

Title

Let's go to Spain!

Context

Intermediate/ Elementary school students - 6th grade

Time

40 minutes

Aim

By the end of the lesson, learners will be able to accurately use future tense verbs and vocabulary for a trip they heard in a story about preparing for a trip for this summer vacation in a interview role play.

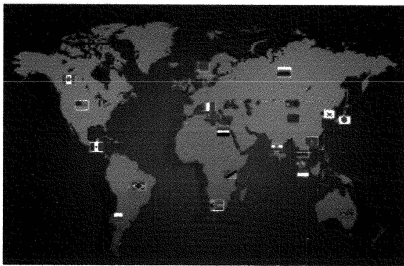
Materials

- * Listening Text - about a student who is going to travel to Spain for this summer vacation
- * 6 blank index cards – for drawing parts of the story
- * A world map
- * Power Point – containing information and images about preparing for the trip

Lead-in

1. **Brainstorming with students:** In the middle of the board, put up the world map. (It is painted with each country's flags without the country's name.)

Ask learners to try to guess what country is it on the map by looking at the flags and the locations. And check answers together.



2. **Language focus discussion:** In pairs, have learners discuss where they would like to go for this summer vacation and where they would not like to go for this summer vacation and why.

Ask questions like the following.

"Where would you like to go for this summer vacation? Why?"

"Would you like to go to Australia? Why? or Why not?"

Set up and run the activity – main skill tasks

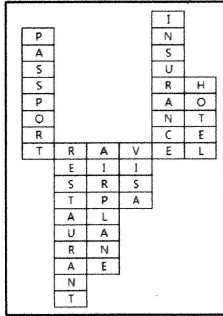
3. **Listen for gist:** Tell the class that you are going to tell them a story and that you want them to listen for the answers to two questions: (1) Why does she want to go to Spain? (2) What is the most important thing when travelers prepare a trip? And then get learners to answer the two questions in pairs. Later, go over the answers as a class.

4. **Listen and sequence:** Hand out six blank cards to each pair. Ask the learners to divide their story into six stages and draw a simple picture for each stage. When they have completed all of the pictures, tell pairs to write a sentence under each one describing what happened.

5. **Crossword Puzzle and PPT:** Ask the learners to solve a crossword puzzle. (Hint: What does she need for traveling?) And then you show the power point containing information and images about preparing for the trip.

6. **Listen for detail:** Tell the story again and ask the learners to answer the questions.

- * Where should she go to make a passport? (at the district office)
- * What is the most famous food in Spain? (black rice paella)
- * What airline is she going to book? Why? (Aeroflot Russian Airlines-It's cheap.)
- * Does she need a visa to go to Spain? (She needs a tourist visa.)
- * Why does she choose the W-HOTEL? (It is close to the subway.)



<5-1. Crossword Puzzle>



<5-2. Power Point>

Close the activity and post-activity

7. Close the activity: When all pairs are finished with their discussion, bring the whole class back together and ask the learners what they talked

8. Get learner feedback: Get feedback from learner's sharing their personal experience related to travel.

9. Communicative post-activity: Put learners into groups of five or six to create a interview. One should be the interviewer and the other should be the travelers in the airport. Get them to prepare individually: the interviewer writing some questions, and the others working out their stories – Where will they go, What should they prepare before leaving on a trip. Then get them to perform their interviews(which will get them to produce a lot of language they heard in the story).

Name and student number

Title

"The Brave Prince"

Context

Lower intermediate/Elementary school students-2nd grade

Time

50 minutes

Aim

By the end of the activity, students will be able to accurately use past tense verbs and vocabulary (focused on adjectives) for characteristics and emotions they heard in a story about a brave prince saving a beautiful princess from a bad witch in a role play based on a story made (or adapted) by students themselves.

Materials

*Listening text – about a prince who rescued a princess from a tall and strong tower by killing a bad witch

"The Brave Prince"

Once upon a time, there was a beautiful princess.

She was tall and thin, and had long beautiful hair, and big round eyes.

One day, a witch heard about the princess's beauty.

The witch became jealous and decided to punish the princess.

The witch flew into the princess' room, and took her out of the forest.

The witch used her magic to make a tall and solid tower, and locked the poor princess inside.

The witch laughed and laughed and laughed.

The princess spent all day, every day, for two years, locked in the tower.

The princess was truly bored, so she sang a lot of songs.

One day, a handsome prince was riding by on his white horse.

He heard the beautiful song that the beautiful princess was singing.

He fell in love with the princess at first sight.

He decided to save her.

So he took out his powerful sword, and fought with the witch.

The witch tried to use her magic, but the prince was too fast and strong for her.

He used his powerful sword to kill the bad witch.

Then he climbed up the tower and rescued the princess.

He took the princess back to her castle and asked her father to marry them.

The next day everyone celebrated a beautiful wedding.

The prince and the princess and all of her family lived on happily ever after.

*Blank cards – same size with flash cards: for Ss, to draw images of the words given by T

*Flash cards – a series of picture cards described key moments in the story: for Ss, to put them into the sequence of the story

Lead-in

1. **Brainstorm:** Do a brainstorm with Ss – not telling what they are going to listen and do in the lesson.

Using PPT, on the screen, put a picture of two people; the picture from the story book which will be introduced in activity #3 – a person (let's call it 'A') staring at the other person (let's call it 'B') with sneaky eyes – 'A' looks sneaky, jealous, bad, ugly, etc. and 'B' looks kind, good, pretty, happy, etc. Point to each drawing respectively and get Ss to provide T with any words they know when they see the two images – the feelings. Put a list of words of each image separately on the white board – e.g. 'A': bad, ugly, angry, etc. and 'B': happy, kind, pretty, beautiful, etc. as below:

'A'	'B'
bad	happy
ugly	kind
angry	pretty
short	beautiful
...	...

Add some particular words to the list if Ss do not provide the story's key words – e.g. jealous, bored, strong, etc.; the story which will be introduced in the activity #3. If Ss do not know some words of the list, explain the meanings of the words giving an example of the real situation – e.g. If the word is 'jealous', ask Ss how they are going to feel if it looks like their parents love their other siblings more than them. Then, Ss can figure out the meaning of the word easily.

2. **Language focus discussion:** Match, draw, and write down the pair words.

Ask Ss to look at the words on the white board carefully and match the pairs having the opposite meaning – e.g. ugly matches with pretty and beautiful, short matches with tall, etc. Put the pair words on one side of the white board.

Hand out two blank cards to each S. Ask Ss to draw a simple picture following T's directions. Designate each S to draw two pictures on the cards – e.g. S1 draws ugly face/person and pretty face/person, S2 draws kind face/person and bad face/person, etc. Ask Ss to write down the designated words under each picture.

In pairs, have Ss briefly share their experience or feeling concerning their drawings and words. T models pair work by playing both parts of the pair. Then, T put some example dialogues on the white board – e.g. Q: “When did you feel sad?” A: “I felt sad when I was sick.” / Q: “When were you happy?” A: “I was happy when I found my dog.”

Set up and run the activity – main skill tasks

3. Listen for gist:

Tell the class that T is going to tell them a story. Listen for the answer to two questions:

- 1) What would be a title? Why?
- 2) Who is good and who is bad? Why?

Ask Ss to discuss in pairs and share the ideas with the other Ss. Ss present their opinions and answers to the class with the reasons.

4. Listen for the main events:

Ask Ss to listen to the story again. While listening the story, ask Ss to stand up, show the cards from the activity #2 when they hear the words they have, and sit down – e.g. T reads: “Once upon a time, there was a beautiful princess.” Then, S who have a card with his/her drawing of beautiful face/person with a written word ‘beautiful’ stands up and shows the picture to T and other Ss and sits down.

5. Listen and sequence:

After dividing class as groups of four, hand out flash cards described key moments in the story to each group. Ask Ss to put them into the right sequence and write down a simple sentence under each cards describing the moments of the picture – e.g. ‘The witch was jealous’, ‘The prince heard a song’, etc. focusing on the words on the cards from the activity #2 and using past tense verbs as they have listened. Then, compare and check their answers with the other groups.

6. Listen for details:

Ask Ss to listen again and check whether their sequences were correct and if not, put them in right order and check the sentences as well whether they wrote down the correct verbs and tenses.

Close the activity and post-activity

7. Close the activity:

In groups of four, prepare a short role mime play. In groups, one should be the narrator; the person should read every sentence on the cards in right order from the activity #6 and the other three should take roles of the princess, the prince, and the witch respectively and should mime; with facial expressions and active body movements as they listen to the narrator. Get every group to perform in front of the class.

8. Get students feedback:

Personalize by asking Ss if they (or someone they know) have ever acted bravely to save or help others, what happened, and how they felt focusing on the key verbs and adjectives from the activity #7.

9. Communicative post-activity:

Put Ss into groups of four or five to create (or adapt) a short story. Ask Ss to make the story using vocabulary from the cards of the activity #2 and sentences from the flash cards of the activity #5, 6, and 7. One should be the narrator and the others should take different characters from their story. Similar to the activity #7, however, in this time, not only the narrator but also the other characters should talk as they act out. Create the story together but get them to prepare their lines individually: the narrator writing the narrations and the other characters writing their lines. Then get them to perform their stories - which will get them to produce a variety of vocabulary and expressions they heard in the story.

Name and student number

Title

Weather Forecast

Context

Intermediate (11 years old)

Time

40 minutes

Aim

By the end of the activity, students will be able to understand different weather expressions and also ask and respond to weather related questions.

Materials

1. A tape recorder to play the recordings on weather forecast
2. A poster of weather expressions and icons
3. Handouts with world map printed

*** Recording (x3)**

Now taking a look at the weather, the central part of the Korea will see partly cloudy skies today.

Rain with thunderstorm is in the forecast down south beginning in Jeju this morning and the rainclouds will gradually spread southern part of Korea by this afternoon.

It was foggy early this morning in east part of Korea but cleared up now and it will be sunny all day long.

In northern part of Korea, it is drizzling now and it can be changed to snow at night. We might see first snow this year.

Afternoon highs in the capital will peak at 12 degrees today. The current temperature in Seoul is at 5 degrees Celsius.

Lead-in

1. Guess and Brainstorm: Class/Open, 5 min.
 - 1) Draw 3 simple weather icons like 'Sun, Rain, Snow' on the white board
 - 2) Ask students to try to guess what they mean and check the answers together
 - 3) Brainstorm with students, Erase the icons of 'Sun' on the board and leave 'Rain' and 'Snow'.
Then, ask students to come up with any words regarding 'Rain' and 'Snow'; such as what they do, what clothes they wear and what kind of food they eat when it is snowy or rainy.
 - 4) Compare the outcomes of rain and snow and tell them the importance of weather in our lives

Set up and run the activity

2. Listen for gist: Pair works, 5 min.
 - 1) Play the record and ask few questions to students in order to check if they understand the main idea
Examples:
 - In which situation do we normally listen to this kind of recording?
 - In which parts of Korea are mentioned in the script?
 - 2) Let students to check with their partners first and go through the answers all together
3. Listen for main meanings: Pair works, 5 min.
 - 1) Draw a table on the board and ask students to copy it

Province	Weather icons
Central	
South	
East	
North	

- 2) Play the recording again and ask students to fill the blanks with partners while listening
- 3) Check the answers all together
4. Listen for details: Individuals, 7 min.

- 1) Write down weather expressions extracted from the script such as 'partly cloudy', 'rain with thunderstorm', and 'drizzling' on boards.
- 2) Ask students if there is any word they found difficult then discuss its meaning
- 3) Play the record once more and match the weather expressions with provinces.
- 4) Check the answers with your partner and go through it all together.

5. Language focus: Class, 10 min.

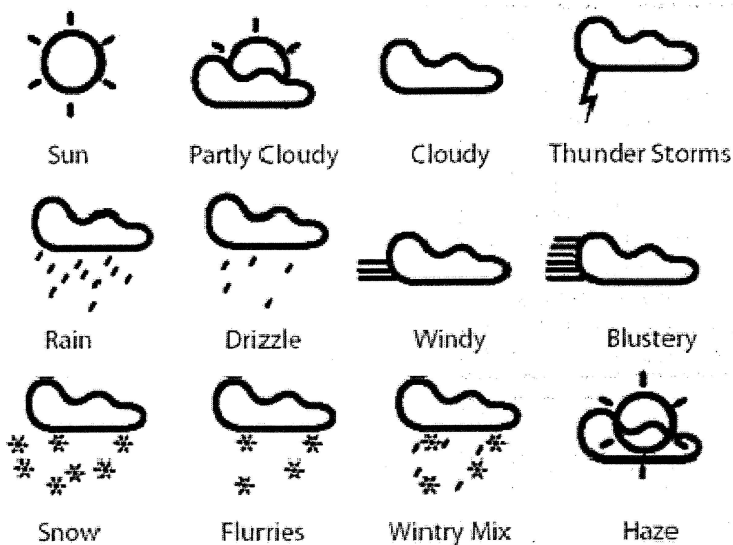
- 1) Discuss with students how to ask weather.

Examples: What's the weather like today?

How's the weather today?

Is it raining there? Is it sunny?

- 2) Show the weather icons like below and go through each of words quickly.



- 3) Ask them the questions like 'How's the weather today?' and point one of weather icons so students can answer

6. Guess & adapting: Group of 6, 5 min.

- 1) Share a paper with world map printed to each groups
- 2) Let each group pick 5 different countries and quickly discuss how the weather of 5 countries are like.

Close the activity and post-activity

7. Close the activity: Group of 6 (same as activity #6), 7 min.

- 1) Imagine students are making TV news and do the role play; one of group members will be the news host and the other 5 students will be reporters of 5 countries they picked in activity #6.

8. Communicative post-activity: Group of 3, 5 min.

- 1) Ask students to share their weekend plan up to weather (rain, sunny, snowy).

e.g. I will go shopping if it's raining on Sunday. If not, I will go to watch football match.

9. Get learners feedback: Pair works, 5 min.

- 1) Get feedback from students sharing their personal experience related to weather like heavy rain, typhoon, white Christmas with snow to their partners.

Name and student number

Title

'How Much Is the Doggie at the Window'

Context

Elementary students, 4th grade

Time

60 minutes

Aim

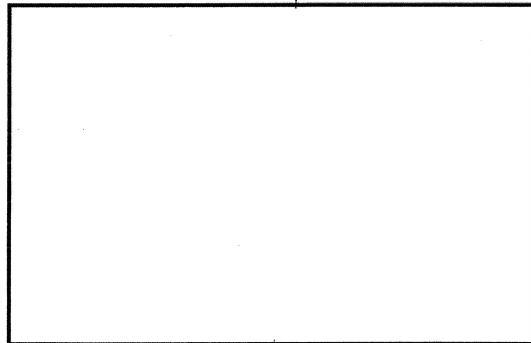
By the end of the activity, students will be able to understand and say the price asking question, 'How much is ...?' and answering the price, 'It'sdollars', They will also be able to express their hopes using 'I want ...'.

Materials





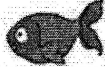
- Listening text – “How much is that Doggie in the Window?”
 How much is that doggie in the window? / The one with the waggley tail
 How much is that doggie in the window? / I do hope that doggie's for sale
 I don't want a bunny or a kitty / I don't want a parrot that talks
 I don't want a bowl of little fishes / I can't take a fish for a walk
 How much is that doggie in the window? / The one with the waggley tail
 How much is that doggie in the window? / I do hope that doggie's for sale
 I've saved up all of my pocket money / I want to give him a good home
 I'll wash, feed, walk, give him all that he needs / Can't wait to feed him a big bone
 How much is that doggie in the window? / The one with the waggley tail
 How much is that doggie in the window? / I do hope that doggie's for sale
- Animal and item picture cards - Pictures of doggie, bunny, kitty, parrot, fish, window, money, bone and tail
- Strips of lyrics
- Worksheet A.

Which pet do you want? Check the boxes and draw a picture:

- I want a pet that
- talks
 - walks
 - runs
 - swims
 - plays games
 - waggles its tail

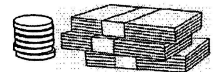


- Worksheet B.

Animals					
Your price	\$	\$	\$	\$	\$
Partner's price	\$	\$	\$	\$	\$

Lead-in

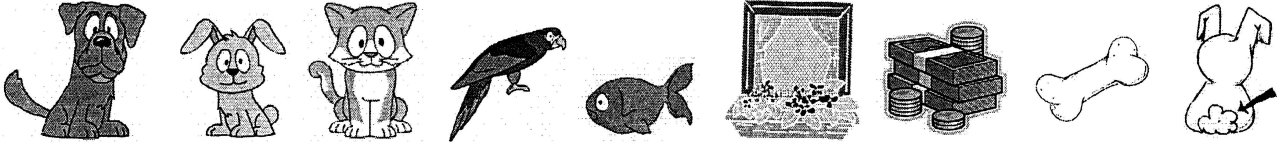
1. *Guess and predict:* Ask to guess what it is while drawing a picture of money on the board. Tell them that it is money and ask Ss some questions like 'What can you do with money?' And write down their answers on the board.



Set up and run the activity

2. Listen for gist: Ask Ss to listen carefully and think about the following two questions: "Can guess the title for it?" and "What does the speaker want to buy?". Teacher reads the lyric in a poetic mood. Ask Ss to talk about the answers in a group and share their ideas.

3. Listen for main events: Give each student a picture of doggie, bunny, kitty, parrot, fish, window, money, bone, or tail. Then ask Ss "What kind of picture do you have?" to check whether they know the name of pictures in English.



Ask Ss to stand up holding their picture at the beginning. Then ask to jump whenever they hear the name of their picture. This time, teacher plays the song (not reading the lyrics)

4. Listen and sequence: Each pair can get a set of strips which is a whole lyric. Ask to read the strips and arrange the lyric strips in right order with their partner. After ordering, compare their answer with other pairs. Later, students can listen to the song to check their answers.


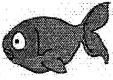
Close the activity and post-activity

5. Close the activity: Ask Ss what kind of pets they want. Hand out worksheet A and ask to draw a pet they want. After they finish drawing, share their ideas in a group.

6. Language focus: Ss use 'What do you want?' and 'I want a ...' to share their ideas.

7. Get learner feedback: Ask Ss if they have had buy something after saving up their pocket money. Ask the price of the item using 'How much is it?'

8. Communicative post-activity: Put the 5 animal pictures on the board and ask Ss to give questions 'How much ...?' and T answers the price. And also T asks the price to a volunteer.

<p>eg 1</p>  <p>Ss : How much is the dog? T : It's 50 dollars.</p>	<p>(T points to the dog picture.)</p>	<p>eg 2.</p>  <p>T: How much is the fish? S : It's 2 dollars.</p>	<p>(T points to the dog picture.)</p>
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Then hand out the worksheet B. First ask to write down the prices of the 5 pets. Then ask their partner's prices and write down on the work sheet.

9. Language focus: Ss practice 'How much is ...?' and 'It's ...'

- a) How much is the dog? It's ----- dollars.
- b) How much is the rabbit? It's ----- dollars.
- c) How much is the cat? It's ----- dollars.
- d) How much is the parrot? It's ----- dollars.
- e) How much is the goldfish? It's ----- dollars.

Name and student number

Title

Fruit and vegetables

Context

Intermediate / Elementary school students – 5th grade

Time

40 minutes

Aim

By the end of the lesson, students will be able to accurately use vocabulary for fruit and vegetables they heard in the dialogue and use some expressions of preference such as 'I like ~, I don't like ~' and 'very much; quite; not very much; not at all'.

Materials

* Listening text – about "the kinds of fruit and vegetables Jenny likes and dislikes".

Tom: Hello, Jenny. Would you like to go to the fruit shop with me?

Jenny: Sure! Let's go together.

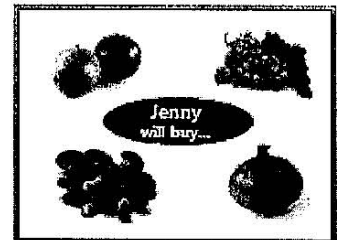
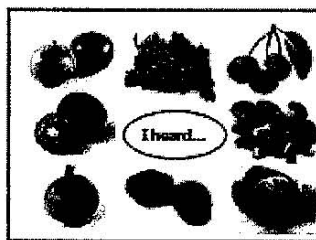
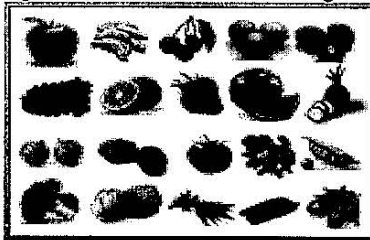
Tom: Do you eat lots of fruit? What's your favorite fruit?

Jenny: Well, I like most kinds of fruit very much. My most favorites are apples and grapes, but I really don't like cherries at all. And I quite like kiwi. Actually, I eat lots of fruit – for breakfast, lunch, and dinner.

Tom: Great! How about vegetables?

Jenny: I like to eat vegetables, too. Especially, I like mushrooms and onion very much. But I don't like potatoes very much, so I don't eat it often. However, I quite like cabbage so I do eat that sometimes. 」

* PPT – containing images about various fruit and vegetables.



* Worksheet #1

☀ Find the answers to the questions with the word box.

How much does Jenny like _____ ?

- How much does Jenny like apples?
- How much does Jenny like grapes?
- How much does Jenny like kiwi?
- How much does Jenny like cherries?
- How much does Jenny like mushrooms?
- How much does Jenny like onion?
- How much does Jenny like potatoes?
- How much does Jenny like cabbage?

[How much...]

very much 😊😊

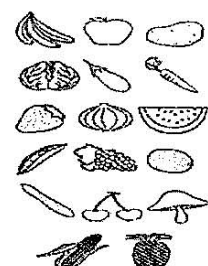
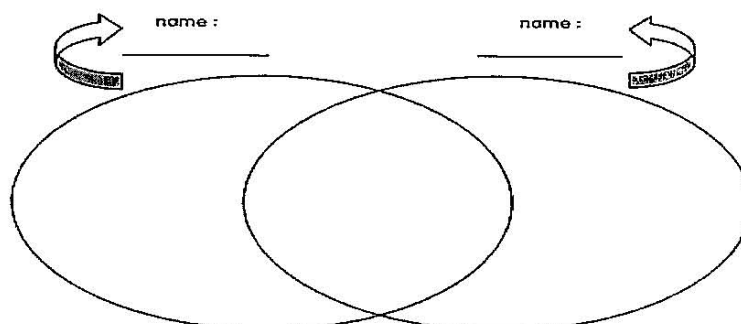
quite 😊

not very much 😞

not at all 😞😞

* Worksheet #2

☀ Use the following circles to write similarities and differences about preference of fruit and vegetables.



Lead-in (Stage 1)

1. **Language focus (brainstorm):** 3 minutes, whole class

Do a brainstorm with students. In the middle of the board, draw the following mind map basket.



Get students to provide teacher with any words they know. – (e.g.) apple, banana, onion, kiwi, tomato, potato, eggplant, etc. Write up words, which students say on the appropriate place on the mind map.

2. **Warm-up (focus on lexis):** 4 minutes, whole class

Show ppt containing images about various fruit and vegetables to students. Find out the most popular fruit or vegetables in the class. Ask students to name their favorite fruit or vegetable's name. Pick and choose 5 items and write these on the board.

Let students raise their hands when you hear your favorite thing's name. Mark the total numbers of students under the name.

<example>: apple banana onion tomato eggplant
 / / (2) / / / / (5) / / / / (4) / / / (3) / / / / (4)

Set up and run the activity (Stage 2 – main skill tasks)

3. **Listen for gist:** 5 minutes, pairs & whole class

Tell the class that the teacher will tell them a dialogue about the kinds of fruit and vegetables Jenny likes and dislikes.

Ask students to listen carefully and think about the following two questions: (1) Which fruit and vegetables did you hear?

(2) What will Jenny buy at the shop?

Tell the dialogue naturally, and then ask students to talk about the answers in pairs. After that, go over the answers as a whole class.

4. **Listen and complete:** 8 minutes, individuals, groups & whole class

Draw a chart on the board. Give students a piece of paper including the following chart.



very much	quite	not very much	not at all

<example>:

Ask students to listen the dialogue again and fill in the chart with the names of fruit and vegetables in the correct columns while listening. And then, tell the students to check their answers in a group and share their ideas.



very much	quite	not very much	not at all
apple	kiwi	potatoes	cherries
grapes	cabbage		
mushrooms			
onion			

<example>:

Later, ask for volunteers to come to the board and fill in the names of fruit and vegetables in the correct columns so check the answers all together.

5. **Listen for detail:** 5 minutes, individuals & groups

Give students the worksheet (#1) and tell the dialogue again. Ask the students to find the answers (from the word box) to the questions. After doing this, check the answers with a group.

6. **Language focus:** 5 minutes, pairs

Ask the students to discuss their own preference about fruit or vegetables in pairs. And figure out the similarities and differences about preference among those people. Tell the students to use the target languages such as 'I like ~, I don't like ~' and 'very much; quite; not very much; not at all' during discussion.

Close the activity and post-activity (Stage 3)

7. **Close the activity:** 4 minutes, pairs

Hand the worksheet (#2) out to students and ask students to fill in the circles in pairs. And then, report their similarities and differences (from discussing in step 6) to the whole class.

8. **Get learner feedback:** 2 minutes, whole class

Write a sentence frame on the board. Ask for volunteers to say the sentence aloud to share their personal preferences. When they present, they should fill the gaps to make a sentence. And others listen carefully.

<example>: 「I like _____ very much, and I quite like _____, but I don't like _____ at all.」

9. **Communicative post-activity:** 4 minutes, groups

Put the students into groups to create a dialogue about fruit and vegetables. One should be a seller and the other should be a customer. Explain to the students before the activity that you would like to use the expressions 'very much', 'quite', 'not very much', and 'not at all' when performing the role. And ask the students to use the following questions.

<example>: 「What's your favorite fruit (or vegetables)? / What's your least favorite fruit (or vegetables)? /

Do you eat lots of fruit (of vegetables)? / How much do you like ~?」

Then get the students to perform their roles, which will get them to produce a lot of language they heard in the dialogue.

Name and student number

Title

What's your favorite color?

Context

Intermediate / 8-9 years old elementary school students (Korean)

Time

40 minutes

Aim

By the end of the activity, students will be able to ask and answer "What's your favorite color?" "I like (color)."

Materials

- Picture without color/ with color such as pineapple, strawberry, guava, etc.
- Listening Text - Handa meets some animals. Some animals want to eat her fruits.
So she asks using: "What's your favorite color?" and she gives their favorite color fruit.
Finally, she gets many tangerines from the angry goat and she can give surprise present to Akeyo.

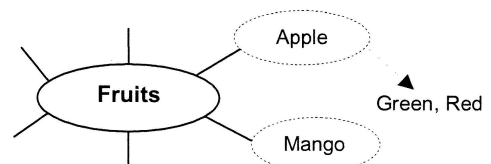
- Worksheet

Monkey	Zebra	Elephant	Giraffe
Ostrich	Deer	Carrot	Goat

- Story pictures – for ordering parts of the story

Lead-in**1. Guess and brainstorm**

- 1) Teacher shows some shapes without color on PPT
- 2) Ask students to try guess what are they and check the answer
- 3) In the middle of the board, put up the following mind map
Get students to provide teacher with any words they already know
- e.g. banana(yellow), pineapple(yellow), strawberry(red), etc.

**Set up and run the activity – main skill tasks****2. Listen for gist**

- 1) Teacher tells a story and checks their understanding through few questions
 - What is Handa saying to the animals?
 - What are the animals saying to Handa?
- 2) Get students to answer the questions in pairs. Later, check the answer together.

3. Listen for main meaning

- 1) Ask learners to listen again and draw pictures and color (on worksheet) with partner while listening
- 2) Check the answers with the class

4. Listen and sequence

- 1) Each group (groups of 2 or 3) has story cards
- 2) Ask to make an order with group
- 3) After ordering, compare their answer with other groups
- 4) Check the order with the class

5. Listen for detail

- 1) Put the following questions and word box on the board.
- 2) Teachers tell the story again and ask the learners to match the answers (from the word bank) to the questions.

What does Handa give?

- when she meets the monkey
- when she meets the giraffe
- when she meets the deer
- when she meets the carrot
- when she meets the goat
- when she meets Akeyo

the sweet and sour orange tangerines
the soft yellow banana / the spiky-leaved blond pineapple /
the green avocado / the tangy purple passion-fruit / nothing

Close the activity and post-activity

6. Close the activity

- 1) Imagine students meet Handa and do the role-play
- 2) One student is Handa and other student is some animals.

ex.

Handa : Hi! Do you want some fruit? What's your favorite color?
Deer : I like red
Handa : Okay, I'll give red sweet cherry for you.

8. Get learner feedback

- 1) When the students didn't know express some kinds of color such as ivory, hot pink, teacher shows color through the color charts

7. Communicative post-activity

- 1) Put students into groups of 5 or 6 to do survey
- 2) Teacher draws a table on the board and students copy it.

Color Name	Red	Orange	Yellow	Green	Blue	Navy	Purple	Others

- 3) Each group asks and answers their favorite color.

Name and student number

Title or Explanation

"We rule"

Level/Age

Intermediate/Elementary school students – 5th grade

Time

45 minutes

Aim

By the end of the lesson, learners will be able to learn 'jobs' vocabularies from the extracts they will hear and use 'must' and 'mustn't' according to the different situations for each job including for their own dream job.

Materials

- Listening text – five short extracts from conversation between A (someone who has a certain job and gives a certain rule) to B (someone who must follow the certain rule by A).
- Five pictures (or big flashcards) showing different situations happening in the five conversation extracts to help students' understanding.
- White board to write two lists, A and B (five people for A and five people for B).
- 20 index cards for each student to draw 'must' or 'mustn't' situation for their own job.

Before

1. **Language focus:** Give a riddle to your learners. E.g. T> "Guess who am I? I must run very long time. I mustn't stop. I must drink many bottles of water. I mustn't go back to the start line. I must be patient. If learners find this difficult, make the clues easier but continue to use 'must' or 'mustn't.' After the quiz, the teacher explains the meaning and usage of 'must' and 'mustn't' in their native language.
2. **Language focus discussion:** Ask learners what are the school rules. Ask them to provide things they or teachers must and mustn't do at school and the reasons why they think so. Help them translate their ideas into English if necessary and also help them to give reasons to their opinion. E.g. S> "We mustn't bully our friends. T> That's right! Why we mustn't bully our friends? S> Because it's bad. T> Right, because bullying hurts our friend's feelings so it is bad.

During

3. **Listen for gist:** Tell the class that you are going to mimic voices of five persons in 'A' group telling a certain rule. Ask your learners to nod or shake their heads to express if they like or don't like what the voice says. Students don't have to understand the script fully. Tell them they can simply react to the nuisance or the tone of the voice.

Mimic each voice of A (teacher, doctor, policeman, librarian, ticket collector) each of whom talks about certain rules using 'must' or 'mustn't'. After telling all of five extracts and getting students to react to each, teacher writes five lists of 'A' on the white board and ask learners to listen again to check whose voice was it.
4. **Listen for main ideas:** On the white board, attach five pictures showing the situation happening in each extract at random and tell learners that this time they will find out who they are talking to and the matching pictures to each situation.

While you read each script of five, the class speaks out which are the matching pictures. If the picture is correct, you put the picture on left side of the corresponding job in 'A'. Then, you write five lists of 'B' on the white board at random and ask learners to copy all the lists of A and B. Get each student to draw a line between who is talking and who they are talking to referring to the pictures attached on the board.
5. **Listen and check:** Read the extracts again so your learners can check their answers. Ask for a volunteer to come to the board and draw the lines between the two lists. (1 teacher – pupil; 2 policeman – driver; 3 doctor – patient; 4 librarian – students; 5 ticket collector – passenger)
6. **Listen for detail:** Put the following questions and word box on the board. Tell the extracts again and ask the learners to match the answers in pairs.

In this dialogue...

- What must do the pupil? / - What mustn't do the driver?

- What must do the patient? / - What mustn't do the students in the library? / - What must do the passenger?

Try to get to school on time/ park in the street/ pay a fine/ stop smoking/ eat so many sweets/ try to take more exercise/ be quiet/ bring any food or drink in here/ have a ticket before starting your journey/ get off the train at the next station

7. Guess words: Get learners to guess the meaning of the words they don't know. Write down the following words on the board and get them to find the meaning of the words referring to the five pictures attached in step 4.

park (verb)/ notice(noun)/ fine(noun)/ pound(noun)/ journey(noun)/ get off(verb)

8. Identify repetition: Give learners the transcript of the listening task. Get learners to listen and read at the same time especially paying attention to the words and expressions from the previous steps 6 and 7.

9. Language focus: Get learners to look again the parts with 'must' and 'mustn't' in the transcript. Ask them in groups of four to think of other one or two rules for different match among people in A, B: (1) driver and passenger (2) policeman and patient.

After

10. Close the activity: When all pairs are finished with their activity in step 9, bring the whole class back together and ask the learners what they talked about.

11. Get learner feedback: Ask learners if they have any questions about the content of the extracts or specific language items (e.g. vocabularies in the transcript, use of must and mustn't) used in them.

12. Communicative post-activity: Put learners in pairs to create their own rules. Each student first thinks of his/her dream job, that is, what she/he wants to be in the future without telling it to the partner. Then, one student describes his rules to his partner by using 'must' and 'mustn't' and the other student guesses his dream job. Continue until the partner guesses the correct answer and take turn. The teacher stands near the students and helps them if necessary.

Name/Student: