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| Listening Lesson Plan | | | |
| Roadside Assistance; Emergency Call | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| ALICE | Intermediate | 12 (Adult) | 50 mins |
| Materials:  * White board & board markers, Wall chart – Emergency pictures * Vocabulary & Idiom Matching worksheet A (12 sheets), Comprehension Question worksheet B (12 sheets) * Text completion worksheet C (12 sheets) * Listening from Randall’s ESL cyber listening lab (Medium-Emergency Call/ 1 min 8 seconds) * Cell-phone | | | |
| Aims:  * Main aim: To develop students’ listening skill * Secondary aim: To enable students to apply to emergency call by listening and practicing lexis related to it | | | |
| Language Skills: **Listening: Students will listen to telephone conversation between a caller and an operator in case of emergency.**  Speaking: Role-play with a partner for some emergencies  Reading: Vocabulary & Idiom matching and Comprehension Questions worksheets  Writing: Text Completion worksheet and scenarios for role-play | | | |
| Language Systems: Phonology: Students’ will practice and aware of the pronunciation /ɔ/ of stall and /ə/ of labor.  Lexis: Vocabularies & Idioms used in describing emergency call  Grammar: Present Perfect (have + p.p)  Discourse: Group discussion  Functions: Role-playing | | | |
| Assumptions:  * Most students are owner drivers (Age 25 and up) and the majority of students are men. * They have experienced such as roadside assistance. If not, they might be interested in the topic just in case. | | | |
| Anticipated Errors and Solutions:  * Students may not be able to follow the passage easily * Let them listen to the passage again until they get the gist of the content * Students may not be able to pick up details from the listening * Chunk the listening (pause-play-pause-play) | | | |
| References:  * Listening from Randall’s ESL cyber listening lab (General Listening Quizzes-Medium-Emergency call) [www.esl-lab.com](http://www.esl-lab.com) * Picture images [www.naver.com](http://www.naver.com) / dictionary | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title: Eliciting ideas | | Aims:To get Ss involve the topic actively and elicit their ideas | Materials: Wall Chart – Emergency pictures |
| Time | Set Up | Students | Teacher |
| 4mins | Whole Class | Answering guiding questions | Give Ss guiding questions  What do you hit upon through these pictures?  What kinds of situations do you think of when you hear the words “emergency call”?  Have you ever needed roadside assistance?  How will you do if you were placed in the situation?  Explain today’s lesson topic. |
| Notes: | | | |

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| Task Preparation | | | |
| Title: Preparing for listening | | Aims:To help Ss understand the lexis related to emergency call | Materials: White board & board markers  Vocabulary & Idiom matching worksheet A |
| Time | Set Up | Students | Teacher |
| 6mins | Individually  Whole class | Matching vocabularies and idioms | Prior to the listening, have time to learn vocabularies and idioms.  Distribute worksheet A. Give 3 to 4 mins  Work individually.  Check the answer verbally  Practice pronounciation /ɔ/ of stall and /ə/ of labor |

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| Task Realization | | | |
| Title: Practicing main activities | | Aims:To let Ss listen the conversation and aware of the situation To practice listening as well as speaking by role-ply | Materials: Listening link to website, worksheet B, C, Cell-phone |
| Time | Set Up | Students | Teacher |
| 2mins  3mins  3mins  1mins  4mins  3mins  2mins  16mins | Whole class  Individually  Groups  Individually  Whole class  Pairs | First Listening  Answer comprehension questions after second listening.  Group discussion (3 groups)  Work dictation  Answering questions  Role-playing (2-3 mins each) | Instructions  Have Ss listen only at first. (1 min 8 seconds)  Hand out worksheet B and play the listening again.  Check the answer in your groups what they listened.  [CCQ]  Do you realize who the caller is?  How many emergencies are in a conversation?  Hand out worksheet C and play the listening.  If Ss don’t follow still, do pause-play-pause-play.  Check the answers as a whole.  Find out the usage of have+p.p  [ICQ]  How would you have reacted if you had been another passenger in the car?  What would you have done to help in this situation?  Instructions  Role-play the following situation with your partner.  Add additional information in short.  ***Caller***  You are walking on the street when you see a restaurant on fire. A man runs from the restaurant screaming that his wife is still there……….  ***Operator***  You receive an emergency call from someone reporting a fire. Ask questions about things you need to know….. |

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| Post Task | | | |
| Title: Conclude lesson | | Aims:To analyze and review the lesson | Materials: Whiteboard & board markers |
| Time | Set Up | Students | Teacher |
| 6  mins | Whole class | Listening and Answering questions if needed. | Free production   * What do you think about the most important attitude when an emergency take place?   Conclude lesson  Review/error correction  Give homework   * Make 6 sentences that are applied with today’s vocabularies and idioms.   Good job today, say goodbye! |
| Notes: | | | |

Wall chart – Emergency pictures

  



# Worksheet A

Vocabulary & Idiom Matching

1. Our car \_\_\_\_\_\_\_\_\_\_ in traffic on the highway, and we had to have it towed to a mechanic.
2. It took a few minutes for the woman to \_\_\_\_\_\_\_\_\_\_ after the accident because she was so upset.
3. Are there any \_\_\_\_\_\_\_\_\_\_ I should look for when going to your house?
4. Many fire fighters were \_\_\_\_\_\_\_\_\_\_ to the accident scene.
5. The pregnant woman finally \_\_\_\_\_\_\_\_\_\_.
6. You will \_\_\_\_\_\_\_\_\_\_ work after the long drive.

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# Worksheet B

Comprehension Question

1. The man who is calling is \_\_\_\_\_\_\_\_\_\_.

A. a taxi driver

B. a bus driver

C. a truck driver

2. What is the problem with the woman with him?

A. She is having a heart attack.

B. She is having a baby.

C. She was hurt in an accident.

3. Where is the man now?

A. on the freeway

B. downtown in traffic

C. in the airport parking lot

4. What’s the man’s name?

A. Bill

B. Bob

C. Brad

5. The operator tells the man to \_\_\_\_\_\_\_\_\_\_.

A. help the woman breathe easier.

B. keep the woman calm and warm.

C. put something soft under the woman’s head.

# Worksheet C

Text Completion Quiz

Operator: Hello. This is the emergency 911 (1).

Taxi Driver: Help. Help. Please help me!

Operator: Yes sir. Please (2) down and explain exactly what is happening.

Taxi Driver: Calm down! My car (3) on the freeway, I have a lady passenger, and she's going into labor.

Operator: Now relax sir. Explain exactly where you are.

Taxi Driver: I'm . . . I'm in the southbound (4) of the Lincoln Expressway, about 15 miles from the Washington Tunnel, and this lady isn't going to wait.

Operator: Okay. What's your name sir and your passenger's?

Taxi Driver: It's ... it's Bob, and I have no idea about the woman. She's in no (5) to tell me.

Operator: Okay, now what's the nearest (6) to your location? Pay careful attention.

Taxi Driver: Umm, I see golden arches . . . McDonalds.

Operator: Okay, is there anyone else with you?

Taxi Driver: No, and I've tried to get someone else to stop. [*The sound of a bottle breaking*.]

Operator: Hey, what was that? [Ahhhh!]

Taxi Driver: Ah, someone threw a (7) at me. How soon can someone get here?

Operator: I've just (8) an ambulance to your location. They should be there any second.

Taxi Driver: Hey, is there anything I can do while we (9) for the ambulance?

Operator: Yes, uh, keep her calm and (10).

Taxi Driver: Okay. Please hurry. Oh, they're too late. It's a boy!