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| **Listening Lesson Plan** |

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| **Summer break from school** |

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| **Instructor :**  **Charllene**  **(Seohyun Lee)** | **Level :**  **Pre-Intermediate** | **Students:**  **10** | **Length :**  **50 minutes** |

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| **Materials :**   * Listening CD & CD player(Track 1 : a dialogue - 30 seconds ) * Whiteboard, board markers * Picture:1 Copy (Teacher’s use) * Worksheet #1(words & idioms) : 11 copies ( 10 copies for each student + 1 extra) * Worksheet #2(Fill in the blank) : 11 copies ( 10 copies for each student + 1 extra) * Worksheet#3(discussion) : 11copies( 10copies for each student + 1 extra) |

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| **Aims :**   * To learn English by listening to a real-life dialogue * To improve listening skill by practicing the pace and intonation of the speech on the CD * To practice new words and expressions related to an interesting subject by answering words and idioms questions and fill-in-the –blank practice * To practice understanding sentences by reading the words and idioms questions * To practice speaking through discussing with group members about real life experiences * To practice writing by assigning writing homework related to a class subject. |

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| **Language Skill :**   * Reading : Words and expressions worksheet * Listening : The speakers’ dialogue on the CD, Teacher’s instructions, and other students’ talks in discussion * Speaking : Prediction, comparing answers and discussion with groups * Writing : Writing the words & idioms answers on the fill-in-the-blank worksheet as listening and the homework of writing sentences including words & idioms they learned |

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| **Language Systems:**   * Lexis : Words & expressions used to describe a specific situation * Phonology: Listening to the sound of the speakers’ dialogue and reading loudly to answer questions after writing the answer. * Discourse : Thinking about what situations a woman is in and forecasting what she will do after this conversation |

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| **Assumptions :**  **student already know :**   * The teacher’s style of teaching and the pace of the course. * How the class is set up and run (usually work in a pair) * All students are adults * They enjoy pair work and discussion. * All students experienced summer break. |

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| **Anticipated Errors and Solutions :**  • Students may not able to follow the dialogue.   * Follow the task-feedback circle: let them listen to the dialogue again until they get the gist   • Students may not be able to pick up details from listening.   * Chunk the listening ( pause-play-pause-play)   • Students may need more time during activity   * Encourage them to help each other, answer the questions when monitoring them.   • If time is short   * Cut post-activity discussion short and ask only 2~3 students to share their opinions   • Students may finish their tasks earlier than anticipated   * Ask students to share their ideas with the whole class after a pair work |

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| **References :**  **Dialogue <EBS FM RADIO>**  **Worksheets<Seohyun Lee>** |

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| **Engagement Phase** | | |
| **Materials : Board & Maker, Picture** | | |
| **Time** | **Set up** | **Procedure** |
| **3 min** | **Whole Class** | **〈Greeting〉**  Hello, everyone. How are you today?  How was your weekend? Any special story to share?  **〈Eliciting and Prediction 〉 –Picture presentation**  What do you see in the picture?  Can anyone describe what they are doing here?  What season is this picture describing? (summer)  Are they working? (having a good time)  What do we call spending some time to have a break during summer season?  (summer break)  Very good, that’s the topic we are going to talk about. Very nice guess  But can everyone take a rest during summer break?  Yes, good. Some can. Some can not. So let’s figure out about the speakers.  Can they take a rest or not during this season? Before listening, let’s have a look  at the words and expressions. |

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| **Learning Activity Phase (Pre-Activity)** | | |
| **Materials : Board & Marker, Worksheet #1 (words and idioms)** | | |
| **Time** | **Set Up** |  |
| **10 min**  **3 min** | **Whole Class**  **Individually**  **Whole Class** | **Procedure :**  **▶ Words about “ summer break from school”**  **〈Demonstration〉**  **-One example sentence from the worksheet #1 is written on the whiteboard**  “Let’s see if I can ( ) this.” –**example sentence**  “Do you see a blank? What do you think you should do with this? Yes, complete.”  Here’s a worksheet  -**Worksheet #1 distributed**  “So do you see a box on the paper? What’s the right answer to fill in?  Great, talk you into.”  **〈Instruction〉**  Work individually.  Choose a word or an idiom in the box to fill in the sentence  Write the letter ” a, b, c ” in the blanks  You have 4minutes.  **〈CCQs〉**   * How much time do you have? * Are you working in groups? * Do you have to write the numbers in the blank?   Students do the activity while the teacher monitors discreetly  Answer students if they ask questions.  Give time warning: 30 second left.  Be flexible with time. Give 1 more minute if they need it.  Check answers : Check answers with their neighbor in a pair  And teacher asks any student to answer   * Whenever each student reads the answer, elicit the meaning from   students   * Give clear feedback to every response from students * Explain the meaning if no one answers   **▶ Prediction**  **〈Instruction〉**  What do students at school do during summer vacation?  Some enjoy the break. But some may have to study more.  What are the cases of students who don’t have time to rest during summer vacation?  Elicit vocabulary used to describe a problem and write them on the board.  Compare your thoughts as you listen to the dialogue |
| **Learning Activity Phase (Main Activity)** | | |
| **Materials :CD&CD player, Board & Marker, Worksheet#2(Fill in the blank)** | | |
| **Time** | **Set Up** | **Procedure** |
| **10 Min**  **13 Min** | **Whole Class**  **Whole Class**  **Individually**  **Pairs-**  **Whole class** | **▶ Listening for the main idea(general understanding)**  **〈Instruction〉**  Put your pens down. Close your eyes.  Listen to the dialogue. Think about what this dialogue is about.  **〈CCQs〉**   * Can you take a note? * What are you supposed to think about?   (Play the CD player without stopping)  **Do you want to listen again?**   * Yes ⇒ Have them listen one more time. * No ⇒ Have them share their thoughts.   What do you think is the relationship between the man and the woman?  Where do you think this conversation takes place?  What are they talking about?  (Give clear feedbacks to every response of students)  Did you get some vocabulary that we learned?  **▶ Listening for the details**  **〈Introduction〉**  Now, listen to the dialogue again.  Fill the blanks on the worksheet as you listen. Work individually.  **Worksheet #2 distributed**  **〈CCQs〉**   * What are you supposed to do? * Are you working alone?   Play the CD player.  Let students write answers as they listen.  Do you want to listen again?   * Yes ⇒ Have them listen one more time. * No ⇒ Have them share their thoughts.   Have you done it? Ok,.  Compare answers with your partner. Each student read the answer one by one in turns.  (Whenever each sentence is read, compare it with the dialogue through playing and pausing the CD player one by one)  **〈CCQs〉**   * Will you read all together? * How many sentences will you read? |

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| **Learning Activity Phase (Post-Activity)** | | |
| **Materials: Board & Marker, Worksheet#3(discussion)** | | |
| **Time** | **Set Up** | **Procedure** |
| **11 min** | **Whole Class**  **Groups**  **Whole Class** | **▶ Free production**  **〈Demonstration〉**  .My best summer vacation happened last summer. I was with my husband in  Mayorca, Spain. It was before marriage. I tasted Spanish cuisine and visited interesting places It was definitely best summer break.  **Worksheet#3 distributed**  **〈instruction〉**  Work in a group of 5. You see 3 questions on the worksheet..The first one is the best summer. So try to share your experience with your team member for all 3 questions.  **〈CCQs〉**   * *Are you working in pair?* * *How much time do you have?*   Monitor actively and participate within each group.  Give time- warning : 30 seconds left.  Be flexible with time. Give 2 more minutes if necessary  Share students’ opinions  If having time to spare, pick one student per every group whose story was the most interesting and have one to share the story to whole class  Take 1 or 2 volunteers if running out of time.  (Give clear feedback to each opinion)  **▶Conclude lesson**  Elicit today’s words and idioms for students  **Give homework**  Writing a paragraph less than 10 sentences about your dream summer break  Include at least 2 words we learned today in the paragraph  **〈CCQs〉**  At the maximum, how many sentences you are allowed to write?  What are you supposed to write about?  Good job today. See you next time! |

**Picture 1-teacher’s use**

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**http://www.Clipartkorea.co.kr**

**The script of the listening passage**

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| **Summer break from school**  **Jeremy : Hey, Na-young, what do you have planned for the summer vacation?**  **Na-young : Oh, well, that’s a no-brainer. I’ve already signed up for an English class at a language academy. I also have a part-time job lined up as well.**  **Jeremy : What? You’ve got to be kidding me. It’s vacation-give yourself a break.**  **.**  **Na-young: I’d like to but the summer break is the only time when I can have one of those extra English classes under my belt.**  **Jeremy : Na-young, you worked your butt off during the school year! Don’ t you think you deserve to treat yourself to a little Rand R?**  **Na-young : Well, I just don’t want to fall behind.**  **Jeremy : Tell you what then, let me see if I can talk you into this; I’m trying to get a group of people together to go wakeboarding in Ga-pyong this month. Wanna come?**  **Na-young : Really? It is awfully tempting**  **Jeremy : Come on! It’s going to be so much fun. You know what they say: “Work hard, play hard.”**  **Na-young: Alright, you’ve convinced me! Count me in** |

**Work sheet # 1 – key Vocabulary and idioms**

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| 1. **Fall behind e. work one’s butt off** 2. **break f. talk you into** 3. **no-brainer g. count** 4. **R and R (rest and recreation) h. under one’s belt**   **nnono**   1. **That’s a ( )** 2. **Give yourself a ( )** 3. **You ( ) during the school year** 4. **You deserve to treat yourself to a little ( )** 5. **I just don’t want to ( )** 6. **Let me see if I can ( ) this.** 7. **( ) me in** 8. **I can have one of those extra English classes ( )** |

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| **Worksheet #2 (Fill in the blanks)**  **Summer break from school**  **Jeremy : Hey, Na-young, what do you have planned for ---------------------- ?**  **Na-young : Oh, well, that’s a no-brainer. I’ve already signed up for an English class at ----------------------. I also have a part-time job lined up as well.**  **Jeremy : What? You’ve got to be --------------- me. It’s vacation-give yourself a break.**  **.**  **Na-young: I’d like to but the summer --------- is the only time when I can have one of those extra English classes under my belt.**  **Jeremy : Na-young, you worked your ------ ------- during the school year! Don’ t you think you deserve to treat yourself to a little Rand R?**  **Na-young : Well, I just don’t want to fall ----------.**  **Jeremy : Tell you what then, let me see if I can talk you ----------- this; I’m trying to get a group of people together to go wakeboarding in Ga-pyong this month. Wanna come?**  **Na-young : Really? It is awfully tempting**  **Jeremy : Come on! It’s going to be so much fun. You know what they say: “Work ------, play hard.”**  **Na-young: Alright, you’ve convinced me! Count me ------**  **Worksheet #3**  **Discussion**    **Share your experience(in a group)**   1. **What was your best summer break experience?** 2. **What was your worst summer vacation experience?** 3. **How do you want to spend next summer vacation?** |

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| **Worksheet #1- answer sheet**  **a. Fall behind e. work one’s butt off**  **b. break f. talk you into**  **c. no-brainer g. count**  **d. R and R (rest and recreation) h. under one’s belt**   1. **That’s a ( c. no-brainer )** 2. **Give yourself a ( f. break )** 3. **You ( e. work your butt off ) during the school year** 4. **You deserve to treat yourself to a little ( d. R and R )** 5. **I just don’t want to ( a. fall behind )** 6. **Let me see if I can ( f. talk you into ) this.** 7. **( g. count ) me in** 8. **I can have one of those extra English classes ( h. under my belt )** |

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| **Worksheet #2 –answer sheet**  **Summer break from school**  **Jeremy : Hey, Na-young, what do you have planned for summer vacation?**  **Na-young : Oh, well, that’s a no-brainer. I’ve already signed up for an English class at a language academy. I also have a part-time job lined up as well.**  **Jeremy : What? You’ve got to be kidding me. It’s vacation-give yourself a break.**  **.**  **Na-young: I’d like to but the summer break is the only time when I can have one of those extra English classes under my belt.**  **Jeremy : Na-young, you worked your butt off during the school year! Don’ t you think you deserve to treat yourself to a little Rand R?**  **Na-young : Well, I just don’t want to fall behind.**  **Jeremy : Tell you what then, let me see if I can talk you into this; I’m trying to get a group of people together to go wakeboarding in Ga-pyong this month. Wanna come?**  **Na-young : Really? It is awfully tempting**  **Jeremy : Come on! It’s going to be so much fun. You know what they say: “Work hard, play hard.”**  **Na-young: Alright, you’ve convinced me! Count me in.** |