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| Listening Lesson Plan | | | |
| I’m finally engaged. | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Julie | Intermediate | 13 adults | 50 mins |
| Materials: ○ Computer, Speaker, Mp3 file named “I’m finally engaged” (c:> Document> English material> 94WD TESOL)  ○ White board and markers  ○ Worksheet – 1, 2 (13 worksheets each)  ○ Lesson material  ○ Picture-#1 | | | |
| Aims: ○ The students learn 5 daily expressions and know its’ meaning and function.  ○ The students can make sentences using 5 daily expressions.  ○ The students learn vocabularies relevant to an engagement. | | | |
| Language Skills: Listening: The students listen to the dialogue and have a conversation with colleagues.  Speaking: The students express their opinion and have a conversation with colleagues.  Reading: The students read the worksheet.  Writing: The students fill in the blanks and make sentences using 5 key expressions. | | | |
| Language Systems: Phonology: They learn the right pronunciation of new vocabularies and key expressions  Lexis: They learn new vocabularies about engagement and 5 key expressions. (Refer to the Lesson materials #2, #3)  Grammar: They get used to various tenses.  Discourse: Two speakers are talking about engagement.  Functions: Asking and answering to surprising events. | | | |
| Assumptions: ○ Most of the students are women and above 23 years. So they are familiar with this topic and it could be useful.  ○ The students know the manner of learning in the class. | | | |
| Anticipated Errors and Solutions: ○ There are many group activities. Some of the students cannot be active.  → Encourage the student by asking for his opinion of what others are saying.  ○ The students can take long time to carry out the tasks.  → Monitoring them. If there’s a trouble, give them a hint to solve the problem indirectly. | | | |
| References: ○ EBS Radio “Power English” 2013.11.11 Script. | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title: Introduce the topic | | Aims:To introduce the topic to the students. | Materials: White board, Markers, Lesson materials, Picture-#1 |
| Time | Set Up | Students | Teacher |
| 3 mins | Whole class | ○ Greetings  ○ Look at the board with curiosity  ○ Short Response with words or short phrases like fiancé, before marrying etc.  ○ Short/longer Response with short phrases or sentences like happy, be in a good mood, pleased, glad, delighted etc.  ○ They can get a big picture of the content. | **○ Greetings :**  Try to find out the students’ mood and wait for them to be ready  **○ Introduce the topic :**  Write down the title (I’m finally engaged) on the board.  **○ Guiding Questions** :   1. Ask students if they know the meaning of the title. (Elicit related words. Show them a picture-#1) 2. Ask students to imagine you are to be engaged or think about your experience.   **○ Introduce the content :**  Give the students background information about dialogue.(Refer to the lesson material #1) |

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| Task Preparation | | | |
| Title:Prepare for the listening | | Aims:To learn new vocabularies and guess the dialogues. | Materials: White board, Markers, Worksheet -1 (13sheets), lesson materials. |
| Time | Set Up | Students | Teacher |
| 5 mins  8 mins | In groups  In groups | ○ Have a little discussion and fill in the blanks with a suitable word.  ○ They learn new vocabularies relevant to the engagement.  ○ Have a little discussion and make a dialogue based on the vocabularies.  ○ Write down the words on the board. | **○ Pre-teach (vocabulary)**   1. Hand out worksheet-1 to each student 2. Grouping (3 team 4/4/5 people each) 3. Get the students to fill in the blanks with a discussion (3mins) 4. Check the right answer   (Refer to the lesson materials #2)  **○ Group activity :**   1. Ask the students to imagine the speakers’ conversation based on the vocabularies learned just before and make a dialogue. (5mins) 2. Get them to write down on the board. Compare each team’s answer. (3 mins) |
| Notes: | | | |

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| Task Realization | | | |
| Title: Listen to the dialogue | | Aims:Listen to the dialogue and understand new expressions. | Materials: Computer, Speaker, Mp3 file, worksheet-2 (13sheets) |
| Time | Set Up | Students | Teacher |
| 8 mins  7 mins  8 mins | Individually  Individually  In groups | ○ Listen to the dialogue and understand its main point.  In the second, third playing, catch the specific point.  ○ short/longer responses based on their understanding.  ○ fill in the blanks listening to the dialogue.  ○ They are thinking about new expressions and guessing these. Write down the ideas on the paper.  ○ They learn the exact meaning of the expressions. | **○ Play the recording**  **○ CCQ**   1. How did the man notice her engagement? 2. When the woman sets the date of the wedding? 3. Where will the woman marry? Out? In? 4. What does the man ask for?   (If the students ask for a repeat, play again)  **○ Individual activity :** (7mins)   1. Hand out a worksheet-2 to each student 2. Ask the students to fill in the blanks listening to the dialogue again. 3. Play and repeat the recording until they fill all the blanks.   **○ Group activity** : (8mins)   1. Check the blank together and ask the students to guess its’ meaning with a discussion. 2. Share the ideas and let them know the exact meaning of the idioms. |
| Notes: Check the computer function beforehand. | | | |

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| Post Task | | | |
| Title: Use the expressions | | Aims:To remind the words and expressions and make sentences using them. | Materials: Computer, Speaker, Mp3 file |
| Time | Set Up | Students | Teacher |
| 7 mins  4 mins | In groups | ○ Make sentences based on the understanding of the expressions. Prepare for the presentation.  ○ Try to understand specifically during listening.  ○ Remind of todays’s new vocabularies and expressions. | **○ Group activity** :   1. Make sentences with the expressions. 2. Share the answers by the presentation.   (Each group presents one sentence at least)  **○ wrap-up**   1. Listen to the dialogue once again. 2. Remind them of 5 key expressions. |
| Notes: Check the computer function beforehand. | | | |

**Lesson materials**

**#1. About dialogue**

There are two speakers Amy and Paul.

They are friends.

Amy is telling him about her engagement.

**#2. Vocabularies**

Engagement ring, Bride and groom, get married, set the date, Bridemaids, Groom’s men.

**#3. Key expressions**

1. Something out of this world

2. Pop the question

3. Be on the pins and needles

4. It’s about time

5. You’re shoo in

**#4. Script**

Amy : Paul, you’re not going to believe what happened to me last night.

Paul : By the look on your face, I’m guessing it was something out of this world.

Amy : If you look at my left hand, you might notice something a little different. Something very shiny and beautiful.

Paul : Oh my gosh! Isn’t that an engagement ring? Did Rian finally pop the question?

Amy : Yes! I’m getting married. I’ve been pins and needles waiting for him to ask me

Paul : Yes, It’s about time. When are you going to get married?

Amy: We set the date for next march around the time cherry trees are in bloom. We want to have outdoor marry at the downtown.

Paul : That sounds like a beautiful setting for a wedding. I hope I’m invited or maybe even a groom’s man if he needs me.

Amy : That’s traditionally the groom’s choice but I know Rian really likes you. So you’re a shoo in for the job.

Paul : Well, I was the person who introduced you to love buzz, so I guess I should have a part to play.

Amy : That’s the time! If I were Rian, I’ll make you the best man.

# so_im_engaged.jpgPicture-1

# Worksheets -1

Vocabularies check

◈ Fill in the blanks with a suitable word. (noun or verb)



1. **\_\_\_\_\_\_\_\_\_\_\_\_**ring 2. **\_\_\_\_\_\_\_\_** and **\_\_\_\_\_\_\_\_\_** 3.**\_\_\_\_\_\_\_**married 4. **\_\_\_\_\_\_\_\_** the date 5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(noun) (noun) (noun) (verb) (verb) (noun) (noun)

# Worksheets -2

Script

◈ Fill in the blanks with a suitable word.

Amy : Paul, you’re not going to believe what happened to me last night.

Paul : By the look on your face, I’m guessing it was**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** .

Amy : If you look at my left hand, you might notice something a little different. Something very shiny and beautiful.

Paul : Oh my gosh! Isn’t that an engagement ring? Did Rian finally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Amy : Yes! I’m getting married. I’ve been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ waiting for him to ask me

Paul : Yes, \_\_\_\_\_\_\_\_\_\_\_\_\_\_. When are you going to get married?

Amy: We set the date for next march. We want to have an outdoor wedding at the downtown.

Paul : That sounds like a beautiful setting for a wedding. I hope I’m invited or maybe a groom’s man if he need me.

Amy : That’s traditionally the groom’s choice but I know Rian really likes you so much, \_\_\_\_\_\_\_\_\_\_\_\_ for the job.

Paul : Well, I was the person who introduced you to love buzz, so I guess I should have a part to play.

Amy : That’s the time! If I were Rian, I’ll make you the best man.