

<h1>Lesson Plan</h1> <h2>“My Hometown”</h2>		Instructor: Matthew Barbee Class: EFL mixed-skills Class (95 min.) Skill Level: Pre-intermediate College Date:
Student Learning Objectives:	Materials:	
Students will . . .  1. Identify and recall specific details after listening to a modified English text by answering comprehension questions. 2. Express themselves using written and spoken English. 3. Acquire new English vocabulary and demonstrate their understanding of that vocabulary through listening, speaking, reading, and writing activities. 4. Learn to combine words in English using contractions to better express themselves when using written and spoken English. 5. Learn to use word stress when using compound words in spoken English. 6. Learn to make stressed syllables easy to hear in spoken English.	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• PPT presentation</li> <li>• Laptop</li> <li>• Projector/screen</li> <li>•</li> </ul>	
<b>Keywords and Expressions:</b> <ul style="list-style-type: none"> <li>• Vocabulary: capital, hometown, nightlife, population, transportation, interesting, fantastic</li> <li>• Expressions: “Are you kidding?” and “How’s the . . .?”</li> <li>• Grammar: Combining words with contractions</li> <li>• Pronunciation: Word stress in speech</li> </ul>		

TIME	TASK	PROCEDURE
5	<b>WARM-UP/ REVIEW</b>	The teacher asks the students several questions relating to hometowns, using some key words from the lesson to get them thinking about the topic. The teacher can write hometowns on the board, list the interesting points, and cover a few vocabulary words.  <b>Warm-up Questions:</b> <ol style="list-style-type: none"> <li>1. Where are you from? What is your <i>hometown</i>?</li> <li>2. How long (have you lived/did you live) there?</li> <li>3. Do you like your hometown? Why?</li> <li>4. What makes your hometown <i>interesting</i>?</li> <li>5. How many people live in your hometown? What is the <i>population</i>?</li> </ol>
15	<b>PARI I: Listening Comprehension</b>	The teacher hands out the worksheet with the listening comprehension questions. The students will listen to a modified text about Delhi, India (265 words). After listening, the students will then answer comprehension questions about the text (true and false, short answer, and critical thinking). The text and comprehension questions contain target vocabulary words and grammar from the lesson. The teacher may want to give students time to look at the questions before they listen.  <b>Text:</b>  My hometown is Delhi. Delhi is the capital of India and is located on the Yamuna River. It’s an interesting city because it’s both new and old, it’s full of markets and college students, and it’s ancient.

		<p>Delhi is divided into two parts: Old Delhi and New Delhi. New Delhi is very beautiful. Old Delhi is also beautiful, but it's more crowded than New Delhi with its high population. In New Delhi, there are fantastic parks and gardens. Nehru Park, Talkatora Garden, and Buddha Park are amazing places to visit if you want to relax and experience nature. Today, Delhi is fast-paced, modern city. It has a rapid transportation system and the nightlife is full of energy and busy people.</p> <p>Delhi is a great center of trade and education. Connaught Place, Chandni Chowk, and Lajpat Nagar are famous shopping markets where you can buy anything from clothes to kitchen supplies and food. There are also many universities in New Delhi. Because English is an official language in India, did you know that you could study English in Delhi? You can meet many Indian college students if you come to Delhi.</p> <p>Delhi is also an ancient city. It became a city around 1000 BC. The old buildings remind us about its glorious past. For example, tourists often come to Delhi to see the historical places like the Lotus Temple, India Gate, the National Museum, and the Akshardham Temple.</p> <p>I hope that you will have a chance to visit India someday. The new and old, the college students, and the ancient tourist spots are waiting for you.</p> <p><b>Comprehension Questions:</b></p> <ol style="list-style-type: none"> <li>1. Delhi is the capital of which country?</li> <li>2. True or False? New Delhi has more people than Old Delhi.</li> <li>3. True or False? Delhi has a busy nightlife.</li> <li>4. What is something that you could buy from a market in Delhi?</li> <li>5. According to the text, why is India a good place to learn English?</li> <li>6. True or False? All the buildings in Delhi are new and beautiful?</li> </ol>
10	<p><b>Listening Comprehension Check/Vocabulary Building</b></p>	<p>The teacher instructs students to turn over the handout, the reverse of the handout has the full listening text and target vocabulary words. In groups, the students will peer-check their answers to the listening comprehension questions. If groups finish early, they can use their dictionaries to define the vocabulary words in the word list and circle them in the text, making notes in Japanese if necessary.</p>
10	<p><b>Vocabulary Review</b></p> <p><b>MINI-LESSON: Word stress</b></p>	<p>The teacher says each vocabulary word while the students repeat. The teacher then does a mini-lesson on word stress using the vocabulary words.</p> <p><b>Mini-lesson: Word Stress</b></p> <p>In words with two or more syllables, one syllable is stronger than the others. This syllable has the most stress. Words are made up of stressed and unstressed syllables. Knowing the difference between stressed and unstressed syllables is important to understanding the meanings of words. For example, listen to the following words: tulips, two lips, message, massage, dessert, desert, thirty, thirteen. Without stress, it would be difficult to understand these words.</p> <p><b>HELPFUL HINT: What makes a syllable sound strong?</b></p> <ul style="list-style-type: none"> <li>• The vowel in the stressed syllable is clear. [a - <b>GREE</b> - ment]</li> <li>• The stressed syllable is higher in pitch. [a - <b>GREE</b> - ment]</li> <li>• The vowel is long and stretched. [a - <b>G R E E</b> - ment]</li> </ul>

		<p>The teacher say the vocabulary words again while students listen and circle which syllable is stressed.</p>
<p>15</p>	<p><b>PART II: Reading Comprehension/ Vocabulary Application</b></p>	<p>The teacher passes out the Reading Comprehension handout. The students work individually to fill-in-the blanks of the modified reading comprehension text (330 words) with 12 words from a word list.</p> <p><b>TEXT:</b></p> <p>Hello, my name is Matthew. My <b>hometown</b> is Blountstown, Florida in the United States of America. Florida is located in the southeast part of America. Blountstown is a very small city in north Florida. It's only an hour away from the <b>capital</b> of Florida by car. Blountstown is so small that the <b>population</b> is only 8,000 people, and there is no public <b>transportation</b>. Some people think that rural towns are not <b>interesting</b>, but I disagree. Blountstown is a fantastic place to live because it's surrounded by nature, the people are friendly, and the food is delicious.</p> <p>Even though Blountstown is small, it's still full of life. I'm talking about <b>nature</b>. Blountstown is between two rivers. I love to spend my weekends fishing, swimming, and boating on the rivers. As a child, I remember canoeing down the river for hours with my two brothers. We always saw <b>wildlife</b>, for example, alligators, raccoons, giant white egrets, and snakes.</p> <p>Blountstown also has friendly people. One positive point about living in a small town is that everyone knows each other. <b>Neighbors</b> are very helpful and often bring my family extra food when they have too much. Also, because my grandparents are old, their neighbors often help them with their garden. Some people say that this is also a <b>negative</b> side to living in a small town. If everyone knows each other, you must be very careful not to get into trouble. There are eyes everywhere, and someone may tell your family.</p> <p>Also, the food in Blountstown is <b>delicious</b>. Because Blountstown is between two rivers and near the ocean, we eat a lot of fish and seafood. The most interesting food that we eat is crawfish. Do you know crawfish? In Japanese, it's called <i>zarigani</i>. It is <b>fantastic</b> to eat in the summer time.</p> <p>Finally, I know some people love big cities because of the fast-paced <b>nightlife</b>. For me, however, Blountstown is the perfect place to live because of its nature, people, and food.</p> <p><b>Word bank:</b></p> <ul style="list-style-type: none"> <li>• nightlife</li> <li>• wildlife</li> <li>• hometown</li> <li>• capital</li> <li>• fantastic</li> <li>• negative</li> <li>• transportation</li> <li>• interesting</li> <li>• delicious</li> <li>• neighbors</li> <li>• nature</li> <li>• population</li> </ul>
<p>15</p>	<p><b>Reading Comprehension Check/Reading Aloud</b></p>	<p>Students will take turns reading the above essay sentence by sentence in groups while peer checking for meaning. When groups finish, the teacher will call on students or ask for volunteers to read aloud, sentence by sentence. The teacher will recast any stress, intonation, or pronunciation difficulties as they go with a focus on word stress.</p>

<p>5</p>	<p><b>MINI-LESSON: Contractions</b></p>	<p><b>Explanation from the Teacher:</b> The apostrophe mark ( ' ) has two main uses in English: 1. To make contractions 2. To make nouns possessive</p> <p>Today's focus is on contractions. A contraction happens when two words combine to form a single word. An apostrophe shows where the letters are missing in a contraction (usually the first vowel of the second word, with the exception of contractions that use <i>will</i>).</p> <p>We use contractions in conversation and in informal writing such as letters to friends, but we usually do not use them in formal academic and business writing. (Some teachers allow contractions; others do not. Students should always ask their teachers.)</p> <p>Students complete the short activity. Teacher reviews answers when students finish. Teacher can call on students one by one. Students can then circle all contractions in the reading text, count them, and, with the Teacher, identify which words were combined to make them.</p>	<p><b>On the handout:</b></p> <ul style="list-style-type: none"> <li>• is not → isn't</li> <li>• she is → she's</li> <li>• it is → it's</li> <li>• they are → they're</li> <li>• we will → we'll</li> </ul> <p><b>Activity:</b> Fill-in the missing information.</p> <ol style="list-style-type: none"> <li>1. have not → _____</li> <li>2. _____ → he's</li> <li>3. that is → _____</li> <li>4. will not → _____</li> <li>5. _____ → we're</li> <li>6. they will → _____</li> </ol>
<p>10</p>	<p><b>PART III: Dialogue Practice</b></p>	<p>First, students repeat the following dialogue after the teacher, focusing on natural word stress and intonation.</p> <p>Next, the students take turns saying the dialogue with a partner. Students can alternate A and B roles. If the students feel comfortable, they can substitute the underlines information with their own answers.</p> <p>The teacher also makes note of the target expression, "Are you serious?", explains the meaning, and give alternate responses.</p> <p><b>Dialogue:</b> A: Hey, where are you from? B: My hometown is <u>Canberra</u>. A: Really? Where is that? B: It's <u>in Australia between Sydney and Melbourne. It's the capital of Australia</u>. A: I see. Well, do you like living there? B: Of course! My hometown is fantastic. A: Why do you like it so much? B: Well, the best thing is <u>that there are many beautiful buildings and parks</u>. A: Anything else? B: Sure! Also, it <u>has a lower population than Sydney. There are fewer people and less traffic</u>. A: That sounds nice. <i>How's the food?</i> B: The food is really delicious. My favorite food is <u>kangaroo</u>. A: <i>Are you kidding?</i> B: No, really. It's delicious. You should try it sometime. A: Thanks. If I'm ever in <u>Canberra</u>, I'll try it.</p> <p><b>Target Expression:</b> <i>Are you kidding?</i> There are several responses a student could have to this question:</p> <ul style="list-style-type: none"> <li>• No, really.</li> <li>• No, I'm serious.</li> <li>• No, it's true.</li> <li>• Not at all.</li> </ul>	

5	<b>PART IV: Communicative Activity (Interview)</b>	<p>Using the handout, students work to fill-in their communication charts with information from several other students based on the previous dialogue. The students will ask interview questions to gather the following information:</p> <ol style="list-style-type: none"> <li>1. Name</li> <li>2. Hometown</li> <li>3. Location of hometown</li> <li>4. Best thing about their hometown</li> <li>5. A second good point regarding their hometown</li> <li>6. A popular/surprising food from their hometown</li> </ol> <p>Before the students begin, the teacher can ask one student to volunteer. Together, that student and the teacher can go through the dialogue together as an example for the other students.</p> <p>When students have finished, the teacher can ask several students to present their findings. Essentially, the students will make mini-presentations. Students have to be careful to change to the third-person when talking about their friends.</p>	
5	<b>CLOSING/ REFLECTION/ HOMEWORK</b>	<p><b>Short Essay Writing:</b> Students will write a short essay about their hometown. Students should follow the five-paragraph pattern of writing using the above two texts as examples. Essays should be 250—350 words long, double-spaced.</p> <p>The students must include the following information in their essays:</p> <ul style="list-style-type: none"> <li>• Name and location of hometown</li> <li>• Three interesting/good points about their hometown</li> <li>• Examples/details about each good point</li> <li>• 5 out of 7 words from the vocabulary list</li> </ul>	<p><b>FIVE PARAGRAPH ESSAY</b></p> <ol style="list-style-type: none"> <li>I. Introduction             <ol style="list-style-type: none"> <li>A. What?</li> <li>B. Where?</li> <li>C. Description.</li> <li>D. Three good points</li> </ol> </li> <li>II. First body paragraph             <ol style="list-style-type: none"> <li>A. First good point</li> <li>B. Supporting sentences</li> <li>C. Details or examples</li> </ol> </li> <li>III. Second body paragraph             <ol style="list-style-type: none"> <li>A. Second good point</li> <li>B. Supporting sentences</li> <li>C. Details or examples</li> </ol> </li> <li>IV. Third body paragraph             <ol style="list-style-type: none"> <li>A. Third good point</li> <li>B. Supporting sentences</li> <li>C. Details or examples</li> </ol> </li> <li>V. Conclusion             <ol style="list-style-type: none"> <li>A. Summary of the three points</li> </ol> </li> </ol>

Variations/Notes

**Lower Level Modifications:**

1. Teacher may want to repeat the listening comprehension text if time allows or students need more help with the listening passage.
2. The Homework essay could just be a 100-word paragraph instead of a 5-paragraph essay.
3. Instead of having the students write an essay about their hometown, students could write an original skit based on the above dialogue, hitting key vocabulary and grammar points. This could be performed in class the next day.

**Higher Level Modifications:**

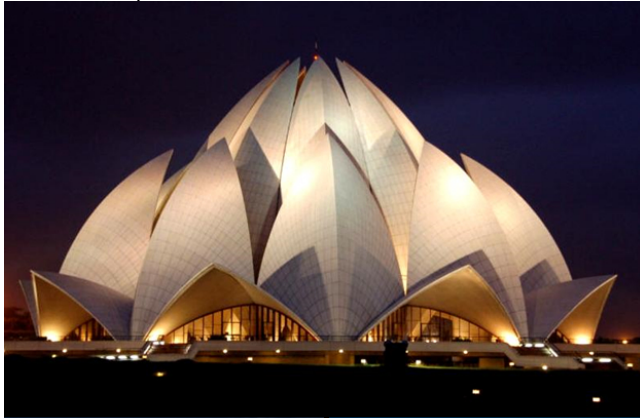
1. During the mini-lesson on contractions, the teacher can have students write original sentences using contractions from the activity. Also, the teacher could use this opportunity to explain the difference between *it's* and *its*.
2. Instead of writing about their own hometown, the students could research another city of their choice and write an essay or dialogue based on their research. "If you could live anywhere in the world, where would it be?"

**Alternative Activity:**

1. Replace the interview activity with role-playing or a simulation. Students could create cards with their fictional hometown around the world, describing it, saying where it is located, listing its good points, and naming a strange or interesting food from the same fictional place. With this imagined hometown, students would use the information to compete the dialogues with other students.

[PowerPoint Slides or pictures to pass around the room.]

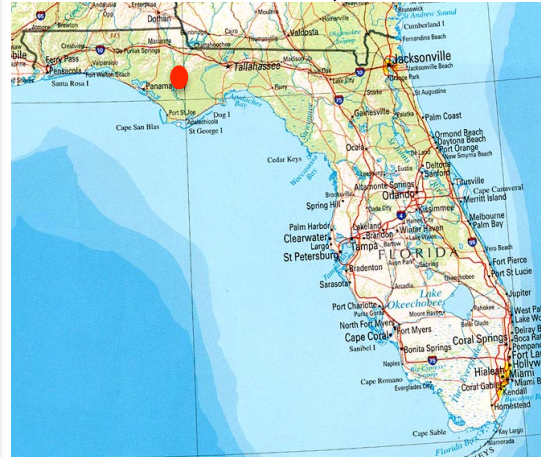
# Delhi, India



From top clockwise: Lotus temple, Humayun's Tomb, Connaught Place, Akshardham temple and India Gate.



# Blountstown, Florida







## Part I: Listening Comprehension

Listen to the text, and then answer the questions below. Please take notes while you listen.

1. Delhi is the capital of which country? \_\_\_\_\_
2. True or False? New Delhi has more people than Old Delhi. \_\_\_\_\_
3. True or False? Delhi has a busy nightlife. \_\_\_\_\_
4. What is something that you could buy from a market in Delhi? \_\_\_\_\_
5. According to the text, why is India a good place to learn English? \_\_\_\_\_
6. True or False? All the buildings in Delhi are new and beautiful? \_\_\_\_\_

## Part II: Reading and Vocabulary

Read the following text. As you read, use the vocabulary from the word list to fill-in-the-blanks.

Hello, my name is Matthew. My \_\_\_\_\_ is Blountstown, Florida in the United States of America. Florida is located in the southeast part of America. Blountstown is a very small city in north Florida. It's only an hour away from the \_\_\_\_\_ of Florida by car. Blountstown is so small that the \_\_\_\_\_ is only 8,000 people, and there is no public \_\_\_\_\_. Some people think that rural towns are not \_\_\_\_\_, but I disagree. Blountstown is a fantastic place to live because it's surrounded by nature, the people are friendly, and the food is delicious.

Even though Blountstown is small, it's still full of life. I'm talking about \_\_\_\_\_. Blountstown is between two rivers. I love to spend my weekends fishing, swimming, and boating on the rivers. As a child, I remember canoeing down the river for hours with my two brothers. We always saw \_\_\_\_\_, for example, alligators, raccoons, giant white egrets, and snakes.

Blountstown also has friendly people. One positive point about living in a small town is that everyone knows each other. \_\_\_\_\_ are very helpful and often bring my family extra food when they have too much. Also, because my grandparents are old, their neighbors often help them with their garden. Some people say that this is also a \_\_\_\_\_ side to living in a small town. If everyone knows each other, you must be very careful not to get into trouble. There are eyes everywhere, and someone may tell your family.

Also, the food in Blountstown is \_\_\_\_\_. Because Blountstown is between two rivers and near the ocean, we eat a lot of fish and seafood. The most interesting food that we eat is crawfish. Do you know crawfish? In Japanese, it's called *zarigani*. It is \_\_\_\_\_ to eat in the summer time.

Finally, I know some people love big cities because of the fast-paced \_\_\_\_\_. For me, however, Blountstown is the perfect place to live because of its nature, people, and food.

### VOCABULARY

- nightlife \_\_\_\_\_
- wildlife \_\_\_\_\_
- hometown \_\_\_\_\_
- capital \_\_\_\_\_
- fantastic \_\_\_\_\_
- negative \_\_\_\_\_
- transportation \_\_\_\_\_
- interesting \_\_\_\_\_
- delicious \_\_\_\_\_
- neighbors \_\_\_\_\_
- nature \_\_\_\_\_
- population \_\_\_\_\_

What makes a syllable sound strong?

■ Clear → [a-GREE-ment]

■ Higher in pitch → [a-<sup>G</sup>REE-ment]

■ Long → [a-G R E E-ment]

## PART III: Dialogue Practice

A: Hey, where are you from?  
 B: My hometown is Canberra.  
 A: Really? Where is that?  
 B: It's in Australia between Sydney and Melbourne. It's the capital of Australia.  
 A: I see. Well, do you like living there?  
 B: Of course! My hometown is fantastic.  
 A: Why do you like it so much?  
 B: Well, the best thing is that there are many beautiful buildings and parks.  
 A: Anything else?  
 B: Sure! Also, it has a lower population than Sydney. There are fewer people and less traffic.  
 A: That sounds nice. How's the food?  
 B: The food is really delicious. My favorite food is kangaroo.  
 A: Are you kidding?  
 B: No, really. It's delicious. You should try it sometime.  
 A: Thanks. If I'm ever in Canberra, I'll try it.

### Target Expressions:

#### How's the food?

This phrase is useful if you want to know a person's feelings about something or the condition something is in. For example:

- How's the movie?
- How's the weather outside?
- How's your family doing?
- How are you?

#### Are you kidding?

There are several responses a student could have to this question:

- No, really.
- No, I'm serious.
- No, it's true.
- Not at all.



## PART IV: Let's Communicate!

Fill-in the chart by using the dialogue above.

Student's name:	Their hometown:	Location of their hometown/ country:	The best thing about their hometown:	Another good thing about their hometown:	A popular or surprising food:
Ex.					
1.					
2.					
3.					





# MINI-LESSON: Contractions

The apostrophe mark ( ' ) has two main uses in English:

1. To make contractions
2. To make nouns possessive

Today's focus is on contractions. A contraction occurs when two words combine to form a single word. An apostrophe shows where the letters are missing in a contraction.

We use contractions in conversation and in informal writing such as letters to friends, but we usually do not use them in formal academic and business writing.

- |          |         |            |           |            |         |
|----------|---------|------------|-----------|------------|---------|
| ● is not | → isn't | ● it is    | → it's    | ● we will  | → we'll |
| ● she is | → she's | ● they are | → they're | ● will not | → won't |

*NOTE: Usually the first vowel of the second word, with the exception of contractions that use will.*

**Activity:** Fill-in the missing information.

1. have not → \_\_\_\_\_
2. \_\_\_\_\_ → he's
3. that is → \_\_\_\_\_
4. will not → \_\_\_\_\_
5. \_\_\_\_\_ → we're
6. they will → \_\_\_\_\_

*From top clockwise: Lotus temple, Humayun's Tomb, Connaught Place, Akshardham temple and India Gate.*

## Listening Comprehension Text: Delhi, India

My hometown is Delhi. Delhi is the capital of India and is located on the Yamuna River. It's an interesting city because it's both new and old, it's full of markets and college students, and it's ancient.

Delhi is divided into two parts: Old Delhi and New Delhi. New Delhi is very beautiful. Old Delhi is also beautiful, but it's more crowded than New Delhi with its high population. In New Delhi, there are fantastic parks and gardens. Nehru Park, Talkatora Garden, and Buddha Park are amazing places to visit if you want to relax and experience nature. Today, Delhi is fast-paced, modern city. It has a rapid transportation system and the nightlife is full of energy and busy people.

Delhi is a great center of trade and education. Connaught Place, Chandni Chowk, and Lajpat Nagar are famous shopping markets where you can buy anything from clothes to kitchen supplies and food. There are also many universities in New Delhi. Because English is an official language in India, did you know that you could study English in Delhi? You can meet many Indian college students if you come to Delhi.

Delhi is also an ancient city. It became a city around 1000 BC. The old buildings remind us about its glorious past. For example, tourists often come to Delhi to see the historical places like the Lotus Temple, India Gate, the National Museum, and the Akshardham Temple.

I hope that you will have a chance to visit India someday. The new and old, the college students, and the ancient tourist spots are waiting for you.

