grade, but while they were sitting down, I could just not bring myself to give them that grade.
  - Part of it was because I was going off of intuition for their grade, if I had kept better notes throughout the term I could point to, perhaps I would not have backed off.

#### **What Could I Have Done Better?**

- Given students the grades they deserved instead of being "nice".

#### **What Did I Do Well?**

- Switched my approach from number to letter grades, even if it took me until Friday afternoon.

#### **What Did I Learn?**

- In certain situations keeping it simple makes it easier for both parties.
- It is difficult for me to give some students low marks.

#### **What Did My Students Get From The Lesson?**

- Information about their grades and a final chat with me.
- Exposure to British animation.

#### **Were the Lesson Objectives Achieved? Why?**

- Class will begin on time with everyone in their seats.
  - In the morning alright, in the afternoon, done. Something I still need to improve upon, though there is precious little time remaining.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Done, but most for less than a minute.
- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
  - Barely done, decided it was better to focus more on chatting with them this week.

#### **How can I Improve the Lesson?**

- Best lesson:
  1. Announcements
    - Quickly
  2. Test Information
    - Say the last part about how they will fail if they chat in Chinese.
  3. Movie + Grades
    - Before starting the movie write 2 questions on the board.
      - Who is the chicken? / Are the trousers naughty?
    - Give them letter grades not numbers, and keep the obvious students short to give you time to chat with ambiguous students.
    - If the movie finishes while you are still chatting choose a student you trust to put on a new movie.
    - Pay attention to how many students you have. If you have a whole lot, may be better to go quicker.
  4. Extra Time



- Play the show again, and then stop it asking very simple questions about what they see or the characters are feeling.

## Appendix

### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### References

- I get many ideas from Stuart Brown. (Mr. Brown).
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### Resources

- How to Say Goodbye to EFL Students <sup>[1]</sup> by, Ilene Springer <sup>[2]</sup> has some helpful ideas for saying goodbye.

Even more important than a final lesson is that students and teachers need that final moment to officially end the bond they have formed in class. Even if there is some contact afterwards (by email), there still needs to be some formal ending to the relationship. ... if you have any doubts about proper behavior, let culture be your guide. ... And you'll find these are the students who will hang around waiting for that extra moment of attention. When the other students leave, this gives you the chance for that little extra hug or words of encouragement.

### Changelog

29 May 2010

- Finalized version 0.1
  - Unused Ideas:
    - Zoo activity highlights
    - pics of my American home & family
    - pics of American food?
    - teach High 5's?
    - Play the songs all the way through one time b4 we analyze them?
    - music: We are not alone / Spice Girls / Lady Gaga Poker Face / Wonderful Tonight /

25 May 2010

- Version 0.1 Outline written at Shaliwen Coffee Shop in Mr. Brown and my weekly meeting.

### Outline

- Talk about the test.
  - Test: Grade 7 Zoo - Chapter 11 /Alien - 10
- next week: grade 7 - class monitor chapter 15
  - pictures of 4 people + list of personality traits
  - 1a + 2a
- grade 8: hiking chapter
  - 1A + 2A&B

## References

- [1] [http://www.associatedcontent.com/article/2466704/how\\_to\\_say\\_goodbye\\_to\\_efl\\_students.html?cat=4](http://www.associatedcontent.com/article/2466704/how_to_say_goodbye_to_efl_students.html?cat=4)  
 [2] <http://www.an-american-in-malta.com/the-author-in-malta.html>

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 15

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## INTRODUCTION

Easy lesson for the last week of classes. Idea is to get a conversation going around spring festival and also review a few common simple mistakes many students tend to make.

Be careful with the lao wai bit, its sensitive and some students w/o a high english level may take it the wrong way, esp if in their experience people only say good things about foreigners in those moments when they shout out 'laowai' in the streets. For the first few lessons I was too preachy telling them not to say things. Now I prefer to just tell the story of a Chinese person in America and let them figure it out on their own.

## MATERIALS

- Comic Strips

## SYMBOLS USED

- OR # are for instructions or notes.

' means is for something to say. == and CAPITAL letters is a section header. = and lower case letters is a sub-section header. <> Indicates a link to a web resource.

## LESSON PLAN

### 0 Before Class Preparation

- Clean classroom.
- Write 'Lesson Plan' and 'Announcements' on the board.

### 1 Opening Conversation

- Open with 'Yo.' and 'What's up?' which we have been practicing.
  - If they do not remember, go over with them by writing this on the board. Try to have them fill in the second part.

- hello = yo
- how are you? = what's up?
- I am fine, and you? = not much, you?

- What Chinese festival is coming in February? (Talk about Spring Festival & Chinese New Year's]
  - What other Western festival is also on February 14th? (Talk about Valentines day, which in 2010 is also on Chinese New Year's]
  - Perhaps tell a personal story.
    - Our family Volvo is older than most of the students.
-

- When I was a kid and that dude in the locker room he was fat.

## 2 Common Student Mistakes

• Start by going over what “Common Student Mistakes” means, stressing they should not feel bad because many of them make the same mistakes.

- no why!

‘ Why is saying no why a mistake? ’ Because it is not English, it’s Chinese – meiyou wueshenma ‘ What should you say? ’ No reason.

- give me!

‘ Why is saying give me a mistake? ’ Because it is rude – bu li mao in Chinese. ‘ What should you say? ’ Can you please give me one? ‘ What should you say afterwards? ’ Thank you.

- I know! I know!

- Write  $2 + 2 =$  on the board.

‘ If I ask this question and you know the answer, what should you say? ’ I know, it’s 4. ‘ If you don’t know the answer, what should you say? ’ I don’t know. ‘ Then I will tell you the answer is 4. After I tell you, can you say Oh, I know? ’ No, you should say I see or I understand. ‘ If I have to tell you the answer to a question, you cannot say I know. If you know the answer already then you can say I know.

- pronunciation of ‘C’ – Many students say it as ‘say’ instead of ‘see’.

- pronunciation of ‘F’ – Many students say it as ‘f-uh’ instead of ‘eff’.

- lao wai!

‘ What is a lao wai? ’ Foreigner ‘ What is a foreigner? ’ A person from a different country. ‘ Right, so in China I am a lao wai. If you went to America you would be lao wai right? ’ For example, if you go on to a trip to America, you are very happy. There is good food, good shopping, beautiful places and beautiful people. You are very happy! Then, one day you are walking down the street and some Americans stop and yell FOREIGNER! then start laughing and talking quickly. How would you feel? ” [if they don’t respond] would you be happy?

- Don’t batter it over the head, but try to naturally get them to

consider how a foreigner in China might feel, even if they are saying nice things.

– From here on out, vary by class depending on what they like. –

## 3 Game they want to play and/or Everybody’s an artist and/or Competition (boys against girls) Game and/or Go Outside

- Everybody’s an artist

<<http://www.eslcafe.com/idea/index.cgi?display:1093598077-29558.txt>>

- Competition (boys against girls) Instructions

<<http://www.eslcafe.com/idea/index.cgi?display:989557661-7688.txt>>

- Additional Instructions:

- If you don’t have a lot of time, it doesn’t have to be boys

vs. girls.

• It seems like a simple enough game the teacher can just relax, but with my classes unless I am actively involved moving around and keeping score on the board it hasn’t worked.

- Can also do phrases instead of just words.

## 4 Read Comics and Relax

- If possible go through a comic strip with them step by step – seeing what they think.
- Hand out comic strips.
- Walk around the room sitting with different groups of students talking and see if they want my help.
  - Move quick.
- Be patient, it is really hard for some them. If they can't access the comics immediately they tune out and start acting up.

## Lesson Critiques

### 9 June 2010 AM Period 1 Grade 8 Class 1

1. Spent a minute or two getting everyone into their seats as I did not arrive until perhaps a minute and a half before the bell.
2. Tried going over the common mistakes to start, but no one was really listening.
3. Fashion Slideshow
  - Few students listening, but the response was not very strong.
4. Telephone
  - One team had 3 people with a really high level and they dominated, which made it tough for the others to have fun.
5. Fire! Game
  - Blindfolded a student and had them look for a fire - worked alright.
6. Watched The Birds
  - Watched it through again stopping and chatting about which went alright.
7. Watched 1 Man Band for the last minute or two.

### 9 June 2010 AM Period 2 Grade 8 Class 3

- Promised one of the students we could watch the vampire show he was interested in watching, so we did.
- Stopped it at one point to explain about prom in the USA.

### 9 June 2010 AM Period 4 Grade 8 Class 2

- Switched the boys and the girls with Mr. Brown, so today I was back teaching the girls.
1. Do you have any questions? Anything you want to talk about?
    - No.
    - Played music quietly in the background throughout.
  2. Taught them about prom in the USA, got a few laughs, but no real questions.
  3. Fashion Slideshow
    - Also asked their opinions on make up / dresses vs. pants for girls / tattoos
    - Didn't think they were into it, but a couple expressed disappointment when it finished.
  4. Missing Words Listening: You Gotta Be
    - Played the song all the way through the first time.
    - Second time a whole bunch of them were listening trying to figure out what was happening.
-

**9 June 2010 PM Period 1 Grade 7 Class 11**

1. Greeting: Yo! What's up?
2. Do you have any questions for me?
  - Got a couple.
3. Fashion Slideshow
  - Not too much interest.
4. Oh my God vs. Oh my Lady Ga Ga & Oh my Gosh
  - Not sure how much was understood.
5. Columns Telephone
  - Played it twice through and that was enough, the kids just go wild.
6. Simon Says
  - Students were not too excited and those who got out early kept on hitting one another.
7. Pixar Shorts and discussion.

**9 June 2010 PM Period 3 Grade 7 Class 10**

1. Greeting: Yo! What's up?
2. Do you have any questions for me?
  - Not many.
3. Fashion Slideshow
  - I'm getting better at delivering the slides.
  - Questions on them do not really work, it'd be better just to add more pictures.
4. Pixar Shorts
  - Grandpa & Sheep one were boring and did not get much of a discussion.
  - Birds went better but finished as we were ending class.

**9 June 2010**

*What did I do well?*

- Having a lot of different things we could do, and letting the classes go this way or that depending on student interest.

*What could I have done better?*

- Asked better questions around the fashion show.
- Tried more to talk about common mistakes with the students. I did not try very hard at all to get these discussions going.

*What did I learn?*

- Having multiple options instead of a set lesson allows me to better follow student interest without the pressure of "We need to get this done!" playing in my own mind.

*What did the students learn?*

- About fashion and different ways to think about fashion.

*How can I make the lesson better?*

- Add more pics to the fashion slideshow.
  - Try to talk about the common mistakes more in the lessons.
-

**10 June 2010 AM Period 2 Grade 8 Class 5**

1. Do you have any questions for me?
  - None.
2. Huang Mei Xi Lyrics
  - One or two sang seriously, most did not.
3. Fashion Slideshow
4. Missing Words Listening: Let it Be
  - Played one time through for them to listen and another time without they lyrics which worked better than I expected.
  - At one point when they were all listening I decided to yell at a couple of boys who were acting up, doing that cost me about 95% of the listening student's attention [they laughed at the boys I chastised] and the boys did not really change their behavior much.
5. One Man Band Video
  - Got a decent chat going about the video afterwards.

**10 June 2010 AM Period 3 Grade 8 Class 4**

1. Do you have any questions for me?
  - One or two.
2. Taught them about "Oh my God!" and "Bless you."
3. Asked "What have you learned this year?"
  - Got one or two responses, but not much.
4. Fashion Slideshow
  - Tried chatting with everyone, but I was not able to.
5. Listened to Des'Ree "Let it Be" One Time
6. Simon Says
  - One girl won when I asked them to "touch your elbow".
7. Huang Mei Xi Lyrics
  - Put them up there and then asked some people to sing for me, which a few did.
8. Bye Bye with contact info
  - Told the class honestly how I felt about them and the wonderful work they have done this year.

**10 June 2010 PM Period 2 Grade 8 Class 6**

1. Did the movie and grades with them I didn't do the week before.
  - Giving some kids who were just quiet C's felt wrong as did one boy who was annoying at times, but whom was also always talking in English in every lesson in one way or another and who could've easily made my lessons impossible, but who did not.

**10 June 2010 PM Period 2 Grade 7 Class 8**

1. Do you have any questions for me?
    - Got a couple.
  2. Taught them about "Oh my God!" and "Bless you."
    - Attracted their attention, and one boy in the back was writing down notes.
  3. Fashion Slideshow
    - Managed to chat with every student in the class at least once, I believe.
-

- Working through the pictures is a good way to talk to everyone, because it keeps it interesting and the questions fresh.
4. Telephone
- A boy who is usually EXTREMELY quiet delivered the correct message, which was shocking and wonderful.
5. Bye Bye with contact info
- Told them honestly what I thought about them as a class, and that I was leaving. Some of the students did not realize I was not returning.

### 10 June 2010

*What did I do well?*

- Chatting with a bunch of students during the fashion slideshow.

*What could I have done better?*

- Done a better job of delivering my exit speech/message to them. Some of them I did not do it at all.

*What did I learn?*

- It will be difficult to say goodbye to them.

*What did the students learn?*

- That I am leaving and one more chance talking and speaking with me and hearing how I deliver class.

*How can I make the lesson better?*

- Make sure I talk to every student at least once during the fashion slideshow.
- Keep doing the manners bit.
- Ask them what they've learned.
- Learn how to sing Huang Mei Xi.

### 12 June 2010 AM Periods 1, 3 & 4 Grade 7 Classes 1, 5 & 6

- Taught the full 50 students alone today.
- Did about the same lesson plan above, but I also mentioned their upcoming test again, and experimented with giving out candy to the students.
- One of the students said he knew one of the stories the test was from.
- Trying to give the students candy has been very difficult.
- Some students rise to the challenge and get really, really excited. Those who would usually be quiet, raise their hands.
  - Especially the more aggressive students.
- Others, who normally might talk from time to time, completely shut down.
- Once I begin throwing chocolates around the room inevitably some boys get a big kick out of knocking down the chocolates and preventing their classmates from getting them.
  - This has started with one boy who thinks he's clever in each class and then spiraled out of control.
- Some students also tend to lost interest after they realize I will only be giving them one chocolate each.
  - They end up giving the chocolates to their classmates, but it gets REALLY annoying.
- If one of their classmates speaks for a second time, they are sure to remind me "Two times!"
- Kids can get very rude with them around, asking/demanding their classmates give them the chocolates they earned.
- One girl whose incredibly bubbly and fun was absolutely dour by the end of the period for some reason I believe related to the chocolates.
- Usually keeps them interested for a short while, then I lose the majority of the class.

- Tried just calling on individual shy students near the end, which went OK.
- Finished class by asking a question like "If someone tells you something is true, what can you do to see if its true?"
  - Said I would give a chocolate for the best answer.
  - In the 3rd class I said the best 3 answers. I also tried writing what they said on the computer with their names.
    - I struggled writing the Chinese names. Students got a big kick out of this and some tried to help, others took advantage telling me the wrong words to type which got many other classmates laughing and me angry.

*How can I improve?*

- Tell them they are not allowed to stand up and block the chocolates?
- Abandon the chocolates idea?
- Give them a chocolate if they ask me a question only?

### **12 June 2010 PM Period 1 Grade 8 Class 9**

- Tried having the students just ask me questions for chocolates.
- Then, instead of throwing them around the room, I had the students walk up to me to receive them, and say "thank you".
- Surprised to discover that some of them simply did not like chocolates, and that some were uninterested or too shy to ask.
- Most students who did not ask, I called on them in any event.
- Definitely worked better than the morning, but by the end most of the students were not interested.
- Did the fashion slideshow to little interest.
- Tried playing them the Des'Ree song to finish, which was not too well received, in that, no one was listening. Part of it was that they could not hear.

### **12 June 2010 PM Period 2 Grade 7 Class 4**

- Started off going over the test and then right into the fashion slides.
- Got more of their attention than in the earlier class when I did the slides after the chocolates.
- Then did the chocolates and having them ask questions, which also worked better with them coming to the front.
  - Still though some of them were too shy, or did not really care.
- Tried singing Huang Mei Xi, which even though I just did one or two lines was met with a huge applause.

### **12 June 2010**

*What did I do well?*

- Tried something new with the students, and even though it did not work especially well, I stuck with it and tweaked it, looking for a way to make it work.

*What could I have done better?*

- Let them know I am leaving in a more direct way.

*What did I learn?*

- Giving out candy to students can get them talking, and be dangerous.

*What did the students learn?*

- About fashion and got one more experience asking me questions.

*How can I make the lesson better?*

- Incorporate Huang Mei Xi, more.
- Consider dropping the candy.



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- Copyright Holder – Dave’s ESL Cafe
- Website <<http://www.eslcafe.com/>>
- Materials Used
  - Everybody’s an artist, by Scott Van Wagenen
  - Competition (boys against girls), by Chad Davis
- Copyright Holder – Chicago Tribune & Sun-Times
- Materials Used
  - Many editions of the Sunday comics, kindly sent to me by my father.

## Materials Used I Created

- Comic Book Activity

## Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach.

## Changelog

Ver 0.1 Jan 17, 2010

- Sketched out ideas and rough plan on paper at an Anqing coffee shop.

Ver 0.2 Jan 18, 2010

- Transcribed into aquamacs clarifying and finalizing my prep for the week.

Ver 0.3 Jan 20, 2010

- Revised following 11 classes worth of experiences.
- Expanded the instructions for “yo, what’s up?”
- Removed questions about studying and exams because those questions only put kids in a bad mood.
- Added questions about spring festival and valentine’s day, which are topics that can be discussed for a long time.
- Removed the poetry contest announcement, because I forgot to bring it up in far too many classes.

- Modified the instructions for every part of the lesson plan.

## Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Lesson 16

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### Lesson Taught on 11 June 2010

1. Lay out the test papers in the students seats before class begins.
2. Gather the students in their classrooms.
3. Put them in their seats, ensuring horizontal space.
4. Go over how many names they are supposed to write and to put down Mr. Danoff or Mr. Brown depending on who is their teacher.
5. Go over the rules for the test.
6. Administer the test playing each audio piece 3 times.
7. Give them a minute or 2 inbetween each playing to review and answer the questions, depending on how screwy they get.
8. Following the collection of the test, watch a short film.

### Lesson Critiques

g8 c10

1. Place the tests out in the chairs.
  - Not staggering them this class worked fine.
2. Gather the students in their classroom.
3. Explain that they should write 3 names on the sheet.
4. Tell them to write Mr. Brown or Mr. Danoff depending on who is their teacher.
  - A little bit of confusion.
5. Play the audio 3 times.
  - Short breaks in between gave some the chance to speak.
  - Some students who did not understand, simply gave up and did not answer anything.
  - Tell them to answer the T/F and mulple choice questions?
  - Ended up playing the audio through one more time at the end.
6. Had the students leave to return
  - After class we discovered the audio played differently in different media players. On one there was a significant echo, on another, none.

g7c7

- gave them 3 readings from the start.
- not having the test papers laid out made it more difficult.
- give them a minute or two around each test to answer questions.
- played a short movie at the end, which they seemed to like

g7c9

- have some difficulty with remembering to put their teacher's name on the paper
  - Finished with about 15 minutes to spare.
    - graded some tests as they were watching a film. took about 25 minutes per test.
-

# Teaching EFL Listening via FUN WITH ENGLISH Books/7B/Test 2 Teacher Text

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Grade 7 Test text –

## 1) UFO

Last night I met an alien. It knocked on my window. When I opened the window, I saw a UFO. The alien helped me to fly to it. We flew to another world. It was very beautiful. Then the alien told me a story about his planet in the UFO. He said

‘Our world was very ugly and dark. We really disliked it. Plants and animals disliked it too. We were crazy about travelling in space. We met other aliens, and we like their planets more. They taught us how to be kind to each other. Our planet became nicer. Now we love it.’

After the alien told me this story we came back to earth. He clapped his hands and I woke up in my bed. My mother was waiting. It was time for school!

## 2) Crocodiles

Crocodiles are reptiles and have been around for 200 million years. They can be found in many different countries. They were here at the same time as the dinosaurs! A crocodile can grow up to six metres long and has eighty teeth in its mouth. It can break your bones in one bite! A crocodile can live for up to one hundred years. A crocodile’s brain is just a little bigger than a one Yuan coin, but they can still do amazing things. They can stay underwater for up to five hours and they can run up to 14 kilometres per hour. Crocodiles lay eggs.

## 3) Ghosts

David: Do you like ghost stories Dylan? Dylan: Yes I like ghost stories. People do not understand some things, and I like to read about these things. We cannot know whether ghosts are real or not. I think it is very exciting to be scared sometimes. David: Most Chinese people do not believe in ghosts. Do people in Australia believe in ghosts? Dylan: No, my parents and teachers do not, but some of my friends do. David: Do you believe in ghosts, Dylan? Dylan: Maybe, I am not sure but I do have a ghost story. David: Ok can I hear it. Dylan: Sure. Listen.

There was a boy and he moved into a new house. He moved into the new house and left his family in his old house. The first night after he went to bed, he heard a sound outside her window. He as very scared. He looked out of his window and saw something white. It ran past his window quickly. The next night she sat at her window with a torch. She heard the same sound and then saw her neighbour opening the door to let her white cat out.

David: That is a good story. I was very scared.

---

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# 8B

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## Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 1

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Grade 8

Second Semester Lesson One

FUN WITH ENGLISH 8B

Chapter One

Version 0.3

Last Updated

2 March 2010

Lesson Used In Class

Week of 1 March 2010 to 5 March 2010

### INTRODUCTION

- New Students

### MATERIALS

- Camera

### LESSON PLAN

#### 0 Before Class

- Draw a blank seating chart on the board.
- Write seating chart above it.

#### 1 Opening Greeting

- How are you?
  - Did you have a fun winter vacation? What did you do?
  - How was your new years dinner? What did you eat?
  - Do you have any questions for me?
-

## 2 Introduce the Tests and Grading Policy

- This semester will be different. There will be tests.
- Your grade will come from the tests and your classroom performance.
- Do you have any questions?

## 3 Seating Chart

- Now we are going to create a seating chart, so I can learn your names.
- I am going to give everyone a new seat.
- After I give you a seat, please write your name on the board in your seat.
- You can use your Chinese name or an English name.
- If you use your Chinese name, please write it in pinyin.
- If you want to pick a new English name, that's OK.
- One by one select students and give them new seats. Mixing boys and girls usually works best, but do not tell them you will be mixing, just do it.

## 4 Rip Out the Textbook Answers

- Now, please rip out the answers from your textbook.
- Write the page numbers on the board.
  - 7B: Pages 99 - 108
  - 8B: Pages 103 - 111
  - Leave some answers in so you keep all the Tapescript and Wordlist sections.
- Call the students up one by one, use it as an opportunity to practice their names.

## 5 Textbook

- Please open your textbooks, and do parts A and B on page two.
- 7B:
  - Page 2 Let's get ready A & B
- 8B:
  - Page 2 Let's get ready A & B

## Extra Time

- 7B:
  - Page 4 Let's listen 2 A
  - Page 5 Let's listen 3
- 8B:
  - Page 3 Let's listen 1 A
  - Page 5 Let's listen 3 B

## APPENDIX

### Materials Used Whose Copyright is Owned by Others

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### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### After Class Notes

Ver 0.2

1 Mar 2010

- have the stuff about the tests written in chinese.
- seating chart takes a really long time.
  - Should I try having them write their names on the board in pinyin, so I can learn faster?
    - Have them take out the answers as they are sitting down?
- Lessons went fast. Kids and I both had fun. Not totally sure how much English was learned.
- Next week I really do not want to do this again.
- 7A The wording of "Let's Listen" B was too difficult.
- 7A Were not excited to hear about the tests.
- 8A Let's listen was easy overall, but challenged a few of the students.

## Changelog

Ver 0.1

24 Feb 2010

- Drew up a basic plan in a meeting with a colleague at an Anqing coffee shop.

Ver 0.2

28 Feb 2010

- Handwrote it onto a new sheet, adding detail and expanding it.

Ver 0.3

1 Mar 2010

- Revised following my 5 classes.
- Wrote it into Aquamacs as a text file.

Ver 0.31

7 Nov 2010

- Made it Mediawiki friendly, and deleted irrelevant parts, incl. "Symbols used".

# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 2

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Grade 8

Second Semester Lesson Two

FUN WITH ENGLISH 8B Chapter 2 People change

Chapter One

Version 0.26 G8 C6

Last Updated

10 March 2010

Lesson Used In Class

Week of 8 March 2010 to 12 March 2010

\*\*\*\*\*

== INTRODUCTION ==

== LESSON OBJECTIVES ==

- \* All students in the class practice oral and aural English.
- \* Have a fun and relaxed atmosphere.
- \* Generate a discussion, which prompts the students to consider and examine what they think about good/bad habits and why they feel the way they do.
- \* Figure out what they want to learn in class and about English/Western culture so I can tailor the class around their

interests.

== MATERIALS ==

\* American Teenages & Video Games Powerpoint

== SYMBOLS USED ==

\* are for instructions or notes.

' is for something to say.

-> & --> & so on expands whatever is above them.

== and CAPITAL letters is a section header.

= and lower case letters is a sub-section header.

<> indicates a link to a web resource.

7B or 8B refers to the 7th or 8th grade versions of the textbook.

\*\*\*\*\*

== LESSON PLAN ==

0 Before Class

' Can you please sit in your seats from last week?

1 Greeting

\* Go through all the students checking their seats and names.

' Hi, today I am going to teach you a new way to say How are you?

' How are you? is OK, but it is very serious.

' In American English, when friends see each other they may use a different way.

-> Yo = Hello

-> What's up? = How are you?

-> Not much, you? = I am fine, thank you. And you?

-> Not much. = I am fine, thank you.

\* If they ask, inform the students we're moving their test back to next week, to give them more time.

' Do you have any questions?

\* Take a picture

' Before we begin the textbook, I would like to take a quick picture of you so I can practice your names. Is that OK? If you do not want a picture you can put your head down on your desk. Thanks.

2 Surveying the Student's Interests

' What do you want to learn about this semester?

' About America?

-> ' Music? Sports? Fashion? ...

' What do you want to do in our class?



3 Page 6 Let's get ready A & B

' Please open your textbooks to page six and do exercises A and B.

' Do you know what exercise means here?

-> ' This is exercise A [point to A] this is exercise B [point to B].

-> \* As you go through the different pictures, ask the students if they have any of those traits themselves?

4 Create a Healthy & Unhealthy Lifestyles Activity

\* Tell the students we are going to create healthy and unhealthy lifestyles for two people.

\* Write 'healthy' and 'unhealthy' on the board.

\* Start with healthy.

\* Questions, all take place on a Monday.

-> ' What time do they get up?

-> ' What do they eat for breakfast?

-> ' How do they get to school?

-> ' What do they eat for dinner?

-> ' What do they do in the evening?

--> \* If things like watching TV/playing computer games arise, try to get the students to consider how much of it may be healthy or unhealthy.

-> ' What time do they go to bed

-> ' Do you think these people should change their lifestyle?

4 Disussion about Healthy/Unhealthy Lifestyles and Change

' What kind of lifestyle do you have?

' Do you want to change?

' What are good changes? Bad changes? Who decides if they are good or bad?

' Are there changes you want to make in your life? What?

' Is change difficult?

' Why should we change?

5 Teenagers and American Video Games Powerpoint

= Extra Time =

\* Competetive Hangman

\* Competetive Spelling Game

Page 7 Let's listen 1 B Tapescript Page 75

' Do you think Julie has gotten better or worse?

' Do you want to change like Julie?

\*\*\*\*\*

== APPENDIX ==

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= Acknowledgments =

\* I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

= After Class Notes =

= Changelog =

Ver 0.26

10 Mar 2010

\* Fixed a typo.

Ver 0.25

10 Mar 2010

\* Expanded the instructions for the Let's get ready textbook activity.

Ver 0.24

10 March 2010

\* Following three successful classes of discussions about healthy/unhealthy lifestyles, I expanded the section.

\* Turned discussing what the students want to do this semester into its own section.

Ver 0.21 - .23

9 March 2010

\* Tailored each to the different classes.

Ver 0.2

7 March 2010

\* Wrote the specific plan in Aquamacs Emacs.

Ver 0.1

24 Feb 2010

\* Drew up a basic plan in a meeting with Mr. Brown at an Anqing coffee shop.

= Copyright =

As the creator and copyright holder of this document I, Charles Jeffrey Danoff <<http://danoff.org>>, enter it into the public domain.

## Lesson Review

Lesson Plan	Lesson Review
Second Semester Lesson Two FUN WITH ENGLISH 8B Chapter 2 Version 0.26	Grade 8 Class 6 11 March 2010
0 Before Class	* Wrote it on the board which made them aware, but they didn't move.
1 Greeting	* Went through the kids name by name putting them into their new seats. • Surprised how involved they got with ‚ÄúWhat's up?‚Äù
2 Surveying the Student's Interests	* Spent mostly the entire period and got about 60% of the class to say one thing and 20% going wild for 20 ‚Äì 30 minutes. Really gave me a good picture of what they like.
3 Page 6 Let's get ready A & B	* We did this very quickly.

- What could I have done better?
  - Find ways to add more accountability to the what do you want to do? So its more relevant instead of just some random list of names.
- What did I do well?
  - Patient with this class. Want them to be comfortable with me, that's the only chance I have to get them speaking in English.
- What did I learn?
  - These kids can talk a lot and get interested in English.
- What did the students gain?
  - Spoke some oral English and learned about What's up?
- Were the lesson objectives achieved?
  - Had fun, got a decent amount of oral English, but there was no discussion.
- Next Week?
  - Prepare some response for the subjects they are interested in.
  - Move very slowly.

# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 3

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## Lesson Plan

### 1. Test Preparation

1. "I want all of you to get a sheet of paper."
2. "Please write your name and class on the sheet of paper."
3. "When we do the test, do not write on MY paper [hold up a test sheet] write on YOUR paper."
4. [Walk to the back row] "When we are finished, students in this row will stand up and gather the paper of the students in front of them to bring to me." [Demonstrate]
5. [If the desks are together] "Please separate your desks."
6. "Finally, there is absolutely no talking during the test."

### 2. Self-Assessment

1. "To practice, we are going to start with this [hold up the Self-Assessment]. I want you to choose your English level [CN: 水平 Shuǐpíng]
2. Read out the different levels.
3. When they are done, have the back row get up and deliver the papers to me.

### 3. Test

1. "Now we are going to begin the test. Do not talk."
2. "I am going to read each article three times."
3. "Listen and write the answers on your paper."
4. Snapping harsh the first time somebody peeps may keep them all in line throughout.

### 4. Textbook

1. 7A & 8A Page 10 Let's get ready A and B
2. Use this time to organize the tests and test papers, placing them in a place I'll remember.

### 5. Felix the Cat Slides

1. Give some background.
2. Questions throughout
  1. What is this?
  2. How does \_\_\_\_\_ feel?
  3. What do think will happen next?
  4. Why is he \_\_\_\_\_?

- Note: Mr. Brown suggested using the textbook after the students wrote their tests would be OK, and he was correct.
-

## Lesson Review

### 17 Mar 2010 Grade 7 Classes 10 & 11

- What could I have done better?
  - Explained the process for the students to collect the tests and give them to me in an easier to comprehend way.
- What did I do well?
  - Move quickly on the tests.
  - Didn't really raise my voice at all.
- What did I learn?
  - If instructions are good, it's not necessary to get angry/raise my voice.
- What did the students learn?
  - Testing protocol and about Felix the Cat.
- Next Week?
  - Hand back the tests.

## Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 5

---

### Introduction

Considering I'll be giving this lesson on April Fool's start off with a prank fake test.

Opening class talking about the student's school trip last Saturday, and closing it discussing my trip last week to Hawaii. In between doing textbook activities, hoping to get a discussion going about Italy and travel.

At the end I want to give out some candy I brought back from Hawaii using it as a chance to teach them about the polite way to ask another person for something instead of, "Give me!"

### Lesson Objectives

- Students will enjoy themselves, creating a positive association with the English language.
  - Create an atmosphere that's comfortable enough for students to feel safe taking chances speaking English to me and their peers.
  - Ask the right questions to get a lively discussion going about either their trip or travel to Italy and its culture.
  - Find a way to make practicing English more appealing to them than speaking to their friends in Chinese.
-

## Lesson Plan

### Before Class Starts

- Ask everyone to get into their seats.
- Walk around the room small talking with different students.
- Get the computer turned on if it works.

### April Fool's Joke: Fake Test

- Be very stern and have a big stack of paper.
- Today we will be having a test, because last week when I was gone you were very bad!

### Opening Discussion: Talk about their trip

- Did you do something special last Saturday?
- Where did you go?
- How did you get there?
- What did you do on the bus?
- What did you take pictures of?
- Did you have fun?
- Why did you go on the trip?
- Where would you like to go next year for your trip?

### Textbook: Page 18 Let's get ready A

- Make sure they know the meaning of "Ancient".
- Ferrari
  - In 1959, a Ferrari GT could go 150 km/h [1].
  - In 2009, the Ferrari Scuderia Spider 16M could go over 315 km/h [2].
- Gelato
  - Gelato was supposedly first created in the 1500's, when the King of Spain went to visit a rich Italian family. They hired a man to make a special desert. He created Gelato [3].
- Discussion:
  - What else do you know about Italy?
  - Do you want to go to Italy?
  - What are Italians [People from Italy] like?

### Textbook: Page 18 Let's get ready B

- What else do you need to do to get ready for traveling?

### Textbook: Page 19 Let's listen 1 A & B

- Tell them we're going to do both exercises at once, so they need to listen carefully.
- First time read at natural speed, second time slow and third time if they ask.

### Textbook: Page 20 Let's listen 1 A & B (Maybe)

### Discuss: Talk about my trip

- Chose one of the following depending on my and the class's mood.
  - Hawaiian Culture: flower over a girl's ear, right ear = single, left ear = not single
  - Hawaiian Culture: hang loose hand gesture is the same as 6 hand gesture in China
  - Hawaiian Language: aloha = hello
  - Hawaiian Language: mahalo = thank you
  - My failure trying to surf.

- Show the pics of my family, including the one of us with the pair of locals and quiz the kids about the hand gestures and flowers.
- Give them the Macadamia Nut Hershey Kisses I brought back.
  - Almost always one of the student's says "Give me!"
  - Use this as a chance to teach that while it is OK to say "Give me!" [gei wo] in Chinese, it is impolite [bu li mao] in English.
  - A better thing to say is "Can/May I please have one?"
  - Have the kids come one by one and say that.

**Extra Time: Number of Letters? Game** (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

## Lesson Review

### 1 Apr 2010 Grade 8 Class 5

What could I have done better?

What did I do well?

What did I learn?

What did they get out of our lesson?

Lesson Objectives Achieved?

Next Week 8 Apr 2010

### 1 Apr 2010 Grade 8 Class 4

What could I have done better?

What did I do well?

What did I learn?

What did they get out of our lesson?

Lesson Objectives Achieved?

Next Week 8 Apr 2010

---

# Appendix

## Acknowledgments

- Ideas I got from Stuart Brown, I acknowledged with (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

## Changelog

### Version 0.3 31 Mar 2010

- re-worded one of the objectives and the intro
- took out opening a blank word document, because it was forced
- added a question to the school trip discussion
- Expanded the discussion ?'s following let's get ready.
- Added directions for how to hand out the chocolates.

### Version 0.2 30 Mar 2010

- Included the game suggestion from Mr. Brown.
- Adapted what I've been doing in my Grade 7 and Grade 8 lessons so far this week.

## References

1. Ferrari's Web Site <sup>[1]</sup> Accessed 30 Mar 2010
2. Ferrari's Web Site <sup>[2]</sup> Accessed 30 Mar 2010
3. Whygelato.com | History <sup>[3]</sup> Accessed 30 Mar 2010

## References

- [1] [http://www.ferrari.com/English/GT\\_Sport%20Cars/Classiche/All\\_Models/Pages/166\\_Inter.aspx](http://www.ferrari.com/English/GT_Sport%20Cars/Classiche/All_Models/Pages/166_Inter.aspx)
- [2] [http://www.ferrari.com/English/GT\\_Sport%20Cars/Classiche/All\\_Models/Pages/Technical\\_Sheet\\_Scuderia\\_Spider\\_16M.aspx](http://www.ferrari.com/English/GT_Sport%20Cars/Classiche/All_Models/Pages/Technical_Sheet_Scuderia_Spider_16M.aspx)
- [3] <http://www.whygelato.com/gelato101/history.asp>
-



# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 6

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- Lesson Plan Version 0.3
  - Same as Version 2, but I shortened the discussion and textbook and spent a long time having the students tell me about their recent trip looking through pictures on their computer as a class.

## 9 Apr 2010 Grade 8 Class 7

- They were moderately interested in talking about Monday's festival, but I didn't really push it.
- While I was speaking with one of the students a boy quickly hijacked the computer and started showing images of their school trip two Saturday's ago.
- After I finished the test, I looked through the images with them. I have never seen so many of them get excited like that. I had them tell me what the different sections of the images were and many students who never speak English voluntarily got involved.

## Lesson Plan Version 0.2

### 0) Before Class Starts

- Ask everyone to get into their seats.
- Walk around the room small talking with different students.
- Get the computer turned on if it works.

### 1) Greeting: Yo! What's up?

- Practice the "What's up?" routine.
  - If they don't remember, review.

### 2) Opening Discussion: Tomb Sweeping Day

- What special day was on Monday? (Qing Ming Jie = Qing Ming Festival)
- What is Qing Ming Jie in English? (Tomb Sweeping Day [TSD])
  - What is a tomb?
- What do people on TSD?
  - Burn money/incense?
  - Visit graves/tombs?
- What did you do on TSD?
- Do you like TSD? Why?
- Do you have any questions for me?

### 3) Textbook: Page 22 Let's get ready

- For "Relay Race" have two teams get in a race around the room.

### 4) Discussion: The Olympics (Questions written with Mr. Brown)

- What are the Olympics?
  - Where were they in 2008?
  - What sports do you like?
  - What sports are Chinese athletes good at in the Olympics?
  - What sports are more difficult? Better?
  - Imagine the Olympics were coming to Anqing. What would you need to do?
-

- Transport, Lodging, Facilities, Food, Language

### 5) Hand Back their Tests

- Explain first that their scores are out of 10, and give the answers.
- Do it one by one, highlighting down their names on my paper.
- Write the correct answers on the board.
- Tell them if they have questions they can ask me after class.

### Extra Time: Number of Letters? Game (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

## Lesson Review

### 8 Apr 2010 Grade 8 Class 6

- Giving out chocolates @ the end of the lesson was fine, until the other half of the class came in. Started giving some, then I panicked because they rushed me.
- Commenting on the basketball game didn't get as long of a conversation going as I'd expected.
- I mistakenly graded one girl's test. As it turned out she got a 100%, not a 95.

### Next Week

- Give everyone chocolates?

### 9 Apr 2010 AM Period 1 Grade 8 Class 10

- Students still talked all the way through the lesson, but seemed to give me more of a chance.

### 9 Apr 2010 Grade 8 Class 8

- Had a long discussion about Qing Ming festival.
- They were very engaged throughout even on some topics that most other classes would find boring.
  - They're a class that has real potential. I can experiment here.
- Was quite bored of my lesson by this point.

### Next Week

- Still haven't answered the English questions they asked me the first week.
-

## Appendix

### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.
- Mr. Brown contributed heavily to this plan. This should be considered a collaboration. I have tried to acknowledge contributions that are specifically his with (Mr. Brown).

### Changelog

#### Version 0.2 8 Apr 2010

- Expanded the conversation questions and explanation for how to hand back the tests.

#### Version 0.11 6 Apr 2010

- Typed up the outline, and added some basic details.

#### Version 0.1 30 Mar 2010

- Created a lesson outline in a Tuesday coffee shop meeting with Mr. Brown.

## Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 7

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FUN WITH ENGLISH 8B

Chapter 7: A travelling computer

Anqing Foreign Language School

Grade 8

Lesson 7

Version 0.21

### Lesson Objectives

- Students will enjoy themselves, giving a positive association with the English language a chance to develop.
  - Create an atmosphere that's comfortable enough for students to take chances speaking English to me and their peers.
  - Ask the right questions to get a lively discussion going about computers.
  - Find a way to make English more appealing than speaking to their friends in Chinese.
  - Look for ways to move from me speaking to them in English to them speaking to each other and me in English, that is from one to many to many to many.
-

## Lesson Plan

### Before Class Starts

- If time, walk around and chat with the students before the bell rings.

### Greeting: Yo! What's up?

### Opening Joke

- Fred's Piano joke from The Internet TESL Journal <sup>[1]</sup>
  - <<http://iteslj.org/c/jokes.html>>
  - Direct link to joke <<http://pages.citebite.com/c2v2k9l3e6bdo>>
  - Introduce as a man is sick so he goes to the hospital.
  - Instead of operation say "eat medicine".
- Do you understand?

### Opening Discussion: Computers

- What is a computer?
- Is it a toy or a tool?
- What's the difference between a computer and TV? [Comp you have control?]
- Do computers give you power?
- Are computers important or stupid?
- Do you play computer games?
  - What do you do in the game?
  - Why? ...
  - So, you like to [what they do in the game, e.g. kill people]?
  - That makes you happy?

### Textbook: Page 26 Let's get ready A and B

- Please open your textbook to page 22, and do activities A and B.

### Textbook: Page 28 Let's listen 2 A&B Tapescript Page 81

- Also do the quick quiz.

### Instruction: Computer Tricks

- Show in a word document on the projector.
- Ctrl+C = Copy
- Ctrl+V = Paste
- Ctrl+X = Cut
- Ctrl+Z = Undo
- Ctrl+Y = Redo

### Students Choose: MJ or Textbook?

- What would you like to do now, play a game or listen to a Michael Jackson song?

### Activity: The Man in The Mirror Slideshow"

- Introduce the song as one of Michael Jackson's hits from his 1988 "Bad" Album. [1]
- Ask first:
  - Do you know this song?
  - What do you think will be its subject?
- Write questions on the board before we begin, so they can have something to look for and check them as they're listening/reading the lyrics.

- Who is the man in the mirror?
- What does he want to do?
- Why?
- Do you think he is right or wrong?
- Stop it after he sings the chorus through the first time and talk about it. If they don't know the answers, do not give them just keep playing the song and stop later.
- View online <<http://show.zoho.com/public/charlie.danoff/The%20Man%20in%20The%20Mirror%20Slideshow>>
- Google Music China link to the song (Only for those in China - Beware has several pop up ad's)
  - <<http://www.google.cn/music/song?id=Se9dcc8cb5e82cda7&rview=share>>
- Lyrics from CRAVEONLINE
  - <<http://www.seeklyrics.com/lyrics/Michael-Jackson/Man-In-The-Mirror.html>>

## Extra Time

### Game: Number of Letters? (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

## Lesson Review

### Class Notes

#### 16 Apr 2010 AM Period 1 Grade 8 Class 10

- Why do you have so many "Why's"? was an incredible question from one young lady.
- Beginning of class teacher was watching, sternly. Beginnig of class, kids were silent but scurried off into seats that weren't theirs.
- Couldn't really get a discussion going.
  - Spent most of the period chatting with the kids over let's listen b (What do you like to do on computers?) 1 on 1 in front of the others.
- Got more students paying attention than I expected for computer shortcuts and the MJ slides.
- again this class talked the whole time, but seemed to be listening slightly more than the week before.

#### *Next Week*

- hand back the remaining tests
- be patient again

**16 Apr 2010 PM Period 1 Grade 8 Class 8**

- Took the computer conversation as far as I could, really hammering home the many to many aspects of computing as opposed to the one to many of television.
  - Instead of guiding them to think for themselves, though, I shoved my thoughts down their throats, which I don't believe was right and possibly unethical.
  - That said, they did go with me for a really long time and we had an awesome chat.

*Next Week*

- Try to build on the computer conversation.

**16 Apr 2010 PM Period 2 Grade 8 Class 7**

- Again, by this point I was quite bored of the lesson.
- This class is not especially eager, which means if I am bored, we're going to have a poor class.
- Changed it up and had them do an "Interview".
  - Wrote 3 questions on the board.
    - Do you like the internet?
    - Why?
    - What is your favorite website?
  - Then had them interview one another and write down the answers. They didn't quite understand and usually just wrote down their own responses. Took a while of me walking around the class and working with individual groups. They did it though. Then I was shocked that when I called on multiple pairs of students to come up and act it out, they actually did. I assumed they'd refuse.

*Next Week*

- Build on the interview activity.

**Day in Review****What Could I Have Done Better?**

- Had a more considered line of questions ready for the computer discussion.

**What Did I Do Well?**

- Experimented with the interview activity in class 7.

**What Did I Learn?**

- Experimenting can work at times. There's still so much I don't know about what my students are capable of.

**What Did My Students Get From The Lesson?**

- Oral / aural practice. Thinking critically about computers.

**Were the Lesson Objectives Achieved?**

- Students will enjoy themselves, giving a positive association with the English language a chance to develop.
  - I believe, yes.
- Create an atmosphere that's comfortable enough for students to take chances speaking English to me and their peers.
  - perhaps
- Ask the right questions to get a lively discussion going about computers.

- overall, no.
- Find a way to make English more appealing than speaking to their friends in Chinese.
  - no
- Look for ways to move from me speaking to them in English to them speaking to each other and me in English, that is from one to many to many to many.
  - Took a great step forward in class 7.

### **How Can I Improve the Lesson?**

- More thought out questions.
- Better activity along the lines of the interview that gets them speaking.

## **Appendix**

### **Acknowledgments**

- Ideas I got from Stuart Brown, I acknowledged with (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### **Changelog**

Version 0.21 15 Apr 2010

- Re-worded the Michael Jackson activity.
- Added some discussion questions.
- Removed the page 27 textbook activity, because while it's OK, time is better spent in a discussion.

Version 0.2 14 Apr 2010

Version 0.2 13 Apr 2010

Version 0.1 11 Apr 2010

### **References**

1. Wikipedia: Man in the Mirror <sup>[4]</sup>

# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 8

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FUN WITH ENGLISH 8B

Chapter 7: Getting There

Anqing Foreign Language School <sup>[2]</sup>

Grade 7

Lesson 8

Version 0.21

This chapter is all about computer games. I'd like to get a discussion about computer games going for a bit, and have them complete an interview activity about computer games.

## Lesson Objectives

- The opening riddle and questions will draw the students attention.
- The textbook activities will go quickly and be productive.
- Students will speak only English to eachother while they interview one another.

## Lesson Plan

### 'Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)

### Greeting: Introduce What's the craic?

- What's the craic is used in Ireland as a way to say "How are you?" [1]
- The responses are the same as "How are you?"

### Opening: Riddle & Questions

- Share a simple riddle with the students. (Mr. Brown)
- Do you have any questions for me?
- What do you think of our lessons? How can we make our lessons better? (King)

### Textbook: Page 30 Let's get ready A

- Make sure they read out the full answer.
- Use this time to write the three questions for the interview activity on the computer or blackboard.

### Textbook: Page 30 Let's get ready B

- Do not think it is very good, but it gives me time to walk around the room and check on students as well as giving time for those students whose English is not great time to finish A. If we only did A, then students with good English would quickly be finished. Doing both keeps them from having too much unfocused time.

### Discussion: Computer Games

- Do you like computer games? [Call on some individual students and ask them to speak.]
- Do you think computer games are a bad habit?
- Do your parents like it when you play computer games?
  - Why?
- Do you learn anything from computer games?

### Textbook: Page 31 Let's listen 1 A & B Tapescript Page 85

- Do any of you play computer games to learn English?
-



- Do you think your parents would like computer games to learn English?

### **Interview: Computer Games**

- What is an interview?
  - Draw two stick figures. One holding a microphone to the other. Label one "reporter" and another "President Obama".
- Now, You will interview your classmate.
  - ni jiang caifan ni de tenxue.
- Ask them 3 questions and write down their answers.
  - Wen tamen san ge wenti ranghu xie xian tamen de da an.
- Then switch.
  - Ranghou jiao huang zhe laiwen.
- Only speak English!
  - Zhe neng shou Yingyu!
- You can choose your own partner.
- Questions:
  - Are computer games good or bad for you?
  - Why?
  - What can you learn from computer games?

### **Extra Time**

#### **Game: Number of Letters?** (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

#### **Activity: The Man in The Mirror Slideshow"**

- Teach the song and have the students sing along with you and Michael.

## **Lesson Review**

### **Class Notes**

#### **22 Apr 2010 AM Period 2 Grade 8 Class 5**

- Mingling with students before hand led to them all sitting in their assigned seats, which was nice.
  - I started the lesson in a relaxed manner, not saying "Yo!" with a lot of expression.
    - Felt like they wouldn't be interested in over-animation.
    - For that or some other reason enough of them were tuned out the whole class that it was an awful lesson.
    - The kids were talking the whole time as I was speaking. When this happens I prefer not to yell or lose my temper. I believe those kinds of options do more harm than good.
    - I try to draw their interest with an interesting activity or discussion.
  - One student was quite quick to answer my riddle.
  - Textbook activities went poorly.
  - Could not get any sort of discussion going about computer games.
  - Stood silently at the front of the room for about a minute, then asked what they wanted to do. They said listen to music.
-

- Put on the Michael Jackson song I downloaded which I thought was Beat It. I got the lyrics as well. Turned out to be Billie Jean. That did not grab their attention.
- Tried playing the dizzy maps game, but the students refused to take off their jackets to cover their eyes, which is naturally understandable.
- Students were all gathered around me at the end of class. I could have used it as a time to chat and make a connection but I was so drained I just stayed silent.

*Next Week*

- Patient. Have something multimedia related or a game or something to start class.
- Mention their grades will come from their in class performance.

**22 Apr 2010 AM Period 3 Grade 8 Class 4**

- In the break following my disappointing lesson the period before I gathered myself and put it behind me.
- They are an extremely eager class and even the students with a low level are higher than most other classes.
- Went over "What's the craic?" and the riddle, but no one got the answer in this class.
- One girl asked me a riddle in turn "Why could the driver not take the penguins into the zoo?" "Because he didn't have money for admission."
- They had some nice suggestions: [but i think they were responding more to the idea of how can they make any class better]
  - Study hard
  - Be active
  - Have a good chat with teachers
- Let's get ready went well and the subsequent discussion did as well.
- Interview activity I believe was understood and because there was an odd number of students I worked with the last one whose English wasn't especially great, but that allowed for a better exchange.

*Next Week*

- do "What's the craic?" again

**22 Apr 2010 PM Period 1 Grade 8 Class 6**

- Students were not in their seats.
- One girl refused to go to Mr. Brown's class. I asked her kindly, but she remained in her seat.
  - That especially threw me off at the start.
- Began with the standard greeting sans "What the craic?" because I did not think they'd be interested.
  - Had a couple of suggestions:
    - More topics
    - We should be quiet in class
    - Learn some Chinese words
- Had them do Let's get ready from the textbook, and as they did I walked around the class getting them back into their seats.
- After that everything went pretty well.
- Adapted the interview activity by just having two students come up to the front of the class to speak. Not as many were involved, but it gave them the general idea and it is a good intro. Perhaps next week or if I had more time that lesson additional students could be involved.
  - Using my plastic cup as a prop microphone definitely helped.

*Next Week*

- Arrive at least five minutes before the bell.

- Some version of the interview activity.
- My colleague's half of the class was quite noisy, he said a way he was able to calm them down was by mentioning they all will get poor grades if they do not participate.

## **22 Apr 2010 Day in Review**

### **What Could I Have Done Better?**

- Not of gotten frustrated by the first class instead looked for alternative means.

### **What Did I Do Well?**

- Adapting the interview activity to make it accessible for class 6.

### **What Did I Learn?**

- Class 4 will have a good lesson almost no matter what. Maybe I am not properly pushing them.

### **What Did My Students Get From The Lesson?**

- Oral and aural practice.

### **Were the Lesson Objectives Achieved?**

- The opening riddle and questions will draw the students attention.
  - In two out of the three classes yes. In one, not at all.
- The textbook activities will go quickly and be productive.
  - In two out of three classes, yes.
- Students will speak only English to eachother while they interview one another.
  - They got practice listening and speaking to a native speaker.

### **How can I Improve the Lesson?**

- Tweak the interview activity and use some tongue twisters.

## **23 Apr 2010 AM Period 1 Grade 8 Class 10**

- Class started off with about 75% of the students sitting in their correct seats which was far more than usual.
- I was being observed this lesson by one female teacher. I had all the students turn around at the beginning to say hi to her.
- Meant to kick it off with a story or something else to draw their interest but I forgot.
- Started off using an attempt with the Socratic method that I read about last evening. Something like ...
  - What is a computer game?
  - Why do people play computer games?
  - Do your parents like computer games?
  - Are computer games healthy?
- Went better than I expected not great but got a decent number of students involved.
- Next told them two riddles and then I went through the textbook. I was surprised when I asked how I and they can improve they had many suggestions.
- After that did told them the story about John Glenn and his heatshield that I read on the page about the socratic dialogue. Did not grab much interest.
- Spent the next 8 miuntes on the interview activity. Had a couple of boys come up, then I took the chance of just having them interview eachohter. One eager girl asked to interview me.
  - Worked alright, actually.
- Did dizzy maps to finish, but did not have enough time to actually play.
- Class was pretty chatty throughout, but participating as well. Probably the best class I have had with them so far.

*Next Week*

- Patient again, have a story perhaps?

**23 Apr 2010 PM Period 1 Grade 8 Class 8**

- Began by trying to bridge off of my lesson from last week.
  - Pushed convo reasonably far [via Socratic method], but at the end it was not working.
- Asked about the riddle and their suggestions of which they had a few.
- Really drew out the textbook a lot in a fun, effective way I felt.
- One woman came into observe about 3/4 of the way through the lesson.
- Around that time we were finishing up the textbook.
- Played dizzy maps game. I asked for a volunteer. Said if someone did not volunteer, we would go back to the textbook.

*Next Week*

- Socratic-esque questions, but not for too long.

**23 Apr 2010 PM Period 1 Grade 8 Class 7**

- Teacher observed from the beginning. We had a real nice chat beforehand.
  - Incredible quote of hers was that sometimes JHS Students are "too lovely".
- Began with the riddle, which they were not able to solve.
- Moved into the textbook and drew it out a lot again.
  - While they were filling in the answers I put on "Billie Jean" which is a good idea I think, putting on any music while they are working.
- They remembered the interview activity and went into it quite well. Really do not need to have them write down their answers.
  - They asked to have the visiting teacher interview me, which went great. She improvised quite a bit!
- Started map game at the end, but there was not enough time.

*Next Week*

- answer to 158 222 riddle

## Appendix

### Acknowledgments

- Ideas I got from Stuart Brown, I acknowledged with (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

## Changelog

Version 0.21 21 Apr 2010

- Re-worded the interview instructions.

Version 0.2 20 Apr 2010

- Added the interview.
- Added the dizzy game.

Version 0.1 17 Apr 2010

## References

1. Wikipedia: Craic <sup>[4]</sup>

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# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 9

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Grade 8

FUN WITH ENGLISH 8B

Chapter 7: Getting There

Anqing Foreign Language School <sup>[2]</sup>

Lesson 9

Version 0.2

This chapter is about inuits.

## Lesson Objectives

- The opening riddle and questions will draw the students attention.
- The textbook activities will go quickly and be productive.
- We can get an interesting discussion going about igloos.
- Students will speak only English to each other while they interview one another.
- Students will enjoy and use English during the activities and games.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)

### Greeting: Introduce or Re-Introduce What's the craic?

- Enthusiastic "Yo! What's up?" to begin.
- What country is Yo! What's up? from?
- What country is How are you? from?
- Do you know what the say in Ireland? (Maybe)
- They say "What's the craic?" (Wikipedia)
- The responses are the same as "How are you?"

### Opening: Riddle, May Day Holiday and Questions

- Share a simple riddle or more with the students, depending on their response.
  - Next Monday is a holiday. Why? What will you do?
-

- Do you have any questions for me?
- What did you learn in class last week? (King)

**Pronunciation Practice: "th"**

- Write "the" then "that" then "this" each time asking them "Can you please say these words?" (Jim)
- How do you pronounce th?
- You should put your tongue against your top teeth. (Sounds of English)
- When you blow out, you will notice you make a "th" sound. (ibid)

**Textbook: Page 34 Let's get ready A**

- Before we begin, where is the top of the world?
- If possible, as they are doing this portion put on some music.
- After each answer, work on pronunciation.

**Textbook: Page 34 Let's get ready B****Textbook: Page 35 Let's listen A and B**

- Why are certain pictures in the order they are in?

**Conversation: Living on top of the world**

- Do you like the snow?
- Can you imagine living like this in the snow?
- Do you think these people are clever?
- Do you want a house made of ice?

**Activity: Igloo Interview**

- Have three questions written on the board or computer.
- Write interview on the board.
- Ask if they know that word?
- Bring up a student volunteer and interview one another in front of the class.
- Now please interview the people sitting next to you, in English!
- Give them a minute or three, walk around and help troubled groups.
- Afterwards ask for volunteers to come to the front of class and do the interview.
- Questions: [Write on the board]
  - Do you want to live an igloo?
  - Why?
  - What kind of house do you want to live in?

**Activity: Build an Igloo**

- Tell the students we are going to make an igloo.
- Say we can use desks, chairs and ...
- Do a plan on the board.

**Activity: Hunt for seals**

- Two teams
  - Blindfold a person.
  - Draw a seal on the board.
  - Classmates have to tell them how to get to the seal.
  - They have two stabs.
-

## Extra Time

### Game: Number of Letters? (Mr. Brown)

- Make two teams.
- Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
- Go back and forth between the teams making the words.

### Music: Billy Jean

- Is Billy Jean a boy or a girl?
- Who is the one?

## Lesson Review

### Class Notes

#### 28 Apr 2010 AM Period 1 Grade 8 Class 1

*Next Week*

#### 28 Apr 2010 AM Period 1 Grade 8 Class 3

*Next Week*

#### 28 Apr 2010 AM Period 1 Grade 8 Class 2

*Next Week*

#### 28 Apr 2010 Notes

##### What Could I Have Done Better?

##### What Did I Do Well?

##### What Did I Learn?

##### What Did My Students Get From The Lesson?

##### Were the Lesson Objectives Achieved?

- The opening riddle and questions will draw the students attention.
- The textbook activities will go quickly and be productive.
- We can get an interesting discussion going about igloos.
- Students will speak only English to each other while they interview one another.
- Students will enjoy and use English during the activities and games.

##### How can I Improve the Lesson?

---

## Appendix

### Changelog

Version 0.2 28 Apr 2010

- Wrote out a thorough lesson plan, adding activities and more.

Version 0.1 26 Apr 2010

### References

- I get many ideas from Stuart Brown. (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)
- A friend named Jim advised me to focus on pronunciation and stress in speaking English in my classes. (Jim)
- Wikipedia: Craic <sup>[4]</sup>
- Sounds of English <sup>[4]</sup>: Th sounds in English <sup>[5]</sup>

### Ideas for this lesson

- Huangmei Shi
  - Grading Policy
  - Eustace Conway
  - Pronouncing "th"
  - Stress
  - Adjectives for "why?"
-



# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 10

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Grade 8

FUN WITH ENGLISH 8B

Chapter 10: Helping the poor

Anqing Foreign Language School <sup>[2]</sup>

Lesson 10

Version 0.21

In this chapter about helping the poor I hope to find a way to expose my students to the plight of those less fortunate and give them the opportunity to think for themselves about the idea. I will be team-teaching with Mr. Brown and we will spend some time at the beginning reminding our students of the grading policy, and recounting his adventure last week.

## Lesson Objectives

- The opening will draw the class's attention.
- The textbook activities will go quick and be productive.
- We will have a critical discussion about the situation of poor people and what can be done.
- The activities will be fun and get the students using English.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)

### Greeting: USA What's up?

- Yo! What's up? Not much, you? Not much.

### Opening: Mother's Day

- What day was it last Sunday?
- Do you like Mother's Day?
- Is Mother's Day important?
- Why do we have Mother's Day?
- What did you do on Mother's Day?
  - What did you do on Mother's Day Mr. Brown?

**Explanation: Class Grading Policy**

- First go through the A to F scale in English and explain that 50% of their grade comes from tests and the other half from in class performance.
- Put the Chinese explanation up on the screen and have the students read it out loud so they all understand.

**Conversation: Poor People**

- Why are some people poor?
- Should you help poor people?
- Do poor people want your help?
- What can we do to help poor people?
- Who are poor people?
- Do you know any poor people?
- Are poor people bad?
- Why are there poor people in the world?
- Do poor people make a difference in your life?
- Are there poor people in Anqing?

**Activity: Poor People Interview**

*CN Interview = taifan*

- Write interview on the board.
  - Ask if they know that word?
  - Write the questions on the board
    - Do you like poor people?
    - Do you want to help poor people?
    - Why?
  - Bring up a student volunteer and interview one another in front of the class.
  - Now please interview the people sitting next to you, in English!
  - Give them a minute or three, walk around and help troubled groups.
  - Afterwards ask for volunteers to come to the front of class and do the interview.
- ?

**Extra Time****Debate: Poor People (Mr. Brown)**

- Break the students up by gender or by row.
- Write "Why are people poor?" on the board.
- Tell one group they have to each write one reason why and another why they are not.

**Look: Poem by Philip**

- Poem from a homeless gentleman named Philip.
- <http://youngmanhattanite.com/2009/04/we-are-all-gods-creatures-in-world-all.html>

## Appendix

### Acknowledgments

- I get many ideas from Stuart Brown. (Mr. Brown).
- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### Changelog

Version 0.21 13 May 2010

- Added mother's day questions.
- Added grading section
- Moved the Unicef photo essay and the debates to extra time because we have not had time for them.
- Removed Let's listen 2 B, because it has not been productive and time is better spent discussing.
- Changed poor people conversation questions.

Version 0.2 12 May 2010

- re-worded the introduction
- changed the greeting to just USA
- made some minor formatting adjustments from italicized to sub-sub-section in the lesson plan components
- only kept let's listen 2b from the textbook because it does the best job of probing how we can help poor people
- moved the poem to extra time, because it was too difficult

Version 0.1 1 May 2010

- Written at the YY Club in Shanghai

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# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 11

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Grade 8

FUN WITH ENGLISH 8B

Chapter 12

Anqing Foreign Language School <sup>[2]</sup>

Lesson 11

Version 0.1

This chapter is about hosting a charity show and speeches, which I imagine will be difficult topics for discussion. This week will be special, my colleague Mr. Brown and I will be teaching together. A good portion of the lesson will be spent by Mr. Brown recounting his recent adventure to the South of China. With the time left hopefully we can chat about charity shows and do some interesting charity show related activities.

## Lesson Objectives

- The opening will go quickly enough to keep the students attention.
- Mr. Brown's story will grab the student's attention and go on for an extended period.
- The textbook activities will go quickly and be productive.
- At least one of the activities will be fun and get the students using English.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)

### Greeting: USA What's up?

- Yo! What's up? Not much, you? Not much.

### Textbook: Page 46 Let's get ready A & B

- I imagine these activities will be difficult for some students so do not draw them out for too long. Once a few minutes have passed or the majority of the students are finished start going over the answers.

### Textbook: Page 47 Let's listen 1 A & B

- Split up the reading between the two of us teachers.
- Questions:
  - So, why are Tim and Nancy giving speeches?

**Conversation: Charities**

- What is a charity?
- Do you like charities?
- Who do charities help?
- Have you given money to charities?
- Do you think charities can help people?

**Activity: Charity Interview**

*CN Interview = taifan*

- Write interview on the board.
- Ask if they know that word?
- Write the questions on the board
  - Do you like charities?
  - Do you think charities can help people?
  - Why?
- Bring up a student volunteer and interview one another in front of the class.
- Now please interview the people sitting next to you, in English!
- Give them a minute or three, walk around and help troubled groups.
- Afterwards ask for volunteers to come to the front of class and do the interview.

**Ideas Game: How do you make a good charity?**

*Adapted from Mr. Brown's debates.*

- Break the students up by gender or by row.
- Write "How do you make a good charity?" on the board.
- Tell the students they have to come up with different ideas for how to make a good charity.
- The team with the better ideas wins!
- Go back and forth writing down the reasons, at the end tally up the ideas and mark off ones that are erroneous to choose the winner.

**Activity: Start a Charity**

- OK, now we are going to make our own charity in Anqing.
- What problems are there in Anqing?
- How can we help those problems?
- What should we do?

**Extra Time**

**Game: Number of Letters?** (Mr. Brown)

- Make two teams.
  - Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
  - Go back and forth between the teams making the words.
-

## Lesson Review

### 12 May 2010 AM Period 1 Grade 8 Class 1

They were far more responsive than I expected.

1. Greeting and briefly chat about mother's day.
2. Grading Policy
  - Went more in depth into the A to F breakdown, including a short commentary on why we don't have an E.
3. Mr. Brown's Story
  - Students got quite excited listening to Mr. Brown's adventures.
4. Textbook: Let's get ready
  - Went alright, it is quite a difficult task and some students merely started at the page.
5. Textbook: Let's listen 1
  - Worked better than it would usually, because we were able to do the dialogue between the two of us.
6. Charity Chat

### 12 May 2010 AM Periods 2 and 4 Grade 8 Classes 3 and 2

- Class 2 is wild, but a lot of fun.
- Mr. Brown and I are starting to get into the groove of team-teaching.
- Neither class was particularly affected by the speeches, even some students who will likely get bad grades were really excited.

### 12 May 2010 Notes

#### What Could I Have Done Better?

- Gotten a longer conversation going about charities.

#### What Did I Do Well?

- Patient.

#### What Did I Learn?

- Going over grading policy does not necessarily mean anything to the students.

#### What Did My Students Get From The Lesson?

- Oral and aural practice and some critical thinking about charities.

#### Were the Lesson Objectives Achieved? Why?

- The opening will go quickly enough to keep the students attention.
  - No, opening did not grab anyone's attention.
- Mr. Brown's story will grab the student's attention and go on for an extended period.
  - Yes.
- The textbook activities will go quickly and be productive.
  - Went alright, this chapter is quite difficult for the students.
- At least one of the activities will be fun and get the students using English.
  - No, the activities we did got some chatting, but not with eachother.

#### How can I Improve the Lesson?

- Get the students speaking English to one another.
-

## Appendix

### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### References

- I get many ideas from Stuart Brown. (Mr. Brown).
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### Changelog

Version 0.1 6 May 2010

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# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 12

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Grade 8

FUN WITH ENGLISH 8B

Chapter 14

Anqing Foreign Language School <sup>[2]</sup>

Lesson 12

Version 0.2

## Lesson Objectives

- I will talk with all the students individually about their grades and they will understand where they are and where they can go next.
- The students will listen and complete the textbook activities quickly.
- The majority of the class will get involved in the charities around the world activity.
- The song will attract their attention.

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)
- Get the computer working and ready to go.
- 3 Minutes before the bell get the students who have to go to the other class out, and the students in my class in their seats.

### Greeting: USA What's up?

- Yo! What's up? Not much, you? Not much.
-

## Riddle

- Why is 6 afraid of 7?

## Textbook: Page 54 Let's get ready A & B

- While the students are doing this, play some music.
- Call them up one by one to tell them their grades and discuss quickly what they can do next.
- Talk about the song before going over the answers.

## Textbook: Page 56 Let's listen 2 A & B

- In part A you will be choosing True or False, in part B you will be writing the years.

## Activity: Charities Around the World (Mr. Brown)

- Now you are going to make a charity.
- I will make 6 teams.
  - Teams need to be made before class begins.
- Each team will make a charity to solve one problem.
  - Problems:
    - Not enough food
    - No clean water
    - War
    - People are sick
    - People have no education
    - People have no jobs
- You will think of 8 ideas to solve your problem, and write them on this paper.
  - Give them a copy of the paper.
- Put a song on while they are writing.
- Maybe make them come to the front of the class to speak?

## Listen: "Numb"

- Listen to the song and look at the lyrics, write down what is missing.
- Discuss the meaning.

## Extra Time

### Game: Number of Letters? (Mr. Brown)

- Make two teams.
  - Tell them to make a word that begins with one letter, e.g. D, and has 6 letters.
  - Go back and forth between the teams making the words.
-



## Lesson Review

### 24 May 2010 PM Period 1 Grade 8 Class 9

- Gave the students their grades. Do not know how helpful they were.
- Got nothing from "What's up?" when I asked.
- I was exhausted this period.
- I didn't have their handout for the world charity activity, so I adapted by having them write on the back of the grade 7 activity sheets.
  - One thing a whole lot of classes did in this activity was look to the book for charity ideas.

### 12 May 2010 Notes

#### What Could I Have Done Better?

#### What Did I Do Well?

#### What Did I Learn?

#### What Did My Students Get From The Lesson?

#### Were the Lesson Objectives Achieved? Why?

- I will talk with all the students individually about their grades and they will understand where they are and where they can go next.
- The students will listen and complete the textbook activities quickly.
- The majority of the class will get involved in the charities around the world activity.
- The song will attract their attention.

#### How can I Improve the Lesson?

### 26 May 2010 AM Period 1 Grade 8 Class 1

- Got to class only a minute before the bell so I didn't get all the students into their seats.
1. Riddle
    - Moderate response.
  2. Let's get ready with grades
    - Didn't chat so long this time, just told them and then moved on.
  3. World Charity
    - Having them work just with the people around them where they were sitting went better.
    - Asked one of the top students after class if the activity was good/bad/so-so she said "so-so".
  4. Numb with lyrics missing.
    - Not that well received.
-

### Next Lesson

- Go over their answers to the "World Charity".

## Appendix

### Acknowledgments

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### References

- I get many ideas from Stuart Brown. (Mr. Brown).
  - In this lesson it was his idea to create the different charities around the world for the students to try and help.
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### Changelog

- Version 0.3 17 Feb 2011
  - Removed copyright notice and published it on Wikiversity.
- Version 0.2 23 May 2010
- Version 0.1 11 May 2010
  - Written during my weekly meeting with Mr. Brown at Shaliwen coffee shop.

# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 13

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Grade 8

FUN WITH ENGLISH 8B

Chapter 15

Anqing Foreign Language School <sup>[2]</sup>

Lesson 13

Version 0.2

### Lesson Objectives

- I will talk with all the students individually about their grades and they will understand where they are and where they can go next.
  - The students will listen and complete the textbook activities quickly.
  - The majority of the class will get involved in the charities around the world activity.
  - The song will attract their attention.
-

## Lesson Plan

### Before Class Starts

- If time, walk around and mingle with the students before the bell rings. (King)
- Get the computer working and ready to go.
- 3 Minutes before the bell get the students who have to go to the other class out, and the students in my class in their seats.

### Greeting: USA What's up?

- Yo! What's up? Not much, you? Not much.

### Riddle

- Why is 6 afraid of 7?

### Textbook: Page 58 Let's get ready A & B

- While the students are doing this, play some music.
- Call them up one by one to tell them their grades and discuss quickly what they can do next.
- Talk about the song before going over the answers.

### Activity: Charities Around the World (Mr. Brown)

- Now you are going to make a charity.
  - I will make 6 teams.
    - Teams need to be made before class begins.
  - Each team will make a charity to solve one problem.
    - Problems:
      - Not enough food
      - No clean water
      - War
      - People are sick
      - People have no education
      - People have no jobs
      - People have no home (Class 3 Student's Suggestion)
  - You will think of 8 ideas to solve your problem, and write them on this paper.
    - Give them a copy of the paper.
  - Put a song on while they are writing.
  - Maybe make them come to the front of the class to speak?
-

## Lesson Review

### 26 May 2010 AM Period 2 Grade 8 Class 3

- In class about 3 minutes before the bell and everyone was in their seats to begin.
- 1. Greeting
  - They didn't add "You?" to the end of "Not much."
- 2. Riddle
  - One boy said "Because 7 can eat 6." or something to that effect, which was the right answer.
- 3. Let's get ready
  - Kept it quick
- 4. World Charity Activity
  - Went well, one girl pointed out we did it last week, in the post-class review another girl said it was "just so-so".
- 5. Words missing listening
  - Numb got, but could not hold much of a response. Tried "Beat It" which a couple of boys were nice enough to dance to, until they fell.

#### Next Week

- Go over select answers.
- One young man requested to watch "Moonlight" a couple of weeks back.
- Some students asked to listen to "Nobody"

### 26 May 2010 AM Period 4 Grade 8 Class 2

- In class before the bell and I got everyone in their seats.
- 1. Riddles
  - Ended up doing 3, the English/Chinese one really got people chuckling.
- 2. Where will LeBron go next? Wade?
  - Chatted about these topics, listing teams and reasons and then taking a vote for a while.
- 3. Words missing listening
  - Not much of a response
- 4. Positions in basketball
  - Went through the different positions, not all of which they knew, then people who play each position.

#### Next Week

- Finish the people/positions exercise.
- Go over their grades with them.
- One boy said something about "New Moon City"

### 26 May 2010 Notes

#### What Could I Have Done Better?

- Told the G8 C2 students their grades

#### What Did I Do Well?

- Completely freelanced for a lesson the boys liked.
-

**What Did I Learn?**

- Sometimes its better to throw the lesson plan out the window.

**What Did My Students Get From The Lesson?**

- Aural practice, experience working in groups and thinking critically about the NBA.

**Were the Lesson Objectives Achieved? Why?**

- I will talk with all the students individually about their grades and they will understand where they are and where they can go next.
  - Done in 1 class, not the other because I was not ready.
- The students will listen and complete the textbook activities quickly.
  - Done in 1 class, the other class I decided not to try the textbook.
- The majority of the class will get involved in the charities around the world activity.
  - In the class I tried, yes.
- The song will attract their attention.
  - No, "Numb" isn't really getting anyone's attention.

**How can I Improve the Lesson?**

- Different song.

**27 May 2010 AM Period 2 Grade 8 Class 5**

- Riddles (did them last week)
- Textbook
  - Did the let's listen on "Mother Teresa" which went well.
- Make a charity activity
  - They were bored.
- Missing Words Listening: Linkin Park

**Next Week**

- Grades

**27 May 2010 AM Period 3 Grade 8 Class 4**

- Tongue Twisters
  - Let's get ready
  - Let's listen 2 Mother Teresa
  - Charity activity
  - Missing Words Listening: With or Without You
  - Listened to "Just Dance" by Lady Ga Ga without the words, just pausing and trying to have the students repeat what they heard. Not sure if that's an effective way or not.
-

**Next Week**

- If I haven't already, grades.

**27 May 2010 PM Period 1 Grade 8 Class 6**

1. Short attempt at a conversation.
2. Riddles
3. Let's get ready
4. T--- (Can't decipher it from my notes)
5. Let's listen 2
6. Birds short film \_ chat
7. Missing Words Listening: U2

**Next Week**

- Grades?

**28 May 2010 AM Period 1 Grade 8 Class 10**

- Arrived to class about 2 minutes before the bell, trying to get everyone in their seats, didn't have time to get my finicky USB ready.
  - Girl whose been trouble was sitting up front. All I had to do was a quick eye movement to her seat and she went. As soon as I did it I was wishing I hadn't I should have let her slide.
- Cost me, as at the start of the lesson without my USB stuff ready I wasn't ready to begin.\
- Stall time riddle didn't work as a girl got the answer immediately.
- In the meantime one girl decided to challenge me with regards to where she was sitting.
- Had them go into the textbooks, got that one girl to move.
- Textbooks went quick. After I went over the answers I went around the room asking different people questions. Talked to most of the class.
  - Made them sort of fun or easy questions too, if their level wasn't so high.
  - During this process all of their other classmates were just chatting amongst themselves.
  - Went through about 15 of them, then stopped because I felt like I was losing them.
  - Girl whose been trouble all term stormed across the room later and proceeded to distract one of her classmates.
- Played "The Birds" from Pixar.
  - Short chat afterwards about the different birds and how they felt about things.
  - Even without the sound it quieted them down.
- Played "Partly Cloudy" from Pixar
  - Got them listening.

**Next Week**

- One student recommended more movies with "questions".

**28 May 2010 PM Period 1 Grade 8 Class 8**

1. Riddle
2. Knock Knock
3. QQ English Corner Announcement
4. Textbook
  - Did let's listen mother teresa
5. Missing Words Listening
  - Gotta be - some of the students were even kinda singing near the end
  - With or Without You
6. Pixar alien film
  - Loved it, but no great facial expressions.

**Next Week**

- 2 quiet girls in the front row have taken to passing me notes to ask me questions. Bring some paper and notes to ask them next week?
  - One of them likes "The Vampire's Assistant" - try to find and watch it?
- One boy mentioned that he liked the Spice Girls
- Take a picture?

**28 May 2010 PM Period 2 Grade 8 Class 7**

1. Riddle
2. Knock Knock
  - Made one boy help me as a volunteer demonstrator.
3. QQ English Corner Announcement
4. Textbook
  - Did let's listen from the doctors without borders chapter which went alright.
5. Missing Words Listening
  - Gotta be
    - Gave them the words at first for a minute or so of the song, then took them away and played it again.
  - With or Without You
6. Pixar: Li
  - Asking them questions afterwards is alright. Focused on "How does he feel?" for different facial expressions.

**Next Week**

- Did I ever give them the answer to the 158 222 riddle?
- Make sure that one boy who wasn't in my class today comes.
- Somebody made a request for "We are not alone" by MJ

**Friday 28 May 2010 Notes**

*Same for grade 7 and grade 8.*

- I have officially become dependant on the computer. If the USB doesn't work for one of my lessons, my heart sinks a little bit. It doesn't destroy my lesson, but I definitely need it.
- After I lost faith in the "Group activity" exercises I sort of lost faith in my lessons in general this week.
- Did not try to get any sort of conversation going.
- Movies are definitely effective in their own way. Got to be a better way to get a conversation going around them, though.
  - Ask questions before hand?
  - Have them make the dialogue?
- Going around asking questions of the individual students only works for a certain amount of time, at a certain point the others lose interest.
- I try to kind of poke fun at certain boys whose levels are alright in order to get them speaking talking about wives or girlfriends or whatnot. Is that an effective way to teach? Its lighthearted, but might they think I'm bullying them?
- A common response to riddles or jokes is that they are "very cold". I wonder what the literal translation for that is, in Chinese?
- Making eye contact with students is important. Sometimes when I'm using the computer I'm spending too much time looking down at the machine instead of them.
- Students really hate to get answers wrong. Is that something I should be reinforcing by only giving them questions in front of peers I know they can answer?

**What could I have done better?**

- When I am disheartened find a way to change things up?

**What did I do well?**

- Not let my anger distract me too much.

**What did I learn?**

- Movies can be a valuable teaching device.
- I am overdependant on the computer.

**What can I do next lesson?**

- Movie again, but with more structured English usage?
  - Mr Brown's suggestion: Play it once through, then play it again stopping and asking silly questions including putting certain people on the spot.
- The lesson about common mistakes - including time.



## Appendix

### Acknowledgments

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### References

- I get many ideas from Stuart Brown. (Mr. Brown).
  - In this lesson it was his idea to create the different charities around the world for the students to try and help.
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### Changelog

Version 0.2 26 May 2010

- More or less the same thing as Lesson 12 version 0.2 with different textbook questions.

Version 0.1 18 May 2010

- Textbook questions chosen during my weekly meeting with Mr. Brown.

# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 14

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牛津初中英语·同步听力(八年级上) FUN WITH ENGLISH 8B Lessons  
Anqing Foreign Language School <sup>[2]</sup>

Lesson 14

Version 0.1

This will be the final lesson for my students. I have decided rather than having a traditional class, I want to have an exit interview with each individual student. One more class would be helpful, but the chance to have a quick conversation with one individual student will yield insights I may miss about some quiet students when teaching everyone and give them a chance to say anything they might want to say to me.

### Lesson Objectives

- Class will begin on time with everyone in their seats.
  - I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
-

## Lesson Plan

- Before Class
  - Arrive at least 4 minutes before class begins.
  - Get the computer working and ready to go.
  - 3 Minutes before class begins, Mr. Brown's students are out of the room and my students get in their seats.
- 1. Greeting: Yo! What's up?
- 2. Knock Knock Joke
  - Knock Knock / Who's there? / Hugh! / Hugh who? / Hugh made me love you!
    - Source: Aha! Jokes, <http://www.AhaJokes.com/>
- 3. Introduce the Coming Test
  - Let them know about the upcoming test.
    - Grade 7 the test will be on chapters 8 to 12.
    - Grade 8 the test will be on chapters 2 to 6.
    - 3 sections with 10 questions
    - read twice
    - talk = instant fail
    - held downstairs in the auditorium
    - answer every question
- 4. Put on a movie (Mr. Brown) and give them American comics.
  - Write some questions on the board for them to think about.
  - Hand out American comics for them to read while the movie is playing.
- 5. Student Chats (Mr. Brown)
  - Have them write down their Chinese name in hanzi and pinyin.
  - Chat briefly about what I think of them.
  - Depending on how well they do on the final exam things might change.
  - Keep it under a minute.
- 6. Chat about the movie.
  - Go over the questions.
  - Play it through again, freeze framing and asking questions depending on what's happening on screen. (Mr. Brown)
- 7. Go over Huang Mei Shi
  - Put the image on the screen, tell them I like the song and I want them to teach me.

## Extra Time

- Telephone in rows of 4 people.
- Missing Words Listening

## Lesson Review

### 31 May 2010 AM Period 3 Grade 7 Class 1

- First time I'd arrived class 5 to 6 minutes before the bell and gotten everything set up and ready before class begins. As I did, and it went OK to start I thought, jeeze maybe these kids aren't so tough, maybe I was just ill prepared all year. Soon enough they were all talking to eachother in Chinese, and some swearing in English.
  - 1. Knock Knock
-

- Smiles
- 2. QQ English Corner Announcement
- 3. Test
  - Said it twice with a little bit of Chinese.
- 4. Watch Wallace & Grommit and chat with the students
  - I'd already told them their grades, so I just gave them some words of encouragement heading forward and gave some the opportunity to write for me in the future.
- Class went about a minute over the bell.

### **31 May 2010 AM Period 1 Grade 7 Class 6**

1. Knock Knock
  - Nothing
2. QQ English Corner Announcement
3. Test
  - Made a joke, calling it Danoff-Kao after Gao kao and Zhong Kao
4. Watch Wallace & Grommit and chat with the students
  - Told them their speaking grades and had short chats.

### **31 May 2010 AM Period 4 Grade 7 Class 5**

- In all the morning classes I forgot to let them see the American comics, which may be fine. Might be enough with just the movie to watch and learn from.
- 1. Knock Knock
  - Those who listened smiled, but there weren't many.
- 2. QQ English Corner Announcement
- 3. Test
- 4. Watch Wallace & Grommit and chat with the students
  - One boy who was good the whole term, but then really annoyed me last week. I almost didn't give him the chance to write for me, then I did, came up to me after class to clarify the topic which was a nice sign.
  - Laughing at the chase scene on the train.
  - One boy told me I should not use a red pen for having the students write down their names, because it is associated with them being in trouble.

### **31 May 2010 PM Period 2 Grade 8 Class 9**

1. Knock Knock
  - Do not recall getting more than 1 or 2 smiles.
2. QQ English Corner Announcement
3. Test
4. Watch Wallace & Grommit + comics + chat with the students
  - Gave the kids their grades last week, so this was just making sure I had their names right. Tried chatting to some, but it never really happened, most just came up and then went right back to sit down.
  - Comics did not garner much response.
5. The Birds
6. Huang Mei Shi
  - Put up the lyrics written out a minute or two before the bell and it caught the interest of some.

- Afterward a boy taught me how to sing some parts.

### **31 May 2010 PM Period 2 Grade 7 Class 4**

- Usually with the second afternoon class there is a five minute period where they do eye exercises, in their class Monday that didn't happen.
  - Additionally there was a woman working on the computer so I could not use it at first.
  - These two factors threw me off at the beginning of the lesson.
1. Name riddle
    - Did it as a stall for the students and it went alright.
  2. QQ English Corner Announcement
  3. Test Explanation
  4. Watch Wallace & Grommit and chat with the students + hand out comics
    - One girl informed me she does not pay attention in my class, because it is "boring".
    - Gave out the comics, and as soon as one or two kids said they could not understand, they stopped.
  5. Huang Mei Shi
    - Students got interested, but they were all too shy to actually sing which was a little bit of a pity.

### **31 May 2010 Notes**

- As I was sitting and chatting with the students, I invited "select" students based on intuition to write articles for me next week.
- I then felt guilty if they chatted with other students about it, although it was also nice to see some who felt pride.
- Think what I am doing is silly and unfair. I am just going to invite everyone to write for me. Odds are the vast majority of them will not, and if I'm lucky I may get a surprise out there.
- Find myself repeating the same things over and over and over to the students about their grades going forward, mostly encouraging them to speak English more.
- In one class I did not really talk to them much at all, because I was a little distracted by the cartoon and they were moving quickly. I do not know if that was better/worse.

#### **What Could I Have Done Better?**

- Had more helpful conversations with the students.
- Presented the opera in a different way that was comfortable.

#### **What Did I Do Well?**

- Restrained my bubbling anger after one student's critical comment.

#### **What Did I Learn?**

- Do not necessarily need to chat in depth with all the students.

#### **What Did My Students Get From The Lesson?**

- Information about their grades and a final chat with me.
- Exposure to British animation.
- Knowledge that a foreigner's interested in their local culture.

#### **Were the Lesson Objectives Achieved? Why?**

- Class will begin on time with everyone in their seats.
  - Done in 4 out of 5 classes, the 5th one I did not respond well to changing circumstances.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Not done, did not chat with every student.

- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
- Done in 2 out of 5 classes, not successfully.

### **How can I Improve the Lesson?**

## **1 June 2010 AM Period 4 Grade 7 Class 3**

1. Knock Knock joke
  - Was not very enthusiastic about explaining the joke, and no one laughed.
2. Announcements: QQ English Corner & Writing Opportunity
  - Decided just to give all the students who wanted to the chance to write for me. Felt it was wrong to only select certain students as worthy of the chance.
3. Movie + American Comics + Chat
  - Again from what I could tell the American comics were viewed then quickly discarded.
  - The short film did get a lot of attention; however.
  - My chats were alright, moved with my back to the screen, which helped me to focus on the student I was chatting with. Again though, I took too long with the students at the beginning, forcing me to rush through the end. I feel myself preaching at these kids when they sit down. Perhaps instead, I should be asking them questions, though we do not really have too much time.

## **1 June 2010 Notes**

### **What Could I Have Done Better?**

- Given the kids something useful in our conversation or nothing at all instead of a few cliched words about speaking more English in the future and having confidence.
- Tried a differnt joke or a riddle or something else instead of sticking with a Knock Knock joke I did not think it was funny just because it was in the lesson plan.

### **What Did I Do Well?**

- Giving all the students an opportunity and especially encouraging select students, instead of exclusively giving them the chance.

### **What Did I Learn?**

- With some pupils it may be better just to give them their grade and move on.

### **What Did My Students Get From The Lesson?**

- A short opportunity to chat with me and a chance to relax over an English film in the midst of their busy lives.

### **Were the Lesson Objectives Achieved? Why?**

- Class will begin on time with everyone in their seats.
  - As far as factors within my control, yes.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Not done, because I took too long with the beginning students.
- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
  - Not done, no time.

### **How can I Improve the Lesson?**

- Perhaps try telling the students their grades then asking questions and for those on the border, take Mr. Brown's idea and ask them what they think their grade should be?

## **2 June 2010 AM Period 1 Grade 8 Class 1**

- My USB was not being accepted by the computer at the beginning of the lesson. I was a little fatigued already and then that threw me off.
  - They were sitting around in different seats and for whatever reason I decided to let them get away with it because in general they have worked for me this term. Was a mistake.
1. Riddle
    - Tried two to stall for time as I figured out the computer. Most of the students were not listening.
  2. Funny answers from last week
    - No one was listening at all.
    - Computer started to work during this time.
  3. QQ English Corner Announcement
  4. Write for me Announcement
  5. Movie + Grades + Comics
    - Comics got no reaction.
    - Film got none either, I believe it was especially hampered because the room was quite bright making it difficult to see.

## **2 June 2010 AM Period 2 Grade 8 Class 3**

- Before class everyone was sitting in their seats and I played poker face for them which they seemed to enjoy.
1. Go over select answers from last week's charity activity.
    - Got a few laughs which was nice.
  2. QQ English Corner Announcement
  3. Write an Article For Me Announcement
    - I wasn't too enthused because they were not listening and I do not think anyone heard me.
    - Mentioned it again to certain students when they came over to write their names down in pinyin.
  4. Movie + Grades + Comics
    - Tried a little more with the comics than the other classes did.
    - Room was dark so they could see the movie and laughed.
  5. Music Billie Jean
    - Boys who danced last week did not again today.

## **2 June 2010 AM Period 4 Grade 8 Class 3**

- Computer trouble again
1. QQ English Corner Announcement
  2. Announcement of the article writing opportunity
  3. Test
    - One of the boys said he wanted to play with my girlfriend. Thankfully I do not have one, though I still did not appreciate the comment.
  4. Movie + Grades Chat
  5. Music + Basketball Chat
    - Really short, chatted very quickly about the Finals.

## 2 June 2010 PM Period 1 Grade 7 Class 11

- tired and not ready to begin class
- totally off until the computer was ready
- Did their grades last week.
- About halfway through, sitting with the kids started asking them if they had any ?'s.
  - went better
  - asked 1 girl why she didn't talk? -> Led to a nice conversation.

## 2 June 2010 PM Period 3 Grade 7 Class 10

- More rested.
- Started class by going over what they wrote the week before, for the "Lost" activity.
  - Got some chuckles.
- Told them that I would talk to them in back while the movie was playing and that I wanted them to give me their names. Explaining beforehand made it a lot easier.
  - Asked every student if they had any questions for me. Went way better than me talking at them. And the majority of them had questions for me. As a result of this I only told one or two students that they should write for me. Of course the conversations were naturally better because I took care of the grades last week, but I do still feel asking them questions was better.

## 2 June 2010 Critique

- Was nice having the classes where I had already given the kids the grades. Made the 1 on 1 time a lot more relaxed and allowed some kids to open up in ways they had not done in other classes.
- Definitely explaining to the kids what I will be doing in the back of the room before I begin is a better way to start the process.
- I am decidedly completely reliant on the computer this week. It has made me lazy in a way when I begin class. Have it all on there ready to go, and it just, I don't know, its made me less dynamic than I was at the end of last term when I was never able to use the computer the whole time.
  - Its a nice tool, because I have become dependant on it is not the computer's fault.

### What Could I Have Done Better?

- Not been so boring to start all of my lessons, especially those where I did not have the computer working.

### What Did I Do Well?

- Adjusting to asking the students if they had any questions for me in our 1 on 1 chats.

### What Did I Learn?

- Some kids want to chat, others do not.

### What Did My Students Get From The Lesson?

- A short opportunity to chat with me and a chance to relax over an English film in the midst of their busy lives [same as yesterday].

### Were the Lesson Objectives Achieved? Why?

- Class will begin on time with everyone in their seats.
  - Yes.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Did not chat with all of them for a minute, some who wanted to went longer.

- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
- Only had time to try this in one lesson and in that lesson I forgot about it.

#### **How can I Improve the Lesson?**

- Maybe try opening with the Huang Mei opera?

#### **3 June 2010 AM Period 2 Grade 8 Class 5**

- Before class one boy wanted to teach me his country's national anthem. He did and then they all ended up singing it for me to begin class.
- In turn, I sang the Star Spangled Banner.

#### **3 June 2010 AM Period 3 Grade 8 Class 4**

- Tried the national anthem again, went alright.
- Did not get too much of a response from what they wrote down for the charity activity.

#### **3 June 2010 PM Period 2 Grade 8 Class 6**

- Forgot my USB which made the movie/grades thing impossible.
1. National Anthems Chat
    - Got lost in our national anthem.
  2. Japan Chat
    - Told them about my years in Japan, then taught them some Japanese words. One girl up front knew quite a few she'd learned from cartoons.
  3. Weddings Chat
    - Asked them some questions about Chinese weddings and weddings in general, held their interest for a little bit.
  4. 4 Person Telephon
    - Students had to give absolutely exact answers, only got a few.

#### **Next Week**

- Grades+Movie

#### **3 June 2010 PM Period 2 Grade 7 Class 8**

- One girl took her grade really hard, might be nice to chat with her again.
  - Brought the wrong class sheet, so I had them write down on a piece of paper. Was easier for them to understand in some ways.
  - Sang the American national anthem for them without making a mistake.
-



### **3 June 2010 Critique**

- I was pretty tired this day and if it was that or something else, the students were having a lot of trouble grasping my explanations of their in class vs. speaking grades.

### **4 June 2010 AM Period 1 Grade 8 Class 10**

- Got there about 2 minutes before which was enough time to get everyone in their proper seats, letting certain students slide, but not enough to get my USB into the computer and ready to begin.
1. National Anthems Chat
    - A few students were listening, but not that attentively.
  2. Announcements
    - Some seemed to be interested in hearing about the QQ English corner and writing opportunity.
  3. Test
    - Was surprised at how this quieted most of the class and they more than I expected were listening.
  4. Wallace and Grommit + Grades
    - The students were interested in the show and most of the grade chats were understood and went quickly.

### **4 June 2010 AM Period 1 Grade 8 Class 10**

- Decided to skip talking about the anthems or anything and go straight into the meat of the lesson. Gave me more time to chat with the students and then ask them questions at the end.
1. Announcements
    - Maybe should I be doing this before class begins?
  2. Test Information
  3. Show + Grades
    - One girl was back/forth between an 80% or 75%. Decided on the lower grade and once I did, felt I had to give all students with similar characteristics: quiet/shy the same grade. Do not know if that was right.
1. Chat about the show
    - Played the show again and asked questions about different things which the majority of them were listening to and answering.

### **4 June 2010 AM Period 4 Grade 7 Class 9**

- A female student asked me if I had listened to the song "Wonderful Tonight" when I replied that I had not, she was disappointed.
  - The kids all compare grades, feels more appropriate to give certain groups the same grade.
  - I have been doing number percentages. I think it might be better to move to letter grads as Mr. Brown does. This comparing is silly.
1. Announcements
  2. Test Info
  3. Show + Grades
    - Went all the way to the end of the period, they have a lot of students.

#### **4 June 2010 PM Period 1 Grade 8 Class 8**

- Switched from percentages to letter grades and it made the whole process a lot easier, kids understood more and there was not as much fussing around.
- Had a chance to chat with them about the show afterwards, which was really nice.

#### **Next Week**

- The Vampire's Assistant + Spice Girls
- Monitor the students who might be able to move up/down in grades.

#### **4 June 2010 PM Period 1 Grade 8 Class 7**

- Chats with the students in this class were the best I have had in all the classes. I asked kids I was not sure about "What grade do you think you have?" [Mr. Brown] then "Why?" and others I shared my thoughts on them as a student and going forward in a way that felt far more genuine than I had been doing in other classes.

#### **4 June 2010 PM Period 1 Grade 8 Class 8**

- A lot of kids were in between grades this class. I gave them the opportunity to improve their grade the next week if they paid attention.
  - Not sure if that was right, but the grades were really hit or miss, so 1 positive lesson is probably worth a good grade, right?

#### **4 June 2010 Notes**

- There were multiple times were part of me felt a student deserved a certain grade, but while they were sitting down, I could just not bring myself to give them that grade.
  - Part of it was because I was going off of intuition for their grade, if I had kept better notes throughout the term I could point to, perhaps I would not of backed off.

#### **What Could I Have Done Better?**

- Given students the grades they deserved instead of being "nice".

#### **What Did I Do Well?**

- Switched my approach from number to letter grades, even if it took me until Friday afternoon.

#### **What Did I Learn?**

- In certain situations keeping it simple makes it easier for both parties.
- It is difficult for me to give some students low marks.

#### **What Did My Students Get From The Lesson?**

- Information about their grades and a final chat with me.
- Exposure to British animation.

#### **Were the Lesson Objectives Achieved? Why?**

- Class will begin on time with everyone in their seats.
  - In the morning alright, in the afternoon, done. Something I still need to improve upon, though there is precious little time remaining.
- I will chat with every student for one minute, recording all of their information, and imparting whatever feedback I can in that time.
  - Done, but most for less than a minute.

- We will spend a few minutes going over the famous local opera, giving the students a chance to teach me about their culture.
- Barely done, decided it was better to focus more on chatting with them this week.

### **How can I Improve the Lesson?**

- Best lesson:
  1. Announcements
    - Quickly
  2. Test Information
    - Say the last part about how they will fail if they chat in Chinese.
  3. Movie + Grades
    - Before starting the movie write 2 questions on the board.
      - Who is the chicken? / Are the trousers naughty?
    - Give them letter grades not numbers, and keep the obvious students short to give you time to chat with ambiguous students.
    - If the movie finishes while you are still chatting choose a student you trust to put on a new movie.
    - Pay attention to how many students you have. If you have a whole lot, may be better to go quicker.
  4. Extra Time
    - Play the show again, and then stop it asking very simple questions about what they see or the characters are feeling.

## **Appendix**

### **Acknowledgments**

- I would like to thank all the 7th and 8th grade classes at Anqing Foreign Language School who had this lesson for their participation and feedback. I would also like to thank the Anqing Foreign Language School for allowing me to teach there.

### **References**

- I get many ideas from Stuart Brown. (Mr. Brown).
- Marjorie King provided some feedback <sup>[3]</sup> on my last lessons, that was built into this lesson. (King)

### **Resources**

- How to Say Goodbye to EFL Students <sup>[1]</sup> by, Ilene Springer <sup>[2]</sup> has some helpful ideas for saying goodbye.

Even more important than a final lesson is that students and teachers need that final moment to officially end the bond they have formed in class. Even if there is some contact afterwards (by email), there still needs to be some formal ending to the relationship. ... if you have any doubts about proper behavior, let culture be your guide. ... And you'll find these are the students who will hang around waiting for that extra moment of attention. When the other students leave, this gives you the chance for that little extra hug or words of encouragement.

## Changelog

29 May 2010

- Finalized version 0.1

Unused Ideas:

- Zoo activity highlights
- pics of my American home & family
- pics of American food?
- teach High 5's?
- Play the songs all the way through one time b4 we analyze them?
- music: We are not alone / Spice Girls / Lady Gaga Poker Face / Wonderful Tonight /

25 May 2010

- Version 0.1 Outline written at Shaliwen Coffee Shop in Mr. Brown and my weekly meeting.

### Outline

- Talk about the test.
  - Test: Grade 7 Zoo - Chapter 11 /Alien - 10
- next week: grade 7 - class monitor chapter 15
  - pictures of 4 people + list of personality traits
  - 1a + 2a
- grade 8: hiking chapter
  - 1A + 2A&B

# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 15

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## INTRODUCTION

Easy lesson for the last week of classes. Idea is to get a conversation going around spring festival and also review a few common simple mistakes many students tend to make.

Be careful with the lao wai bit, its sensitive and some students w/o a high english level may take it the wrong way, esp if in their experience people only say good things about foreigners in those moments when they shout out 'laowai' in the streets. For the first few lessons I was too preachy telling them not to say things. Now I prefer to just tell the story of a Chinese person in America and let them figure it out on their own.

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## MATERIALS

- Comic Strips

## SYMBOLS USED

- OR # are for instructions or notes.

' means is for something to say. == and CAPITAL letters is a section header. = and lower case letters is a sub-section header. <> Indicates a link to a web resource.

## LESSON PLAN

### 0 Before Class Preparation

- Clean classroom.
- Write 'Lesson Plan' and 'Announcements' on the board.

### 1 Opening Conversation

- Open with 'Yo.' and 'What's up?' which we have been practicing.
  - If they do not remember, go over with them by writing this on the board. Try to have them fill in the second part.

- hello = yo
- how are you? = what's up?
- I am fine, and you? = not much, you?

- What Chinese festival is coming in February? (Talk about Spring Festival & Chinese New Year's]
- What other Western festival is also on February 14th? (Talk about Valentines day, which in 2010 is also on Chinese New Year's]
- Perhaps tell a personal story.
  - Our family Volvo is older than most of the students.
  - When I was a kid and that dude in the locker room he was fat.

### 2 Common Student Mistakes

- Start by going over what "Common Student Mistakes" means, stressing they should not feel bad because many of them make the same mistakes.

- no why!

' Why is saying no why a mistake? " Because it is not English, it's Chinese – meiyou wueshenma ' What should you say? " No reason.

- give me!

' Why is saying give me a mistake? " Because it is rude – bu li mao in Chinese. ' What should you say? " Can you please give me one? ' What should you say afterwards? " Thank you.

- I know! I know!

- Write  $2 + 2 =$  on the board.

' If I ask this question and you know the answer, what should you say? " I know, it's 4. ' If you don't know the answer, what should you say? " I don't know. ' Then I will tell you the answer is 4. After I tell you, can you say Oh, I know? " No, you should say I see or I understand. ' If I have to tell you the answer to a question, you cannot say I know. If you know the answer already then you can say I know.

- pronunciation of 'C' – Many students say it as 'say' instead of 'see'.
- pronunciation of 'F' – Many students say it as 'f-uh' instead of 'eff'.
- lao wai!

'What is a lao wai?' Foreigner 'What is a foreigner?' A person from a different country. 'Right, so in China I am a lao wai. If you went to America you would be lao wai right?' For example, if you go on to a trip to America, you are very happy. There is good food, good shopping, beautiful places and beautiful people. You are very happy! Then, one day you are walking down the street and some Americans stop and yell FOREIGNER! then start laughing and talking quickly. How would you feel? " [if they don't respond] would you be happy?

- Don't batter it over the head, but try to naturally get them to consider how a foreigner in China might feel, even if they are saying nice things.

– From here on out, vary by class depending on what they like. –

3 Game they want to play and/or Everybody's an artist and/or Competition (boys against girls) Game and/or Go Outside

- Everybody's an artist

<<http://www.eslcafe.com/idea/index.cgi?display:1093598077-29558.txt>>

- Competition (boys against girls) Instructions

<<http://www.eslcafe.com/idea/index.cgi?display:989557661-7688.txt>>

- Additional Instructions:
  - If you don't have a lot of time, it doesn't have to be boys vs. girls.

- It seems like a simple enough game the teacher can just relax, but with my classes unless I am actively involved moving around and keeping score on the board it hasn't worked.

- Can also do phrases instead of just words.

4 Read Comics and Relax

- If possible go through a comic strip with them step by step – seeing what they think.

- Hand out comic strips.
- Walk around the room sitting with different groups of students talking and see if they want my help.

- Move quick.
- Be patient, it is really hard for some them. If they can't access the comics immediately they tune out and start acting up.

## Lesson Critiques

### 9 June 2010 AM Period 1 Grade 8 Class 1

1. Spent a minute or two getting everyone into their seats as I did not arrive until perhaps a minute and a half before the bell.
2. Tried going over the common mistakes to start, but no one was really listening.
3. Fashion Slideshow
  - Few students listening, but the response was not very strong.
4. Telephone
  - One team had 3 people with a really high level and they dominated, which made it tough for the others to have fun.
5. Fire! Game
  - Blindfolded a student and had them look for a fire - worked alright.
6. Watched The Birds
  - Watched it through again stopping and chatting about which went alright.
7. Watched 1 Man Band for the last minute or two.

### 9 June 2010 AM Period 2 Grade 8 Class 3

- Promised one of the students we could watch the vampire show he was interested in watching, so we did.
- Stopped it at one point to explain about prom in the USA.

### 9 June 2010 AM Period 4 Grade 8 Class 2

- Switched the boys and the girls with Mr. Brown, so today I was back teaching the girls.
1. Do you have any questions? Anything you want to talk about?
    - No.
    - Played music quietly in the background throughout.
  2. Taught them about prom in the USA, got a few laughs, but no real questions.
  3. Fashion Slideshow
    - Also asked their opinions on make up / dresses vs. pants for girls / tattoos
    - Didn't think they were into it, but a couple expressed disappointment when it finished.
  4. Missing Words Listening: You Gotta Be
    - Played the song all the way through the first time.
    - Second time a whole bunch of them were listening trying to figure out what was happening.

### 9 June 2010 PM Period 1 Grade 7 Class 11

1. Greeting: Yo! What's up?
  2. Do you have any questions for me?
    - Got a couple.
  3. Fashion Slideshow
    - Not too much interest.
  4. Oh my God vs. Oh my Lady Ga Ga & Oh my Gosh
    - Not sure how much was understood.
  5. Columns Telephone
    - Played it twice through and that was enough, the kids just go wild.
  6. Simon Says
-

- Students were not too excited and those who got out early kept on hitting one another.
7. Pixar Shorts and discussion.

### 9 June 2010 PM Period 3 Grade 7 Class 10

1. Greeting: Yo! What's up?
2. Do you have any questions for me?
  - Not many.
3. Fashion Slideshow
  - I'm getting better at delivering the slides.
  - Questions on them do not really work, it'd be better just to add more pictures.
4. Pixar Shorts
  - Grandpa & Sheep one were boring and did not get much of a discussion.
  - Birds went better but finished as we were ending class.

### 9 June 2010

*What did I do well?*

- Having a lot of different things we could do, and letting the classes go this way or that depending on student interest.

*What could I have done better?*

- Asked better questions around the fashion show.
- Tried more to talk about common mistakes with the students. I did not try very hard at all to get these discussions going.

*What did I learn?*

- Having multiple options instead of a set lesson allows me to better follow student interest without the pressure of "We need to get this done!" playing in my own mind.

*What did the students learn?*

- About fashion and different ways to think about fashion.

*How can I make the lesson better?*

- Add more pics to the fashion slideshow.
- Try to talk about the common mistakes more in the lessons.

### 10 June 2010 AM Period 2 Grade 8 Class 5

1. Do you have any questions for me?
  - None.
2. Huang Mei Xi Lyrics
  - One or two sang seriously, most did not.
3. Fashion Slideshow
4. Missing Words Listening: Let it Be
  - Played one time through for them to listen and another time without they lyrics which worked better than I expected.
  - At one point when they were all listening I decided to yell at a couple of boys who were acting up, doing that cost me about 95% of the listening student's attention [they laughed at the boys I chastised] and the boys did not really change their behavior much.
5. One Man Band Video



- Got a decent chat going about the video afterwards.

**10 June 2010 AM Period 3 Grade 8 Class 4**

1. Do you have any questions for me?
  - One or two.
2. Taught them about "Oh my God!" and "Bless you."
3. Asked "What have you learned this year?"
  - Got one or two responses, but not much.
4. Fashion Slideshow
  - Tried chatting with everyone, but I was not able to.
5. Listened to Des'Ree "Let it Be" One Time
6. Simon Says
  - One girl won when I asked them to "touch your elbow".
7. Huang Mei Xi Lyrics
  - Put them up there and then asked some people to sing for me, which a few did.
8. Bye Bye with contact info
  - Told the class honestly how I felt about them and the wonderful work they have done this year.

**10 June 2010 PM Period 2 Grade 8 Class 6**

1. Did the movie and grades with them I didn't do the week before.
  - Giving some kids who were just quiet C's felt wrong as did one boy who was annoying at times, but whom was also always talking in English in every lesson in one way or another and who could've easily made my lessons impossible, but who did not.

**10 June 2010 PM Period 2 Grade 7 Class 8**

1. Do you have any questions for me?
  - Got a couple.
2. Taught them about "Oh my God!" and "Bless you."
  - Attracted their attention, and one boy in the back was writing down notes.
3. Fashion Slideshow
  - Managed to chat with every student in the class at least once, I believe.
  - Working through the pictures is a good way to talk to everyone, because it keeps it interesting and the questions fresh.
4. Telephone
  - A boy who is usually EXTREMELY quiet delivered the correct message, which was shocking and wonderful.
5. Bye Bye with contact info
  - Told them honestly what I thought about them as a class, and that I was leaving. Some of the students did not realize I was not returning.

**10 June 2010***What did I do well?*

- Chatting with a bunch of students during the fashion slideshow.

*What could I have done better?*

- Done a better job of delivering my exit speech/message to them. Some of them I did not do it at all.

*What did I learn?*

- It will be difficult to say goodbye to them.

*What did the students learn?*

- That I am leaving and one more chance talking and speaking with me and hearing how I deliver class.

*How can I make the lesson better?*

- Make sure I talk to every student at least once during the fashion slideshow.
- Keep doing the manners bit.
- Ask them what they've learned.
- Learn how to sing Huang Mei Xi.

**12 June 2010 AM Periods 1, 3 & 4 Grade 7 Classes 1, 5 & 6**

- Taught the full 50 students alone today.
- Did about the same lesson plan above, but I also mentioned their upcoming test again, and experimented with giving out candy to the students.
- One of the students said he knew one of the stories the test was from.
- Trying to give the students candy has been very difficult.
- Some students rise to the challenge and get really, really excited. Those who would usually be quiet, raise their hands.
  - Especially the more aggressive students.
- Others, who normally might talk from time to time, completely shut down.
- Once I begin throwing chocolates around the room inevitably some boys get a big kick out of knocking down the chocolates and preventing their classmates from getting them.
  - This has started with one boy who thinks he's clever in each class and then spiraled out of control.
- Some students also tend to lost interest after they realize I will only be giving them one chocolate each.
  - They end up giving the chocolates to their classmates, but it gets REALLY annoying.
- If one of their classmates speaks for a second time, they are sure to remind me "Two times!"
- Kids can get very rude with them around, asking/demanding their classmates give them the chocolates they earned.
- One girl whose incredibly bubbly and fun was absolutely dour by the end of the period for some reason I believe related to the chocolates.
- Usually keeps them interested for a short while, then I lose the majority of the class.
- Tried just calling on individual shy students near the end, which went OK.
- Finished class by asking a question like "If someone tells you something is true, what can you do to see if its true?"
  - Said I would give a chocolate for the best answer.
  - In the 3rd class I said the best 3 answers. I also tried writing what they said on the computer with their names.
    - I struggled writing the Chinese names. Students got a big kick out of this and some tried to help, others took advantadge telling me the wrong words to type which got many other classmates laughing and me angry.

*How can I improve?*

- Tell them they are not allowed to stand up and block the chocolates?
- Abandon the chocolates idea?
- Give them a chocolate if they ask me a question only?

#### **12 June 2010 PM Period 1 Grade 8 Class 9**

- Tried having the students just ask me questions for chocolates.
- Then, instead of throwing them around the room, I had the students walk up to me to receive them, and say "thank you".
- Surprised to discover that some of them simply did not like chocolates, and that some were uninterested or too shy to ask.
- Most students who did not ask, I called on them in any event.
- Definitely worked better than the morning, but by the end most of the students were not interested.
- Did the fashion slideshow to little interest.
- Tried playing them the Des'Ree song to finish, which was not too well received, in that, no one was listening. Part of it was that they could not hear.

#### **12 June 2010 PM Period 2 Grade 7 Class 4**

- Started off going over the test and then right into the fashion slides.
- Got more of their attention than in the earlier class when I did the slides after the chocolates.
- Then did the chocolates and having them ask questions, which also worked better with them coming to the front.
  - Still though some of them were too shy, or did not really care.
- Tried singing Huang Mei Xi, which even though I just did one or two lines was met with a huge applause.

#### **12 June 2010**

*What did I do well?*

- Tried something new with the students, and even though it did not work especially well, I stuck with it and tweaked it, looking for a way to make it work.

*What could I have done better?*

- Let them know I am leaving in a more direct way.

*What did I learn?*

- Giving out candy to students can get them talking, and be dangerous.

*What did the students learn?*

- About fashion and got one more experience asking me questions.

*How can I make the lesson better?*

- Incorporate Huang Mei Xi, more.
  - Consider dropping the candy.
-

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  - Many editions of the Sunday comics, kindly sent to me by my father.

## Materials Used I Created

- Comic Book Activity

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## Changelog

Ver 0.1 Jan 17, 2010

- Sketched out ideas and rough plan on paper at an Anqing coffee shop.

Ver 0.2 Jan 18, 2010

- Transcribed into aquamacs clarifying and finalizing my prep for the week.

Ver 0.3 Jan 20, 2010

- Revised following 11 classes worth of experiences.
- Expanded the instructions for “yo, what’s up?”
- Removed questions about studying and exams because those questions only put kids in a bad mood.
- Added questions about spring festival and valentine’s day, which are topics that can be discussed for a long time.
- Removed the poetry contest announcement, because I forgot to bring it up in far too many classes.

- Modified the instructions for every part of the lesson plan.

## Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Lesson 16

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### Lesson Taught on 11 June 2010

1. Lay out the test papers in the students seats before class begins.
2. Gather the students in their classrooms.
3. Put them in their seats, ensuring horizontal space.
4. Go over how many names they are supposed to write and to put down Mr. Danoff or Mr. Brown depending on who is their teacher.
5. Go over the rules for the test.
6. Administer the test playing each audio piece 3 times.
7. Give them a minute or 2 inbetween each playing to review and answer the questions, depending on how screwy they get.
8. Following the collection of the test, watch a short film.

### Lesson Critiques

g8 c10

1. Place the tests out in the chairs.
  - Not staggering them this class worked fine.
2. Gather the students in their classroom.
3. Explain that they should write 3 names on the sheet.
4. Tell them to write Mr. Brown or Mr. Danoff depending on who is their teacher.
  - A little bit of confusion.
5. Play the audio 3 times.
  - Short breaks in between gave some the chance to speak.
  - Some students who did not understand, simply gave up and did not answer anything.
  - Tell them to answer the T/F and mulple choice questions?
  - Ended up playing the audio through one more time at the end.
6. Had the students leave to return
  - After class we discovered the audio played differently in different media players. On one there was a significant echo, on another, none.

g7c7

- gave them 3 readings from the start.
- not having the test papers laid out made it more difficult.
- give them a minute or two around each test to answer questions.
- played a short movie at the end, which they seemed to like

g7c9

- have some difficulty with remembering to put their teacher's name on the paper
  - Finished with about 15 minutes to spare.
    - graded some tests as they were watching a film. took about 25 minutes per test.
-

# Teaching EFL Listening via FUN WITH ENGLISH Books/8B/Test 2

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## Italy

- 1) Where is the beautiful country of Italy?
- 2) What type of buildings does Italy have that are beautiful?  
a) Museums b) Schools c) churches d) football stadiums
- 3) When was Pompeii covered?
- 4) What can you learn from the city of Pompeii?  
a) How to milk a cow b) What life was like 200 years ago c) how to learn English  
d) What life was like 2000 years ago.
- 5) A teacher found the city of Pompeii. True or False
- 6) Why do people love the city of Venice?
- 7) In Venice people travel in cars. True or False.
- 8) Every March people come to Venice to celebrate spring. True or False.
- 9) In Venice there is a big party. What is it called?
- 10) People wear beautiful masks and clothes for the party. True or False

## Italy 2 - let's listen 2

- 1) Lisa slept well. True or False
- 2) What is Jet Lag?
- 3) Where was Lisa travelling to?
- 4) How was Lisa travelling?  
a) walking b) swimming c) flying d) jumping
- 5) When it is night-time in China it is \_\_\_\_\_ in Italy.
- 6) Lisa will never sleep again. True or False.
- 7) How long does Jet Lag last?
- 8) If you drink water and eat healthy foods you will not be comfortable when you have finished flying. True or False.
- 9) Who is Lisa talking to?

## Olympics

- 1) The Olympics are smallest athletic competition in the world. True or false.
- 2) How many countries take part in the Olympic games.  
a) less than 50 b) 98 c) 187 d) more than 200
- 3) What are the goals of the Olympic games?
- 4) At the first modern Olympic games how many people took part?
- 5) In the last Olympics games how many people took part?
- 6) How long were two men wrestling in Sweden?  
a) 10 minutes b) 1 hour and 40 minutes c) 6 hours d) More than eleven hours
- 7) In 1992 Germany was competing in the Olympics as one country. True or False.
- 8) Ben Johnson won a gold medal but had to give it back. Why?
- 9) Why were the Olympic games cancelled in 1940 - 1944?
- 10) In 1998 the Olympic games were held in Seoul, \_\_\_\_\_ .
- 11) The Olympic games are not popular. True or False.

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