

Description and Practicality of the Teaching Toolkit

The workshop toolkit features low-resource, mixed-ability group activities, links to relevant English language teaching websites, and information about best practices for establishing conversation clubs, reading groups, and other extracurricular English language activities. This list is by no means exhaustive, but highlights some of the materials and resources that we use and like as teachers. This should get you started, but know that almost any teaching resource can be found online.

Sample Teaching Toolkit

Texts on Teaching

Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Longman

Celce-Murcia, M. & Larsen-Freeman, D. (1998). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle

Datesman, M., Crandall, J., & Kearny, E. (2014). *American Ways: An Introduction to American Culture*. Pearson

Harmer, J. (2007). *The Practice of English Language Teaching with DVD*. Longman

Lightbown, P. & Spada, N. (2013). *How languages are learned* (4th ed.) Oxford: Oxford University Press.

Marsland, B. (1998). *Lessons from Nothing: Activities for Language Teaching with Limited Time and Resources*. Cambridge

Nunan, D (ed.) (2003). *Practical English Language Teaching*. McGraw Hill

Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. MacMillan

Wintergerst, A. & McVeigh, J. (2010). *Tips for Teaching Culture: Practical Approaches to Intercultural Communication*. Pearson Longman

Cambridge Handbooks on Teaching

Oxford Handbooks for Language Teachers

Interactive Learning Strategies

Vanderbilt University's Center for Teaching

<http://cft.vanderbilt.edu/guides-sub-pages/cooperative-learning/>

Purdue University's Teaching Tips & Resources

http://www.purdue.edu/cie/teachingtips/cooperative_collaborative/index.html

California State University Stanislaw Interactive Classroom Strategies and Structures for Success

<https://www.csustan.edu/sites/default/files/SAIL/documents/InteractiveClassroomStrategiesandStructuresforSuccess-Dr.FranciscaSanchez.pdf>

Helpful Sites for planning, assessing, and learning about teaching

www.americanenglish.state.gov: A comprehensive site with both English teaching and English learning resources. The website provides a variety of engaging materials and resources for both teachers and students and with information on U.S. culture as well.

- American English Facebook for Educators
- American English at State Facebook
- On website there is monthly Teacher's Corner
- American English Webinars

www.superteachertools.net: A great resource for downloading games such as Jeopardy, Speed Match, and many board games.

www.daveseslcafe.com: One of the better-known ESL/EFL websites out there. It offers a wide range of resources by way of teaching ideas for different kinds of teaching situations.

www.englishcentral.com: A site to improve pronunciation and listening comprehension. Students may choose videos or follows a teacher's curriculum. Teachers may keep record of students' progress including number of videos watched, lessons completed, vocabulary learned, and problematic pronunciation. An Internet connection is required.

www.conversationstarters.com/101.htm: This site has an extraordinarily large number of conversation topics along with associated questions. A number of activities can be devised using this particular resource by just using the imagination!

www.rachelsenglish.com: This is another fantastic resource that places an emphasis on pronunciation. This site helps students to listen to and produce English sounds. It has a number of videos that go into detail as to how to pronounce English phonemes.

www.esl-library.com/lessons.php: A host of lesson plans may be found here.

www.newsflashenglish.com: Many lesson plans may be found here.

<http://www.englishworksheets.com>: This website has printable worksheets, Handouts, Tests, Materials, Resources, Grammar Explanations, Lessons, Vocabulary, Pictionary, Posters, Games and Puzzles for younger learners, students and teachers!

<http://www.esltoolbox.com>: A site that caters to young learners and has a good collection of simple but relevantly themed lessons.

www.busyteacher.org: A great resource for English teachers: there are articles, activities, a lot of advice, lesson plans, etc.

www.scottthornbury.wordpress.com: A comprehensive blog which contains the A-Z of ELT and an extended list of items related to the world of ELT. ETAs can find illuminating explanations of certain aspects of the TESOL field here.

Online Learning for English Learners

<http://learningenglish.voanews.com/>: Offers news stories with online language learning components for teachers to use in class or for learners to use at their own pace.

<https://share.america.gov> : Great site for videos and transcripts teaching and talking about American culture.

<http://a4esl.org/> : Site that is good for beginning and intermediate learners. Very ESL focused so some materials need review for EFL purposes.

<http://www.esl-lab.com/> : Site that is focused on listening skills for learners.

<http://americanenglish.state.gov/trace-effects> : Online gaming opportunity for learners from American English by the Department of State.

Teaching Tips (no particular order)

- 1. Listen to your students. Observe your students.** This might mean listening to their needs, their language learning goals, or even their ideas and issues. For students this goes a long way and for teachers it can inform many of our decisions about our classes in terms of expectations, curriculum, and activities.
- 2. Keep expectations high, but also recognize that these students are in EFL classes for a reason. They need support.**
Remember that our students are capable, but they are overcoming a major hurdle. It does not serve to pass them over because we don't want to deal with them, but it also doesn't help to hold them to unachievable standards. Remember why they are in EFL classes.
- 3. Facilitate student-student and teacher-student relationships.** Do not end the getting to know each other process with the first day's icebreaker. I provide a variety of opportunities for students' to make connections in class. On the first day I have students exchange contact information with two other people so they can rely on them if they are going to be absent. I also take five minutes at the beginning of every class for the first week or two to continue developing these relationships. One way is that students must find someone new and discuss/answer the question of the day.
- 4. Be confident.** You can be a great teacher and know that you have something to offer your students. Your age, openness, and energy are assets. Utilize these assets and don't get bogged down by what you don't know about language teaching and learning.
- 5. Over plan.** Always have back up plans and extra materials so that you never feel lost or have to wing it. Technology will always fail. Students will always finish early. The better prepared you are the smoother classes will go.
- 6. Be flexible and sensitive to your students' needs.** As you work through lessons check in with students regularly to see how they're doing. If they are lost don't force it. Stop. There is nothing that says you have to shove knowledge down their throats if they aren't ready. Slow down, reflect, and adapt to their needs. If you need a moment to figure out what to do you could 1) put students in groups to make a list of what they know about the topic at hand 2) ask learners to reflect in writing on what they understand and don't understand 3) switch over to something that is comfortable and familiar to them while you figure out how to adapt. In essence, give yourself time.
- 7. Always give students time to think and respond.**
Rather than jump in once a question has been asked count silently to 5. Feel free to call on people, but for people who are unsure, don't let them off the hook. Tell them you will come back to them and expect an answer in a minute.

8. Expectations Discussion

Have a discussion with students to determine rules and expectations for the class. What are your expectations of students? What are students' expectations of you? Once rules are established how will they be enforced?

I usually begin by putting some rule-related topics on the board that are up for discussion, i.e. English in class. Then students work in small groups to generate their own list of rules for the course. These are posted on the board and discussed as a large group with the whole class agreeing/disagreeing on suggested ideas. Teacher and students can add and subtract ideas from the list. Teacher retains veto power, but most ideas are reasonable. Once rules and expectations for students and teacher are established have a brief discussion on how to enforce expectations. When students leave they will have a clear idea of what the teacher expects of them. I often post the list on Canvas and give students a short quiz worth a few points that binds them to this "contract."

9. Support for Exam Reviews

Hand out index cards and have each student write down a question they have that they need answered. Students can then review questions in small groups. Anything not answered can be put to the class after small group discussions. Or, if class is smaller, whole class can review all of the questions as one group.

10. Balance top-down strategies such as meaning making and comprehension with bottom-up such as vocabulary and spelling.

Don't spend every minute of a reading asking comprehension questions. Take time to work on fluency and accuracy as well. A balanced approach to language learning leads to better communicators in all aspects of the language.

11. Write, say, and do. Give students input in various ways when you are not focused on one skill. Think Universal Design: designing materials and giving input in a way that is accessible to all students. Always offer input in multiple formats. Remember different learners learn in different ways. It will only help ELLs to receive input in alternative formats.

12. Be transparent. Tell them what you will grade and how you will grade. Transparency gives them the opportunity to succeed.

Offer assignment sheets with clear guidelines, expectations, and grading procedures. Make your purpose clear to students. If you don't understand the purpose of an assignment reconsider the assignment.

13. When grading papers allot a certain amount of time for each paper, i.e. 15 minutes.

We only have so much time in a day. Set limits on the amount of time and attention you give to longer grading sessions.

14. Act as a cultural informant and be sensitive to the cultural, educational, social, economic and political differences of students, i.e. Russia & Ukraine with students in those regions unless they make the choice.

Russia & Ukraine are just one example and we as EFL teachers are often more culturally aware of sensitivities than other teachers. At the same time, because we are more familiar with our students cultures does not give us free-rein to approach

any topic. Telling a student that it is not appropriate to pick their nose in class is useful information that will help them better understand how to function in a global culture. Asking a student to speak to the rights of women in Saudi Arabia (out of context) does little to inform them of American culture; instead, it could very well make them feel further ostracized and isolated. It's a fine line to walk: valuing culture vs. separating and mocking culture.

15. Allow for mistakes on your part and the part of the students.

Feel free to say "I don't know. I'll have to find out for you." Extend that same courtesy to students. Students, like teachers, are busy people who deserve a little patience and understanding. Don't allow yourself to be taken advantage of, but also recognize that our goal is to help students succeed so apply punishments with careful thought and purpose.

16. Journal Discussions to develop topics or to simply "talk"

- a. Begin by pairing students and having each student take out a piece of paper. Fold paper in half lengthwise. Have each student write a statement about their proposed topic, whether they write a possible thesis sentence or answer they have found in their research. They then trade papers and generate a question about the statement given (write question on right side of paper). Trading papers again the student tries to answer the question. They continue to answer/question/answer/question as a way to flush out topic.
- b. Place students into small groups of 4-6 in a circle. Have them each take out a piece of paper and fold the paper in half lengthwise. On the left hand side write have them write their research question and answer. On the right hand side simply write their research question. Folding the paper and passing it to the next person, have each person in the circle write their answer to the research question. Keep the paper folded so no one can see "asker's" answer. When paper is returned to owner, have them unfold paper and read question and all possible answers. Then have them write a revised answer based on what additional information classmates offered.

Lesson Plan Template

Class Date:

Background Information:		
Course Name/Description:	Institution:	Lesson Length:
Description of Students:	Level:	Number of Students:
Lesson Information:		
Lesson Objectives — Students will be able to:		
Specific skills/content focus:		
How does this lesson fit in with the previous and next lessons?		
Lesson Plan:		
Time	Procedure	Materials and Rationale
		<i>Materials:</i>
		<i>Materials:</i>

Lesson Plan Template

		<i>Materials:</i>
		<i>Materials:</i>
Assessment:		
Notes:		
Pre-class preparation:		
Lesson Evaluation:		
<ol style="list-style-type: none">1. What do you think the students actually learned? How do you know?2. What parts were most successful/least successful? Why?3. Did you finish the lesson on time? If not, why?4. What changes (if any) will you make in your teaching and why (or why not)?		



Lesson Plan Template

Class Date: 07/29/2016

Background Information:		
Course Name/Description: ETA PDO/ Reading Activity	Institution: IIE	Lesson Length: 10 Minutes
Description of Students: Adult	Level: Advanced	Number of Students: 10
Lesson Information:		
Lesson Objectives — Students will be able to: Translate informal dialogue into a more formal conversation; read prepared dialogue aloud in class		
Specific skills/content focus: Focus is on reading orally and being about to switch between informal and formal conversation		
How does this lesson fit in with the previous and next lessons? Builds on vocabulary and public speaking skills. Improves literacy through reading aloud.		
Lesson Plan:		
Time	Procedure	Materials and Rationale
1 min	Introduce the activity and split the students into pairs	<i>Materials:</i>
3 min	Each pair of students reads through the dialogue aloud	<i>Materials:</i> Dialogue



Lesson Plan Template

3 min	Each pair rewrites dialogue using formal language	<i>Materials:</i> Blank sheets of paper and pencil
3 min	Each pair reads dialogue aloud to the class.	<i>Materials:</i>
Assessment:		
<p>Assessment will consist of listening to the fluency of each student's speech, as compared to previous activities. If so desired, each pair could turn in their dialogue for a grade in writing, but that is beyond the scope of the activity.</p>		
Notes:		
<p>Pre-class preparation:</p> <p>Teacher: prepare the dialogue</p> <p>Students: review associated vocabulary and previous lessons concerning formal and informal dialogue</p>		
Lesson Evaluation:		
<ol style="list-style-type: none"> 1. What do you think the students actually learned? How do you know? 2. What parts were most successful/least successful? Why? 3. Did you finish the lesson on time? If not, why? 4. What changes (if any) will you make in your teaching and why (or why not)? 		

Brendan: Hey Mike, throw your stuff in the back and ride up front with me.

Mike: OK, Brendan. Thank you for giving me a ride home. I did not want to call my parents because they were at Mimi's Café for my aunt's birthday.

Brendan: Mimi's Café? That place has the best burgers in town! The atmosphere is also nice. Good food and a good setting, what more could you ask for? We should eat there after our next basketball game.

Mike: Yes, that sounds like a good plan. When is our next game by the way?

Brendan: I think it is after Winter break, which is a long way off. Do you have any plans set up for the upcoming vacation?

Mike: Well, besides going to basketball practices with you, I will most likely be working.

Brendan: Oh, working? Did you get a new job or are you still working at Starbucks?

Mike: Well, Starbucks was a good first job for me and I loved the people I worked with. However, my work schedule was neither convenient nor easy. My manager would schedule me only during the times when it was busiest, which is in the morning when there is a constant coffee rush. It was definitely very difficult and a conflict to my class schedule.

Brendan: Well, what are you doing now at your new job?

Mike: Well, I am an Administrative Assistant for a company called Multi-Max. I have done a little training, but I do not know what the full job entails. From what I have seen, it is mostly inputting data into the computer and following up on customers' orders.

Brendan: Oh, that sounds pretty easy. When did you start this new job?

Mike: I have been with Multi-Max since November 1st. Well what about you? Do you have any plans for break?

Brendan: Not really. I think I am just going to hang out at home and read some books. I am planning a snowboarding trip though. You should come if you are not too busy working at your new job.

Mike: Oh, that sounds like fun! Who is going and where are you guys going to go snowboarding?

Brendan: As of right now, my roommates, Jay and Kristian, are planning to go. And, there are Josh, Alexis, and Ann. We are planning to go to Big Bear. I hear that there are pretty good conditions for skiing and snowboarding this season up there.

Mike: Yes, that is what I heard as well. The whole trip sounds like fun. Where are you guys staying at? Did you rent out a cabin?

Brendan: No, we did not. My cousin actually owns a cabin up there, and he said it is OK for us to stay at his place for the weekend when I spoke with him last Friday. The cabin is not far away from the ski slopes and the eateries, so it should be a convenient place.

Mike: Would it be OK with your cousin if I come along as well? I am not sure whether I can go;

however, since I am talking to you, I might as well ask now just in case my schedule permits.

Brendan: I am sure that will be fine. He did not tell me there is a limit on the number of people

I could bring, so you are more than welcome to join us.

Mike: Awesome! I am so excited! Well, I will check my schedule, and I will give you an update tomorrow. Hey, that is my house on the corner. Thanks again for the ride, Brendan!

Brendan: You are welcome Mike. Have a good night and I will talk to you later about the trip.

Lesson Plan Template

Class Date:

Background Information:		
Course Name/Description: The Color Vowel Chart- An Indispensable Pronunciation Tool	Institution:	Lesson Length:
Description of Students:	Level:	Number of Students:
Lesson Information:		
Lesson Objectives — Students will be able to: Use the Color Vowel Chart of the U.S. Department of State's Bureau of Educational and Cultural Affairs		
Specific skills/content focus: Develop a fundamental understanding of the Color Vowel Chart as an accessible phonetic tool		
How does this lesson fit in with the previous and next lessons? Exercises in pronunciation based on this chart have implications in strengthening past coursework and preparing for future coursework, particularing in speaking and listening		
Lesson Plan:		
Time	Procedure	Materials and Rationale
	Break down the chart section-by-section; read each vowel phrase person-by-person, emphasizing each vowel sound	<i>Materials:</i>
	Introduce single syllable words, assigning them vowel colors; introduce multi-syllable words indicating the role of stress in assigning a vowel color	<i>Materials:</i>



Lesson Plan Template

	Pair up students; assign them the task of identifying the vowel colors of their first and last names (working with their partners) and creating a single sentence using their partner's full name and the associated vowel color phrases from the chart; review activity in popcorn/snowball fashion	<i>Materials:</i>
	Review where to find the Color Vowel Chart and associated resources; point out the strengths of "popcorn" and "snowball" classroom activity structures	<i>Materials:</i>
Assessment:		
Notes:		
Pre-class preparation: Make enough copies of the Color Vowel Chart for each member of the lesson (instructor(s) included); obtain colored writing utensils (pencils, chalk, markers, etc.); prepare vocabulary lists		
Lesson Evaluation:		
<ol style="list-style-type: none">1. What do you think the students actually learned? How do you know?2. What parts were most successful/least successful? Why?3. Did you finish the lesson on time? If not, why?4. What changes (if any) will you make in your teaching and why (or why not)?		



Lesson Plan Template
Danica Harootian

Background Information:

Course Name/Description:	Speaking Skills
Institution:	Yerevan State Linguistic University
Lesson Length:	80 minutes
Description of Students:	Third-year, female, faculty of linguistics
Level:	Intermediate
Number of Students:	12

Lesson Information:

Lesson Objectives:	Students will be able to converse and practice “small talk”; students will be able to improvise information to create a persona in a role play setting with cued questions; students will be able to vary their conversation topics with different “speed dating” partners
Specific Skills/Content Focus:	Speaking, improvisational speaking
How does this lesson fit in with the previous and next lessons?	In previous lessons, students discuss theoretical material about public speaking and present parts of a public speech after preparation and memorization at home. This lesson will give students the opportunity to practice speaking on the spot and become more comfortable speaking English in the classroom before subsequent public speaking presentations.

Lesson Plan:

Time	Procedure	Materials and Rationale
15	<p>Introduce activity. Today we are going to practice speaking on the spot! Do you know what speed dating is?</p> <p>Discuss and explain. Why do people speed date? Have you ever been speed dating? What do you talk about on a date? Let’s think of speed dating in this activity as a way to make friends.</p>	

	<p>You are going to speak to every student in the room, but since you know each other very well, you will not be yourselves in this activity. Please think of a famous person or character that you would like to be today.</p>	
10	<p>Instruct students to brainstorm questions that they can ask to their speed dating partners. Instruct students to think about their own persona and information about this person. For example, if you are Adele in this activity and someone asks where you are from, how will you answer? If you are Sherlock Holmes and someone asks you about your career, what will you say?</p> <p>Encourage students that they should not stick to the questions and answers on their papers. Rather, these are examples to help the conversation get started.</p>	Papers and pencils
5	<p>Prepare classroom and move desks if needed. Instruct half of the students to stand in a circle and the other half of students to stand in a wider circle around the first group. Students face each other, and the outside group will rotate in the direction instructor decides.</p>	
45	<p>Explain to students that the instructor will yell Start and Stop with each turn, and</p>	Timer (phone or watch)

	<p>that they have three to four minutes to converse (depending on time left).</p> <p>Instructor should monitor time and walk around the pairs to observe the conversation. Instructor can participate if there are an odd number of students.</p>	
5	<p>Wrap-Up</p> <p>Gather students' attention after the final round. Who or what characters were the most interesting to talk to? Who would you choose to date/become friends with? What was difficult about this activity? What did you repeat? What questions were easy or hard to answer?</p>	

Assessment:

Notes:

Pre-class preparation: No preparation necessary for students. Instructor should prepare conversational questions and examples of a famous person to spur student ideas.

Lesson Evaluation:

1. **What do you think the students actually learned? How do you know?**
 Students learned to speak on the spot, which they rarely have the opportunity to do in class. Often, students will stick to the same greetings and questions as each round of speed dating progresses, but the improvisational situation helps students not depend on their notes as much.
2. **What parts were most successful/least successful? Why?**
 The most successful aspect of this activity is that students enjoy it. This activity can be repeated with specific conversation topics or situations. For example, students can converse about the weather, the news, etc. The least successful aspect is the possibility of repetition.
3. **Did you finish the lesson on time? If not, why?**
 Yes. Students may feel rushed with each round.
4. **What changes (if any) will you make in your teaching and why (or why not)?**
 If there was time, I could have included more of a cultural aspect to the concept of speed dating by including a funny scene of a TV show or movie. Speed dating is completely foreign in Armenian society.

Lesson Plan Template

Class Date:

Background Information:		
Course Name/Description: "El Paso" song	Institution: University	Lesson Length: 1 hour
Description of Students: College Freshmen/Sophomores	Level: Intermediate	Number of Students: 10-15
Lesson Information:		
Lesson Objectives — Students will be able to: - better understand song lyrics, practice proper intonation, learn new vocabulary		
Specific skills/content focus: - vocabulary practice, speaking		
How does this lesson fit in with the previous and next lessons? - part of unit on food		
Lesson Plan:		
Time	Procedure	Materials and Rationale
10-15 minutes	warm-up: what do you think the song will be about? talk about musical style. Get their opinions (like/dislike). Listen a few times	Materials: laptop, speakers, projector
15-20 minutes	vocabulary practice: listen to song & understand lyrics. Answer questions about words. Sing song a few times.	Materials: " "



Lesson Plan Template

20 minutes	Deeper analysis: what does song mean to you? why did artist write it? groups choose favorite stanza and act it out.	Materials: " "
		Materials:
Assessment:		
As long as students are comfortable with each other and teacher, they will have no issues with relaxing enough to sing and learn some new phrases.		
Notes:		
Pre-class preparation: Have all technology set-up before students arrive		
Lesson Evaluation:		
<ol style="list-style-type: none"> 1. What do you think the students actually learned? How do you know? 2. What parts were most successful/least successful? Why? 3. Did you finish the lesson on time? If not, why? 4. What changes (if any) will you make in your teaching and why (or why not)? 		



Lesson from Lindsey Houchin

Course Name: Open Minds of Osijek - Writing Workshop

Institution: American Corner Osijek (Croatia)

Lesson Length: 10 minutes

Description of Students: High English proficiency, varied writing interests, highly motivated

Level: HS, university, and other adult students interested in creative writing

Number of Students: 5-10

Lesson Objectives: Students will be able to expand a one-word description of a character's emotion into 3-5 sentences using at least one strategy for descriptive writing about emotions.

Specific Skills and Content Focus: Descriptive writing about character emotions

Fit with Previous/Next Lesson: Prior to this activity, students watched a video about Humans of New York and studied different facets of character emotions (physical expressions of emotion, internal expressions of emotion, emotions vs. moods vs. personality traits, expressions of suppressed emotion). Following this activity, students will create "Humans of Osijek" about someone they often encounter in their community using descriptive writing (without a picture).

Lesson Plan: Students go to [instagram.com/humansofny](https://www.instagram.com/humansofny) and select one photograph without considering the caption (30 seconds). Students show their HONY and describe the emotion captured in just one word, such as sad, frustrated, or joyful (1 minute). Instructor reviews first-person point-of-view, and students write one tweet from their character's perspective, either about what just happened to inspire the emotion or simply what on his or her mind (1.5 minutes). Instructor reviews third-person point-of-view and ways to describe a character's emotion, including the character's physical expressions and body language, thoughts, senses, and motivations for their behavior (2 minutes). Students write 3-5 sentences to capture the character's emotion, answering the question "How do you know he or she is feeling _____?" (5 minutes)

Assessment: Instructor checks for understanding throughout the activity. When the writing is complete, students share with another student sitting beside them, encouraged to help the writer identify "missed opportunities," or ways the writer could further develop the character description.

Notes: Humans of New York is an *excellent* source of content for classes, especially because it is always accessible and provides language and culture content. You can use [this video](#) or [this video](#) or [this article](#) or [these articles](#) to supplement lessons. You can analyze sentence structures in captions, you can use the pictures to inspire free-writing activities, you can ask students to apply grammar concepts to write a caption for a photo, you can ask students to brainstorm the series of questions Brandon asked a particular HONY, you can read a caption and ask students to imagine what the picture might look (and then reveal the real thing to confront stereotypes and misconceptions), you can inspire a local "Humans of..." project. Get creative!

Brinna Boettger's Lesson

Students: Advanced English Speakers

Lesson Length: 10 minutes

Number of students: 10-15

Objectives: Students will be able to listen to identify descriptive details of the "ideal woman" and describe in detail their rendition (drawn) of the ideal woman to each other.

Specific skill: listening, speaking

How does this lesson fit: This lesson can be used as the listening component of a unit covering "celebrity" or "media."

Lesson Plan

2:00 Listen to excerpt of "Bossy Pants"

3:00 Instruct students to write down three details that they hear - play recording twice

2:00 Play recording on loop while students draw the "ideal woman"

2:00 Students describe their drawings to a partner

1:00 Feedback

Assessment: Assessment will be completed by evaluating the students' drawings for accuracy as well as during their P2P descriptions of their character