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| Listening Lesson Plan |

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| **“Family”** |

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| **Instructor:**  You Jin, Cha  (Jenny) |  | **Level:**  Intermediate |  | **Students:**  12 |  | **Length:**  50 minutes |

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| **Materials:**  - Worksheet #1 & Answer sheet (Vocabulary) : 15copies (12 copies for each Ss+3 extra copies)  - Worksheet #2 & Answer sheet (Cloze) : 15copies (12 copies for each Ss +3 extra copies)  - Worksheet #3 (Group Discussion) : 15copies (12 copies for each Ss +3 extra copies)  - CD & CD Player (Issue 21- Family)  - White board |

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| **Aims:**  -To learn vocabulary and expressions by doing a matching meanings.  -To develop intensive listening skill to find the main idea.  -To be able to fill some vocabulary in the blanks.  -To practice speaking by discussion your opinion. |

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| **Language Skills:**  **- Listening :** listening to the CD, the teacher and students  **- Speaking :** talking to each other through the pair/group work  - **Reading :** reading speech through filling the blanks while listening  reading vocabularies and the meanings  - **Writing :** writing key vocabularies and phrases through cloze |

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| **Language Systems:**  - **Phonology :** Listening to what the speaker says  **- Lexis :** Vocabulary speaker used  - **Function :** Vocabularies and expressions in recording  - **Discourse :** discussing about the topic and your opinions with group members |

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| **Assumptions:**  Students already know:  - how the class is set up and run (there will be 4 student groups at each desk)  - the teacher’s style of teaching and the pace of the course  - Ss are familiar with a group works |

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| **Anticipated Errors and Solutions:**  - Ss may not be able to follow the passage easily  **→** Follow the task-feedback circle: let them listen to the track again until they get the gist of the  content.  - Ss may not be able to pick up details from listening  **→** Chunk the listening (pause-play-pause-play)  - Ss may need more time to work on the vocabulary  **→** Give any other questions easier to find the answer by her/him self when monitoring them or let  them to work in pair or group. But if it takes longer than 5minutes, cut answer-checking short by  verbally sharing the answers instead of having Ss write them on the board.  - If time is short  **→** Cut production activity(free production) shortly.  - If students finish their tasks earlier than anticipated  **→** after discussion worksheet #3 in a group, share their opinions for more time. |

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| **References:**  - Express Yourself 1/part 1 (p88~p89 )  - TESOL binder (Appendix – Listening Lesson Plan) |

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| **Engage** | | |
| **Materials:** board | | |
| **Time** | **Set Up** | **Procedure** |
| 5min | Whole Class | **<Greeting>**  *-*Good Morning, everyone?  -How are you today?  -Good~!  **<Eliciting>**  -Who were you guys born from?  (parents)  -Do you have siblings?  (older sister / younger brother …)  -Who are them?  (Family)  Write ‘FAMILY’ in white board  -Today topic is family.  -Get in pair, and talk about your family with your partner for 2 minutes.  -(after 2min.) Ok. Who can introduce family?  -We are going to listen a tape about family. Before the listening, we will learn some vocabulary. |

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| **Pre-activity** | | |
| **Materials:** Worksheet #1 ,answer sheet | | |
| **Time** | **Set Up** | **Procedure:** |
| 10min | Whole Class  Individually  Whole Class  In Pairs | **Ⅰ. Vocabulary**  **< Instructions>**  (distribute the worksheet #1)  -Work individually.  -Match the word on the left to the meaning on the right.  -Draw a line to match.  -You have 4minutes.    **<Demonstrations>**  -Look at the first word “Latchkey kid”. It means “A child who spends part of the day alone and unsupervised”.  -Find this meaning on the right.  -So, draw a line to match.  **<CCQs>**  -Do you work with your partner?  -How do the words match the meanings?  -How much time do you have?  Monitor carefully. If students ask some questions, answer them.  Give time warning: 1minute left.  Be flexible with time. If they need more time, give Ss 1 more minute.  -When you finish, compare the answers with your partner.  Check the answers:  After check with partner, distribute answer sheet. |

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| **Main Activity – 1** | | |
| **Materials:** board, worksheet #2 , answer sheet | | |
| **Time** | **Set Up** | **Procedure:** |
| 10min | Whole Class  In pair  Whole Class  Group | **1. Listen for the main idea.**  **<Instruction>**  -Close your eyes.  -Listen carefully what speaker says.  -What did you listen about?  -One more listen.  -(after second listening) Share your thinking with your partner.  -Ok. What is the main idea?  **2. Listening for details.**  **<instruction>**  (distribute worksheet #2)  -Now, we are going to listen again.  -When you listen, you have to fill the blanks the sheet I distributed.  -First, work individually.  **<CCQs>**  -Are you working with your partner?  -What should you do while listening?  Play CD.  -Compare the answer with group members ( 3 student one group)  -One more listen.  Distribute answer sheet and check answer together. |

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| **Main Activity – 2** | | |
| **Materials** worksheet #3 | | |
| **Time** | **Set Up** | **Procedure:** |
| 10min | group  Whole class | **Discussion**  **<instruction>**  -Let’s make 3 groups, gather 4student each group.  (distribute worksheet #3)  -Discuss the questions for 6minutes.  **<CCQs>**  -Do you work alone?  -How much time do you have?  (after discussion)  -Let’s share talking during discussion.  Can point out each group  Check time and control. If time is enough, let them share every question. If not, let them share only one question each group) |

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| **Production** | | |
| **Materials:** nothing | | |
| **Time** | **Set Up** | **Procedure:** |
| 10 min | Whole Class | **Ⅰ. Free Production**  **<Instructions>**  -What is your ideal family?  -In the future, which family type would you like to make? (to single students)  **Ⅱ. Conclude Lesson**  **Feedback**  (Elicit today’s vocabulary for Students)  -What vocabularies did you learn today?  -Did you have fun today?  -Did you have any difficulties?  -Good job everybody! |

Worksheet #1

**Vocabulary**

* Match the word on the left to the meaning on the right. Draw a line to match.

Latchkey kid A method of training your mind or body

or of controlling your behavior

Phenomenon A child who spends part of the day

alone and unsupervised

Adequate Regardless of

Discipline A fact or an event in nature or society

Conscientious Guided by or done with a sense of what is

right or proper

No matter what Enough in quantity or good enough in quality,

for a particular purpose or need

Worksheet #1- answer sheet

**Vocabulary**

Latchkey: kid A child who spends part of the day alone and unsupervised

Phenomenon: A fact or an event in nature or society

Adequate: Guided by or done with a sense of what is right or proper

Discipline: a method of training your mind or body or of controlling your behavior

Conscientious: Enough in quantity or good enough in quality, for a particular purpose or need

No matter what : Regardless of

Worksheet #2

**<Family>**

Today most people live in , and many wives work outside the home.

This situation has led to the “ ” phenomenon.

After school, children go home to an empty house, with both parents gone.

It is that kids with career moms are lonelier than those from large families, and that they have to society.

On the other hand, latchkey kids do become problem children, if their parents spend time with them whenever .

The solution seems to be love and adequate discipline.

If parents are , and perform their parental responsibilities well, most of the time their children grow up to be conscientious adults no matter what .

Worksheet #2- Answer sheet

**<Family>**

Today most people live in small nuclear families, and many wives work outside the home.

This situation has led to the “latchkey kid” phenomenon.

After school, children go home to an empty house, with both parents hone.

It is feared that kids with career moms are lonelier than those from large families, and that they have more trouble adapting to society.

On the other hand, latchkey kids do not necessarily become problem children, if their parents spend time with them whenever possible.

The solution seems to be love and adequate discipline.

If parents are good role models, and perform their parental responsibilities well, most of the time their children grow up to be conscientious adults no matter what their family structure.

Worksheet #3

**Discussion**

1. Is latchkey kid unhappy?

2. According to the speaker, are large, extended, families better than nuclear

ones?

3. What is your family type?