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| **Name: Lee, Young-min Date: 5. Oct. 2011 Length of lesson: 30/ 40/ 50/ 60**  **Listen to the native speaker** | |
| **Class Profile:** Mixed age and gender. They are adult learner. All Korean.  . | **Lesson Fit:** This is the listening lesson which will introduce students to be able to listen to native speaker’s talking. |
| **Materials:** Worksheets, board, markers,  laptop, worksheets. |
| **Main Aim:** To enable students to improve their listening skills by listening the conversation so that they can easily communicate with native speakers with good intonation.  **Secondary Aims:** To enable students to understand the terminology and expression which in a common conversation spoken by native speakers by drilling the conversation.  **Personal Aims:** I want my students to be able to communicate with native speakers. | |
| **Anticipated Problems:**  - Students may not be able to understand the conversation.  - Students might have trouble filling in the blanks.  - Students may need more time to work on the worksheet.  - Students may finish their task earlier than I expected   |  | | --- | | **Language Skills:**  - Listening: Ss will listen to the teacher’s instructions and the conversation.  - Speaking: Ss will speak by practicing the oral drills.  - Reading: Ss will read the script on the hard copy.  -Writing: Ss will fill the blanks while the conversation is on going. |  |  | | --- | | **Language Systems:**  **-** Lexis: Vocabulary used in the conversation.  - Phonology: Vocabularies, idioms, synonyms,  - Discourse: Discussion | | **Solutions:**  - Students will learn new vocabularies before listening.  - Students will listen to the conversation again and chunk the listening.  - Give students a little more time to work.  - Ask the students about the main idea of the conversation and what they think about the persons in the conversation.  **Assumptions:**  Students already know:  - Ss have basic knowledge of the terminology.  - Ss know about simple past.  - Ss know how the conversation goes.  - Ss know what the conversation is all about. |

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| **References**  <http://endic.naver.com/> - some of definition of the words.  <http://uncutfriendsepisodes.tripod.com/> - script | | | |
| **Time**  **Interaction**  **5mins**  **5mins**  **5min**  **10min**  **5min**  **2mins**  **2mins**  **2mins**  **3mins**  **1mins** | | **Stage**  **Lead-in**    **Pre-activity**  **Main activity**  **Restricted Practice**  **Restricted Practice**  **Freer Practice**  **Post activity**  **Restricted practice**  **Restricted Practice**  **Feedback** | **Objective**  **To activate the Ss schemata. Ss will grasp today’s lesson topic.**  **Eliciting: students will elicit some information.**  **Ss will know the explicit meaning of informal and formal request.**  **Ss will be familiar with some terminology in the worksheet.**  **To check if the students already know the pre-activity will go.**  **Ss will know the introduction.**  **To check if the students already know the main activity will go.**  **To enable students to understand the conversation.**  **Ss will better know how the native speakers express while they are having a conversation by listening and answering the worksheet.**  **Ss will engage in group activity to check their work.**  **Ss will know the introduction.**  **To enable students to adapt native speaker’s talking.**  **To check if the students already know the post-activity will go.**  **To check students if they already adapt native speaker’s talking.**  **To check students if they were able to hear and understand the sentences that other group spoke.**  **Teacher will provide feedback** | **Procedure**  **Teacher greets everyone. “Hi everybody, how are you all?”**  **and then ask each student how they spent their weekends and holiday.**  **Teacher will begin eliciting and producing CCQ’s.**   * **Do you know this TV show?** * **Do you know the performers?**   **Teacher will show some photos to Ss and let them elicit the information.**  **Teacher will give matching type worksheet to each student to know some of terminology. There will be worksheet and each student will fill in the blanks on the worksheet individually.**  **After providing the worksheets, teacher will do ICQ’s. For examples,**   * **Are you working alone?(Yes)** * **How many minute do we have?(3mins)**   **Teacher will give introduction how the activity will go and give some tips to answer the worksheet. Then teacher will provide the worksheet to each student.**  **After providing the worksheets, teacher will do the ICQ’s.**   * **Are you working alone?(no)** * **What are we going to do?**   **Students will work in groups to arrange the blanks to complete the conversation on the worksheet.**  **Teacher will prepare listening session. And then Ss will answer the worksheet while the native speakers’ conversation one time in the first place.**  **Ss will listen to the conversation couple of times and share the ideas to fill in the blanks. Each group will compare the answers after filling in the blanks in 2mins.**  **Ss will be gathered together and share their ideas to complete the script.**  **Ss will be grouped into 2 groups. Teacher will provide a different script to each group.**  **One group will pick couple of sentences up and speak. Another group will listen and write the sentences that another group spoke.**  **After providing the worksheets, teacher will do the ICQ’s.**   * **Are you working alone?** * **How many minutes do you have?**   **Teacher will ask students to change the role.**  **Teacher will check the answer with students by asking the answer group by group.**  **Teacher will give some idea how to hear and understand native speakers’ talking. For example,**   * **When the native speaker says “I’m going to…” they will pronounce it as “I’m gonna...”** * **When the native speaker says “I want to…” they will pronounce it as “I wanna…”**   **Teacher will board any comments as part of error correction and ask the class “Do you have any questions about today’s lesson? If there are no further questions, this concludes my presentation. End of lesson.** | |



