## CEP Lesson Plan – June 23, 2014

Teacher/s: Katie
Level: A2
Date/Time: June 23, 2014

**Goal: Students will practice phrasal verbs, with an emphasis on three-word phrasal verb forms. Students will also use phrasal verbs to talk about their personality.**

**Objectives (SWBAT):**
**S**tudents **W**ill **B**e **A**ble **T**o…
1. Practice using literal and separable phrasal verbs by listening to and providing directions.
2. Identify and classify phrasal verbs from a TV show script ("Modern Family") according to categories such as literal, metaphorical, separable, inseparable, two word, and three word. Identify vocabulary related to personality as it relates to characters from the clip.
3. Practice producing phrasal verbs with "up" and "down" by writing sentences using the collocations they discovered by using a corpora over the weekend for homework.
4. Be able to use a variety of phrasal verbs in context by writing a short role play using phrasal verbs.
5. Identify phrasal verbs and conditionals as well as discuss first impressions and personality by listening to a short clip from NPR.

**Theme:** You're Not My Type
**Extensions: Modern Family Clip & Personality Discussion, NPR News: "The Science Behind First Impressions"**

| Stage/Aim/Skill/Microskill | Activity/Procedure | Intera ction | Time |
|---|---|---|---|
| ***Activity 1: Acting out Directions Using Phrasal Verbs***<br><br>*Transition: Now that you have gotten some good practice with some literal two-word phrasal verbs, let's take a look in your book at some of the examples of three-word phrasal verbs by turning to page 98…* | *Pre-stage:* T will return Ss presentation rubrics from last Thursday's presentations as Ss arrive.<br><br>Once everyone has arrived, T will tell Ss that there is a bag sitting on a desk in the front of the room which contains a large ugly shirt. T will ask for a volunteer to come to the front of the classroom and mention that everyone else should take out a pen and write down every phrasal verb (PV) which they hear. T will instruct the volunteer to do the following:<br><br>1. Stand over there<br>2. Look across the room<br>3. Walk towards the bag<br>4. Look into the bag<br>5. Pick up the shirt<br>6. Look at the tag on the shirt<br>7. What is the shirt made of?<br>8. Where did it come from?<br>9. Put it on.<br>10. Button it up.<br>11. Roll up the sleeves<br>12. Take it off<br>13. Hold onto it<br>14. Put it on the desk<br>15. Put it under the bag<br>16. Drop it back in the back<br>17. Walk around the desk<br>18. Sit back down<br><br>T will ask Ss to check their answers with each other – did they all get | T-SS, SS-SS | 20 mins<br><br>7:00-7:20 |

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|---|---|---|---|
| | the same sequence of PVs? (10 mins) *During-stage:* T will ask Ss to give her directions using PVs in the classroom (5 mins). Next, Ss will give directions to their partner – 2 mins per partner, then switch (5 mins). T will circulate and write down any errors. *Post-stage:* T will share any overheard errors on the white board. *Tangible outcome/feedback:* List of phrasal verbs. T will provide error correction and peers will be encouraged to correct any mistakes they hear from their partner. | | |
| ***Activity 2: Listening and Writing - Classifying Phrasal Verbs from a "Modern Family" Clip*** <br><br> *Transition: Your lists are looking great. I'd like you all to take out the lists of phrasal verb collocations which you collected over the weekend, as we will be using them in class now.* | *Pre-stage:* First, T will pre-teach the difference between two and three word phrasal verbs by asking students to look at the box on page 98 in their book, which contrasts the two types. To practice the four 3-word phrasal verbs in the box, T will ask students to discuss these four questions with a partner: <br><br> 1) Who do you look up to? <br> 2) Who do you look down on? <br> 3) Who do you put up with? <br> 4) What do you want to get rid of? (5 mins) <br><br> Next, T will distribute the first few pages of the script from the pilot episode of Modern Family, which includes a description of the personalities of the characters from the show. T will ask Ss to first look at the descriptions of the personalities and to take a moment to read them over and underline any words they are unfamiliar with. Next, T will ask Ss to discuss with their partner which character they think has a similar personality to themselves and why. (5 mins) <br><br> *During-stage:* T will distribute the worksheet and ask Ss to look at the categories: Two word, three word, separable, inseparable, literal, and metaphoric. T will explain that Ss will write down phrasal verbs that they hear on the worksheet. T will model by having students add "put up with" to their list. (5 mins) <br><br> Next, T will play the clip two times. The first time, Ss will watch without reading the script. The second time, they will watch and highlight as many phrasal verb as they can find in the clip (about ten). (5 mins) <br><br> *Post-stage:* In pairs and then in groups, Ss will work together to classify as many phrasal verbs from the script as possible. When finished, a S will share their answers with the doc cam. (10 mins) <br><br> For groups that finish early, T will ask Ss to add the two-word phrasal verbs on page 98 to their lists. <br><br> *Tangible outcome/feedback*: Completed worksheet and script with highlighted phrasal verbs. T will provide feedback while circulating the room, Ss will help correct each other in pairs. | | 30 mins <br><br> 7:20-7:50 |
| ***Activity 3: Phrasal Verb Collocations – Sentence Writing*** | *Pre-stage:* T will ask Ss to take out their lists of PVs which they gathered over the weekend – each S should have three phrasal verbs and five common collocations listed for each one. T will ask Ss to put | T-SS, SS-SS | 15 mins <br><br> 7:50- |

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| *Transition: These sentences are great. I'd like us to continue to practice using various phrasal verbs as it will help to strengthen your understanding of them. We are going to write and perform short dialogues, but in order to do that we should look at the example in your book on page 99…* | a star next to expressions that were new to them, and a checkmark next to expressions they had previously heard. (1 min)<br><br>Next, Ss will share their lists with a partner (3 mins)<br><br>*During-stage:* Ss will write three sentences individually, each of which uses one of their "starred" expressions. (5 mins) Ss will swap lists with a partner, who will be checking for correct form of the phrasal verb. (2 mins).<br><br>*Post-stage:* T will ask a few Ss to teach their PVs to the whole class. (4 mins)<br><br>*Tangible outcome/feedback:* sentences. T will provide corrections to the written sentences while circulating, and Ss will provide feedback on their partner's sentences. | | 8:05 |
| **Activity 4: Phrasal Verb Role Plays**<br><br>*Transition: Those presentations were excellent. We are going to listen to a clip from NPR and identify some additional phrasal verbs while continuing our discussion of personality…* | *Pre-stage:* T will ask Ss to look in the book at p. 99, which features a dialogue between a husband and a wife and contains several phrasal verbs. Ss will select the correct answers from the blanks in partners (10 mins).<br><br>*During-stage:* T will ask Ss to number off and will put them into groups of three. T will give each group a slip of paper containing three phrasal verbs including a definition and example sentence, from the book *The Ins and Outs of Prepositions*. T tells students they must write a short dialogue containing the three phrasal verbs, which they will perform for the class. Ss will work together. If they finish early, T will provide them with additional phrasal verbs to incorporate into their skit. (20 mins)<br><br>**FIVE MIN BREAK**<br><br>*Post-stage:* Groups will share their dialogues with the class. Before they present, they will write their phrasal verbs on the board. After they present, they will answer any questions other Ss may have about the meaning of their PV. (10 mins)<br><br>*Tangible outcome/feedback:* Written dialogues. T will provide feedback while students write and present, and Ss will provide each other feedback while writing. | | 45 mins<br><br>8:05-8:50 |
| **Activity 5: Listen & Discuss: Personality**<br><br>*Excellent work. Let's talk about the homework for today, and I'd also like you to fill out some exit tickets since our final examination is coming up on Wednesday….* | *Pre-stage:* T will explain to Ss that they are going to continue to discuss the theme of personality by listening to a short, recent clip from NPR about a science experiment that was conducted about first impressions. T will write "first impressions" on the board and ask Ss to explain what it means.<br><br>T will ask each S to write down three adjectives that they think describe their own personality, and another 3 which describe their partner. Students next will share their list with their partner and discuss the differences between their own ideas about their personality and the impressions that others may have. (5 mins)<br><br>Next, T will ask Ss if they think you can tell about someone's personality from their voice. T will play the four clips of people saying | | 35 mins |

| Activity 5: Listen & Discuss: Personality | *Pre-stage:* T will explain to Ss that they are going to continue to discuss the theme of personality by listening to a short, recent clip from NPR about a science experiment that was conducted about first impressions. T will write "first impressions" on the board and ask Ss to explain what it means. | | 35 mins |
|---|---|---|---|
| *Excellent work. Let's talk about the homework for today, and I'd also like you to fill out some exit tickets since our final examination is coming up on Wednesday….* | T will ask each S to write down three adjectives that they think describe their own personality, and another 3 which describe their partner. Students next will share their list with their partner and discuss the differences between their own ideas about their personality and the impressions that others may have. (5 mins) | | |
| | Next, T will ask Ss if they think you can tell about someone's personality from their voice. T will play the four clips of people saying "hello!" that are featured on the NPR website listed below, and ask Ss to guess which ones they think are the most trustworthy: [http://www.npr.org/blogs/health/2014/05/05/308349318/you-had-me-at-hello-the-science-behind-first-impressions](http://www.npr.org/blogs/health/2014/05/05/308349318/you-had-me-at-hello-the-science-behind-first-impressions) (5 mins) | | |
| | *During-stage:* T will play the listening clip and ask Ss to jot down the key ideas. Ss will share their ideas with a partner. For the second listen, T will distribute the transcript of the text and ask Ss to underline any words that they are unfamiliar with. (10 mins) | | |
| | *Post-stage:* T will ask some focused questions to check comprehension: Where are the scientists from? How many participants were involved in the study? What did they discover about voices? Male voices? Female voices? (2 mins) | | |
| | With a partner, discuss the words you underlined that were new to you. (3 mins) | | |
| | Next, T will ask Ss to work on questions 1-5 on the bottom of the paper in small groups of three students. (10 mins) | | |
| | Ss will share their responses with the class. | | |
| | *Tangible outcome/feedback:* Listening passage with marks and notes; peer feedback during discussion, T feedback when reporting to class. | | |

Materials:
Worksheets, including scripts of Modern Family and NPR Listening
Old T-shirt
Paper Bag
Website
Cut up phrasal verbs with definitions, from *The Ins and Outs of Prepositions* by Jean Yates

Anticipated Problems & Suggested Solutions:
1. Tech failure – T will read transcripts aloud rather than playing them on the computer.

Contingency Plans (what you will do if you finish early, etc.):
If we finish early, we will look at the "tongue twisters" I posted on the website for homework tonight, and ask Ss to practice using them.

Post-Lesson Reflections:

NAME: _____

**Directions:** Find as many phrasal verbs as you can from the clip from the pilot episode of Modern Family. Categorize them into this chart below!

| Phrasal Verb | Meaning | Two-word | Three-word | Seperable | Inseperable | Literal | Metaphorical |
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## Script for a Clip from the Pilot Episode of "Modern Family"

**Characters:**

*The Dunphy Family*

**Claire –** Late 30s, uptight suburban mom, tries to make everyday special for her kids, needs control.

**Phil** - Late 30s, real estate agent, upbeat, goofy, thinks he's cooler than he is.

**Haley** - 16, social, fashion-conscious, rebellious, has a wild streak.

**Alex** - 13, (girl), smart, cynical, insightful for her age.

**Luke** - 10, immature, simple, not the brightest bulb.

*The Pritchett–Delgado Family*

**Jay** - 60s, successful businessman, divorced. Recently married Gloria, struggles to stay "young" for her.

**Gloria** - 30s, Hispanic, beautiful, strong, quick-tempered. Protective mother. Divorced six years ago.

**Manny** - 12ish, Gloria's son - Jay's stepson. Old soul, sensitive, passionate, a young romantic.

*Mitchell & Cameron's Family*

**Mitchell** - Mid-to-late 30s, dentist, gay, emotionally restrained, worrier.

**Cameron** - Mid-30s, gay, free with emotions, lives in the moment, surprisingly strong.

**Lily** - Baby girl, adopted from Vietnam.

## Scene: Dunphy household

Claire: Kids, breakfast! Kids! Ugh, Phil, would you get them?

Phil: *(busy on cellphone)* Yeah. Just a sec.

Claire: Kids! *(drops container)* Okay.

Phil: That is so… Kids! Get down here!

Hayley: *(enters)* Why are you guys yelling at us when we're way upstairs? Just text me.

Claire: Alright, that's not gonna happen and wow, you're not wearing that outfit.

Hayley: What's wrong with it?

Claire: Honey, do you have anything to say to your daughter about her skirt?

Phil: *(looks up from cellphone)* Sorry. Oh yeah, it looks really cute, sweetheart.

Hayley: Thanks.

Claire: No, it's way too short. People know you're a girl; you don't need to prove it to them.

Alex: *(enters)* Luke got his head is stuck in the banister again.

Phil: I got it. Where's the baby oil?

Claire: It's on our bedside tab- *(mutters)* I dunno. Find it. *(walks into cupboard door)* Come on!

*(Commentary)*

Claire: I was… out of control growing up. There, you know, I said it. I… I just don't want my kids to make the same bad mistakes that I made. If Hayley never wakes up on a beach in Florida half-naked, I've done my job.

Phil: …Our job.

Claire: Right. I've done our job.


**Scene: Soccer match**

Gloria: Bravo, Manny! Kick it, kick it! Don't let him- kick it! Manito! *(says something in Spanish)* No! No, no! He tripped him, Jay. Where is the penalty?

Jay: Gloria, they're 0-6. Let's take it down a notch.

*(Commentary)*

Gloria: We're very different. Jay's from the city, he has big business. I come from a small village – very poor, but very, very beautiful. It's the number one village in all Colombia for all the… what's the word?

Jay: Murders.

Gloria: Yes, the murders.

*(Cut back to scene)*

Gloria: Manny, stop him! *(says something in Spanish)*

*Manny waves at girl on bicycle; other team scores.*

Teammate: Dammit, Manny.

Mother: Come on, coach. You've gotta take that kid out!

Gloria: You wanna take him out? How about I take you out?

Jay: Honey, honey…

Gloria: Why don't you worry about your son? He spent the first half with his hand in his pants!

Mother: *(mouths)* Wow… *(walks off)*

Guy: I've wanted to tell her off for the last six weeks. I'm Josh, Ryan's dad.

Gloria: Hi, I'm Gloria Pritchett, Manny's mother.

Josh: Oh, and this must be your dad.

Jay: Her dad? No. No, that's funny. Actually, no, I'm her husband. Don't be fooled by the, uh… *(tries getting up from chair)* Gimme a second here.


**Scene: Airplane**

Mitchell: *(to Lily)* Who's a good girl? Who's that? Who's that?

Granny: Oh, she's adorable!

Mitchell: Oh, thank you.

Granny: Hi, precious! *(puckers up; blows lips in attempt to make Lily smile)*

Mitchell: *(in small voice)* Hello. Hi, hi! We just- we just adopted her from Vietnam and… we're bringing her home for the first time, huh.

Man: Oh, she's an angel. You and your wife must be so thrilled.

Cameron: *(enters)* Sorry, sorry, sorry. Daddy needed snacks. Hi. *(fumbles his way to his seat; granny and man look away uncomfortably)* So, what are we talking about?

*(Commentary)*

Mitchell: Uh, we have been together for, guh, five- five years now? And, uh, we just, we decided we really wanted to have a baby, so we had initially asked one of our lesbian friends to be a surrogate, but-

Cameron: Then we figured they're already mean enough; can you imagine one of them pregnant?

Mitchell: Don't think so.

Cameron: No, thank you. Ick.

*(Cut back to scene)*

Mitchell: You saw that, right? Everybody fawning over Lily, and then you walk on and suddenly it's all "Oooh, SkyMall, I gotta buy a motorised tie rack." Alright, you know, I'm- I'm gonna give a speech.

Cameron: You are not giving a speech.

Mitchell: Why?

Cameron: You're gonna be stuck with these people for the next five hours.

Mitchell: You're right, you're right. Okay, I'm sorry.

Lady: Honey, honey, look at those babies with those cream puffs.

Mitchell: Okay, excuse me. *(stands up)* Excuse me, but this baby would've grown up in a crowded orphanage if it wasn't for us cream puffs. And you know what? No, to all of you who judge-

Cameron: Mitchell…

Mitchell: -hear this: love knows no race, creed-

Cameron: Mitchell…

Mitchell: -or gender. And shame on you, you small-minded, ignorant few-

Cameron: Mitchell!

Mitchell: What?!

Cameron: *(motions to cream puffs in Lily's hands)* She's got the cream puffs.

Mitchell: Oh.

Cameron: …We would like to pay for everyone's headsets.

*Extra Discussion Questions:*
*1. In addition to the phrasal verbs we identified, what idioms (expressions) do you notice in the passage? What do you think they mean?*
*2. Vocabulary identification. What do you think the word "surrogate" means? What about "banister"?*
*3. Identify the humor in each of the scenes. Why is each part funny? Discuss with your partner.*

**NPR News: "You Had me at Hello: The Science Behind First Impressions"**

RENEE MONTAGNE, HOST: It's MORNING EDITION from NPR News. I'm Renee Montagne.

STEVE INSKEEP, HOST: And I'm Steve Inskeep.

Today in Your Health: How learning to quilt could help your brain. First, a scientific study reveals how we use voices to instantly judge personality. Michelle Trudeau reports on scientists in Scotland who have been studying the power of the first impressions.

MICHELLE TRUDEAU, BYLINE: Remember that famous line from the movie "Jerry Maguire," where Renee Zellweger says to Tom Cruise...

(SOUNDBITE OF MOVIE, "JERRY MAGUIRE")

RENEE ZELLWEGER: (As Dorothy Boyd) You had me at hello. You had me at hello.

TRUDEAU: Turns out there's some scientific evidence backing this up, according to psychologist Phil McAleer at the University of Glasgow, Scotland.

PHIL MCALEER: From that first word you hear a person speak...

UNIDENTIFIED WOMAN #1: Hello.

MCALEER: ....you start to form this impression of the person's personality.

TRUDEAU: To explore this, McAleer recorded 64 people - men and women from Glasgow - reading a paragraph in which the word hello occurred. He then extracted all the hellos, got over 300 participants to listen to the different hellos and to rate them...

MCALEER: On one of 10 different personality traits.

TRUDEAU: Such as trustworthiness, aggressiveness...

MCALEER: Confidence, dominance, warmth.

TRUDEAU: Basically, asking each participant...

MCALEER: What is your first impression of a person from the moment you hear them speak?

TRUDEAU: Here are a couple of examples of what the participants listened to and rated.

UNIDENTIFIED MAN #1: Hello.

MCALEER: That voice, for our participants, was rated the most trustworthy male voice in the study.

TRUDEAU: Versus this voice.

UNIDENTIFIED MAN #2: Hello.

MCALEER: This speaker was rated the most untrustworthy male.

The sort of guy you'd want to avoid, or you wouldn't really want to talk to on the phone.

TRUDEAU: McAleer says if you compare these two examples...
MCALEER: There's a real change in the pitch of the two voices. The trustworthy male says hello really quite high-pitched, like, hello. Whereas, the untrustworthy guy kind of says it more like, hello.

TRUDEAU: Likewise for the female voices.

UNIDENTIFIED WOMAN #2: Hello.

TRUDEAU: That female voice was rated the most dominant personality.

MCALEER: So the dominant female, you can hear in her voice - again, it sounds like the pitch is lower. So it sounds like she's speaking in a bit more of a deeper voice.

TRUDEAU: Compared with the voice of the woman who was rated the least dominant.

UNIDENTIFIED WOMAN #3: Hello.

MCALEER: In the non-dominant female that you just played there, it doesn't have that strength in the voice anymore.

TRUDEAU: Now, McAleer says it doesn't really matter whether the ratings of personality accurately reflect a speaker's true personality. What matters, he contends, is that most participants rated the voices the same way.

MCALEER: So we've asked 300 different people who don't know each other to rate 64 voices that they've never heard before. And from that, what we find is that they all seem to perceive that that voice is the most trustworthy, and another voice is the least trustworthy.

TRUDEAU: And for the other personality traits - such as dominance, warmth, confidence...
MCALEER: They rate in a very similar fashion as well.

TRUDEAU: In less than a second, we make a snap judgment about someone's personality, says Jody Kreiman, a UCLA researcher who studies how we perceive different voices.
Hearing just a brief utterance, we decide whether to approach the person or to avoid them. Such rapid appraisals, she adds, have a long evolutionary history. It's a brain process found in all mammals

JODY KREIMAN: So, you know, biological things, things that are important for behavior and for survival, tend to happen pretty fast. You don't have a huge amount of time. It has to be a simple system of communication.

TRUDEAU: And it doesn't get much simpler than a simple hello, rapidly communicating friend or foe; a phenomenon that Phil McAleer has now dubbed the Jerry Maguire Effect - underscoring the old adage: You never get a second chance to make a first impression.
For NPR News, I'm Michelle Trudeau.

INSKEEP: Hello. If you'd like to try rating the hellos yourself go to our website, npr.org

**1. Find at least two examples of phrasal verbs. Add them to your chart.**
**2. Find two examples of conditional sentences. Are they zero, first, second, or third?**
**3. What nouns and adjectives can you find which describe personality?**
**4. Do you agree or disagree with the findings of this study?**
**5. How could you add to this study if you wanted to know more about this topic?**

**Exit Ticket**
Before you leave class, write down 2 things that you learned today and 1 thing you are still confused about.

1. _____

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2. _____

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3. _____

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**Exit Ticket**
Before you leave class, write down 2 things that you learned today and 1 thing you are still confused about.

1. _____

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**Exit Ticket**
Before you leave class, write down 2 things that you learned today and 1 thing you are still confused about.

1. _____

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