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| **Teacher:** Elyse Brooks | **Class:** English (15-18 yrs.) | | **Date:** | **No of Ss: 25** |
| **Lesson Topic:** Kick the Habit | | | | |
| **Lesson objectives:** 1.) For learners to practice listening for detailed information. 2.) To help learners access an authentic listening text to improve their conversational skills. 3.) The learners will be able to recognize expressions and vocabulary related to the video and understand their meaning. | | | | |
| Main skill / system objective: | | Students will be able to watch the 9-minute TED talk at least two times about breaking habits and answer the two comprehension questions. | | |
| Secondary skill / system objective: | | The students will be able to discuss the bad habits mentioned in the video with the teacher and the rest of the class. The students will be able to understand the 4 expressions of habit and their meaning in the context of the video. The students will be able to discover the meaning of expressions through context. | | |
| Textbook pages / Worksheets / etc. | | Comprehension question handout Vocabulary handout – expressions of habit Discovering meaning of expressions through context handout | | |
| Materials / Resources / Supplies / Flashcards / etc. | | Whiteboard and markers | | |
| Songs / Listenings / etc. | | **TED Video:** https://www.ted.com/talks/judson\_brewer\_a\_simple\_way\_to\_break\_a\_bad\_habit?language=en | | |

**Board Plans:**

Second Half of the Class:

* Kick the habit = give up/quit a bad habit
* Old habits die hard = it’s difficult to stop a habit you’ve been doing for a long time
* A creature of habit = someone who likes the security of a routine
* Why break the habit of a lifetime? = something you say to a person you know isn’t going to change their habits.

First Half of the Class:

* New vocabulary from the video
* Write the four discussion questions

| Stage | Procedure | Resources / Page No. | Time |
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| 1.  2.  3. | Students watch a TED talk called “A simple way to break a habit” at home. Recommend that the students watch the video at least two times so that they will be able to discuss the video the following day in class. Additionally the students will be encouraged to write down unfamiliar words they come across during the video and bring them to class. The students are to answer the following questions after watching: 1.) What bad habits does he mention? 2.) What solution to these bad habits does he suggest?  \*THIS IS TO BE DONE AT HOME  Students will come prepared to class to discuss the TED talk and the questions from the homework. The teacher will first allow the students to ask questions related to the content of the video and any vocabulary. The teacher will highlight the bad habits mentioned in the video. Each student will be given an opportunity to name one of the bad habits and the teacher will write them on the board. Then, the teacher will write four discussion questions on the board for the students to discuss. They will discuss this through the doughnut activity, which allows the students to talk with multiple students about the subject.  The teacher will then transition the class to think about expressions of habit, highlighting that English has a variety of phrases or expressions related to habits that may sound a little odd for the students. The teacher will give each student a handout with four expressions of habit underlined in various sentences. The students will be broken up into pairs in order to discuss what these expressions mean.  Lastly, the teacher will hand the students a list of 10 sentences with various expressions underlined. The students will break into pairs in order to work through the sentences and try to guess the meaning of the expressions from the context. After about 10-15 minutes, the teacher will ask each pair to talk about one of the sentences. The teacher will write the correct meaning of the expressions on the board after each pair has shared their ideas. | TED Video – link above  Whiteboard for discussion questions  Expressions of habit handout  Discovering meaning of expressions through context handout | 30 min  15-20 min.  30 min. |
| 4. | Ask the students to pretend they are journalists at a TED talk. First, have each of the students write down at least three questions related to the TED talk video they watched. Break the students up in 4 or 5 groups. Have one student in each of the groups pretend to be the TED speaker, and encourage, him/her to sit in the center of the group. Then, the other students in each group will read out and ask their questions. Allow multiple students to act as the TED speaker. |  | 15 min |