**Listening Lesson Plan**

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| **Title: Improving your life style** | | | |
| **Instructor** | **Level** | **Students** | **Length** |
| Ms. Woikyung (Anna) Kim | Intermediate | 16 | 50 minutes |

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| **Materials**   * White board, board markers * Picture of ‘Bon Jovi’ * Computer with audio, music file * Worksheets for music listening (16 copies) * Worksheets for discussion (16 copies) |
| **Aims**   * At the end of this lesson, students should have learned contractions by listening to music and by finding out the lyrics. * Students should have learned English expressions about lifestyle by listening to others’ presentations. * Students should have practiced speaking and discussing in English. |
| **Language Skills**   * Reading: worksheets * Listening: music, student’s presentation, teacher’s talk * Speaking: sharing ideas in pairs, or in groups * Writing: dictation (lyrics), worksheets |
| **Language System**   * Grammar; contractions   gonna = going to / wanna = want to  gotta = got to  ain't = am not / is not / are not / has not / have not / do not / does not / did not  cause = because Lexis;   * Lexis: advantages/disadvantages * Phonology: - * Function: - * Discourse: - |
| **Assumptions**   * Students already know how the class is set up and run. * Students want to learn English through pop songs. * Some students may know the contractions. |
| **Anticipated Errors and Solutions**   * Students may not understand contractions.   : Explain how formed and when used.   * Student may not know who is ‘Bon Jovi’.   : Show them a picture with a brief story.   * Student may not properly describe their life in English   : Let them search expressions by using smart phones, dictionaries, and internet. |
| **References**   * Pedagogic Ideas by Bibi Baxter 2006 [www.musicalenglishlesson](http://www.musicalenglishlesson) |

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| **Lead-in** | | |
| Materials: White board, Board markers, Picture | | |
| Time  5 min | Set Up  Whole Class | Procedure:  Greetings.  Start talking about students’ special activities during weekend.  **Warm-up**   1. Ask students whether they like music, what kind of music. 2. Then show them a picture. 3. Elicit the band’s name. 4. Write the name on the board. 5. Elicit famous songs, how the band was created, and then tell a brief story of the band. |

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| **Pre-Activity** | | |
| Materials: White board, Board markers, Computer with audio, Music file, Blank papers, Worksheet, Full lyrics | | |
| Time  20 min | Set Up  Whole Class  Individually  In Pairs | Procedure:  **Grammar**   1. Elicit ‘Contraction’ and the meaning from students. 2. Write on the board. 3. Elicit the formal expressions and write it on the board one by one   gonna = going to / wanna = want to  gotta = got to (not used in the lyrics)  ain't = am not / is not / are not / has not / have not / do not / does not / did not  'cause = because  **ICQ/CCQ**  **Listening to music**   1. Distribute blank papers. 2. Students will be listening to a song sung by Bon Jovi. Ask them to write the lyrics on a blank paper. 3. Get students ready to listen to music. 4. Play the song / play twice. 5. If asked, play the song one more time..   **Filling gaps**   1. Distribute worksheets, students complete the gaps. 2. Let students check the answers with a partner. 3. Go through the answers and the meanings by eliciting. 4. If necessary, write some words on the board 5. Distribute the full lyrics. |

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| **Main-Activity** | | |
| Materials: White board, Board markers, Worksheet | | |
| Time  20 min | Set Up  Whole Class  Individually  In pairs  In groups | Procedure:  **Listening questions & dictation**   1. Tell students to get ready for listening to teacher’s questions. 2. Ask students to use backside of the blank paper given before. 3. CCQ 4. Read three questions, then students write down the questions. If asked, read again. 5. Students write answers individually (3 min)   **Interviewing partner**   1. Make students in pairs. 2. Demonstrate how to interview with the answers. 3. Interview partner. (3 min) 4. Students choose one interesting answer from partner. 5. Present partner’s answer. (4 or 5 students)   **Discussion**   1. Divide into 4 groups (4 people each group), two people each table move to the next table in a clockwise direction. 2. Hand out worksheets of ‘Advantages and disadvantages to start a new life’. 3. Demonstrate how to discuss; write one advantage, one disadvantage on the board eliciting from students. 4. Ask students to prepare for presentation.   **Presentation**   1. Ask students if there is a group who present first. If no, group 1 will go first. 2. After presentation, the presenter can decide who will be a next group. |

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| **Post-Activity** | | |
| Materials: White board, Board markers | | |
| Time  5 min | Set Up  In groups  Whole class | Procedure:  **Discussion**   1. Let groups talk about three unpleasant things; have to do and three enjoyable things: would like to do in life 2. Take 2~3 volunteer to talk about interesting things, if running out of time.   **Review & Conclusion**   1. Contractions, advantages/disadvantages 2. Encourage students that life is worth to live. |

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| **SOS-Activity** | | |
| Materials: White board, Board markers, Worksheet | | |
| Time  5 min | Set Up  In pairs | Procedure:  **Discussion**   1. Hand out worksheet. 2. Work in pairs 3. Discuss and let students write answers from their partner on the worksheet 4. Take 2~3 volunteer to talk about interesting things.   ] |