Pizza Delivery

**Listening Lesson Plan**

Level

Intermediate

Students

12

Length

40 minutes

Instructor

Kim, Hyejin

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| **Materials:**  - Listening CD (2’10”) & CD player (attached a written script)  - Key vocabulary worksheet (12 copies each)  - Pizza Menu (6 copies each)  - Listening worksheet with given sentences on pieces of paper (12 copies each)  - White board and board markers |
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| **Aims:**  - To learn vocabularies and expressions for phone ordering  - To be able to listen to the fast-paced real-life speech of people  - To practice ordering pizza on the phone using a real menu in pairs |
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| **Language Skills:**  - Reading: Key vocabulary worksheet and listening worksheet  - Listening: the speakers’ short speech (listening CD) and receiving your partners’ order from group activities  - Speaking: prediction, comparing answers within groups and whole class  - Writing: Key vocabulary worksheet |
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| **Language Systems:**  - Lexis: key vocabularies used in listening conversation  - Function: phone ordering  - Discourse: conversation between a customer and an employee from a group activity |
| **Assumptions:**  Students already know:  - the name of toppings, deserts, and drinks  - how to order foods on the phone  - the USA currency system |
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| **Anticipated Errors and Solutions:**   * Students may not be able to pick up details from the listening   → Play one more time  → Chunk the listening (pause-play-pause-play)   * If time is short for the follow-up group activity   → Give students time limit and feedback/review one or two groups’ conversation   * Students don’t know any address or phone number   → Give a sample address and phone number |
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| **References:**  **-** [**http://www.esl-lab.com/pizza**](http://www.esl-lab.com/pizza) **(listening CD and a written script)** |

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| **Lead-In** | | |
| Materials: n/a | | |
| Time  3 min | Set Up  Whole Class | Procedure:  Good afternoon everyone, did you have a great lunch today? (Calling some students’ name and ask) What did you have for lunch? (Ss say what they ate.) Do you like pizza? Have you ever ordered pizza on the phone at home? How did it go?  (Elicit ordering delivery foods on the phone by sharing students’ experience)  Very good. Today we will listen to a phone ordering conversation between a customer and an employee. Before listening, let’s look at a real menu and go over key vocabularies, expressions, and idioms the speakers use. |

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| **Pre-Activity** | | |
| Materials: Pizza Menu, Key Vocabulary Worksheet, Board | | |
| Time  8 min  3 minutes | Set Up  Whole Class  Individually  Whole Class  Whole Class | Procedure:   1. Pre-teach Key Vocabularies (Activate Schemata)   *Elicit*  Show the toppings on the pizza menu. Ask students what are they? (Pepperoni, tomato, mushroom, and etc.) How do you call them?  *Write*  Write the word “topping” on the board.  *Analyze*  “Topping” is a noun and has a stress on the first vowel.  *CCQ*  Have you ever had any strange toppings before?  *Instruction*  Work individually. Fill it in the blank with given words in the box. You have 3 minutes to do.  (Distribute the worksheet)  *Demonstration*  Look at #1… “the topping makes you fat.” So write the word “topping” in the blank to number 1.  *CCQ*  Who are you working with?  How much time do you have?  What do you write in the blank?  Monitor and answer students if they ask questions.  Give time warning (1 minute left)  Check answers. Ask individuals each question and elicit the meaning from them.   1. Prediction/ Get ready to listen   *Instructions*  Look at this menu. What kind of menu is it? Which information is included in this menu? Moreover, which information do you need in order to get an order?  Show the real pizza menu.  Do not list the information.  Elicit vocabularies used to order pizza, desert, and beverage.  Check your predictions as you listen to the speakers. |

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| **Main Activity** | | |
| Materials: CD & CD player, Listening Worksheets (w/ given sentences on pieces of paper), glue | | |
| Time  8 min  12 min | Set Up  Whole Class  Groups  Whole Class  Individually  Whole Class  Groups | Procedure:   1. Listening for the Main Idea(general understanding)   *instructions*  Students can take a note while they are listening to the conversation between a customer and an employee. What is the customer’s order? Which personal information does he give the employee? Think about these questions and listen carefully.  *CCQ*  Can you take notes?  What are you supposed to think about?  Play the CD, ‘Pizza Delivery’ (the 1st time; 2’10”)  Do you want to listen to again?  If yes, then have them listen one more time.  If no, have them share the answers for the questions within partners and then review/feedback with a whole class and an instructor.   1. Listening for Details   *Instructions*  Before listen to the speakers, guess and put down given sentences on the listening worksheet. You have 2 minutes. Work individually.  *CCQ*  What are you supposed to do?  How much time do you have?  Are you working alone?  (Distribute the worksheet)  Monitor passively and give time warning (30 seconds left)  *Instructions*  Now listen to the speakers and paste the correct sentences with glue on the listening worksheet. What does the employee ask the customer? (List at least 5 things) How is the “Swimmer’s Special” taste like? Make two groups. One group has six students. You have 4 minutes.  *CCQ*  What are you supposed to find out?  Are you working alone?  How much time do you have?  Play the CD. (the 2nd time; 2’10”)  Do you need to listen again?  If yes, play one more time.  If no, then compare the answers for the listening worksheet and the detail questions with your group members. Let one group be the employee and the other group be a customer, and they do role play by reading a revised listening script (worksheet). Monitor actively by asking groups the detail questions. If there is anything missing or wrong, teacher corrects them and also reflects the activity to the real life. |

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| **Post-Activity** | | |
| Materials: Pizza menu | | |
| Time  6 min | Set Up  Whole Class  Pairs  Whole Class | Procedure:   1. Free Production   *Instructions*  How do you order foods on the phone? Practice a short conversation of phone ordering using a real pizza menu with your partner. You have 3 minutes.  *CCQ*  Are you working in pairs?  How much time do you have?  Monitor actively and participate within each group.   1. Give Feedback/ Review   Elicit the main sentences that the employee asks the customer to deliver foods.   1. Conclusion   *Give an assignment*  Order food on the phone during the weekend and enjoy your meal.  You did a good job. See you next week. |