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| Listening Lesson Plan | | | | | | |
| Title: A food festival | | | | | | |
| INSTRUCTOR | | | LEVEL | STUDENTS | | LENGTH |
| Hannah | | | Higher intermediate | 12 (teens aged 15-17) | | 50 mins |
| Materials:  1. Audio.mp3 (a food festival) – downloaded on the computer. 2. Worksheet 1(12 copies) 3. Worksheet 2 (12 copies) 4. White board and markers | | | | | | |
| Aims:  1. To develop intensive listening skills by listening to the radio interview about a food festival. 2. To enable students to pick up details of the interview story by filling in gaps on the worksheet. 3. To improve speaking and writing skills by pair and group discussions and a role play. 4. To learn new words or phrases. | | | | | | |
| Language Skills: Listening: intensive listening three times.  Speaking: sharing one’s own experience, discussing about the interview story in pairs or groups.  Reading: filling in the gaps on worksheet 2.  Writing: writing answers on the worksheet1. | | | | | | |
| Language Systems: Phonology: practicing new vocabulary  Lexis: a charity food festival, raise money, recession, local produce, generous  Grammar: check in speaking or writing  Discourse: group discussion  Functions: questioning and answering, describing. | | | | | | |
| Assumptions: Students have had some experiences of food festivals.  Students know what a radio interview is. | | | | | | |
| Anticipated Errors and Solutions: A food festival may not be necessarily an international one. Some students may not have an experience of an international food festival. If they know only about a Korean food festival having only Korean dishes, it will be OK.  Some students may have difficulty in filling in the gaps. Focus on practicing, not on getting the right answers. If some students want, let them have the audio clip to practice at home. | | | | | | |
| References: [www.teachingenglish.org.uk/article/a-food-festival](http://www.teachingenglish.org.uk/article/a-food-festival) | | | | | | |
| Notes: SOS plan: writing an imaginary diary assuming having visited the food festival mentioned here.  This can also be given as an assignment. | | | | | | |
| Pre Task or Warmer | | | | | | |
| Title: introduction | | Aims:To learn new words and to be geared up for the lesson | | | Materials: White board and markers | |
| Time | Set Up | Students | | | Teacher | |
| 6 mins | Whole class | Share their experiences a bit.  Find the meanings of the new words and phrases  Answer to CCQ | | | Question:”Have you ever been to a food festival? How was it?”  Give chances for students to share their experiences.  Present new words and phrase for the lesson by writing down them on the board: ( a charity food festival, raise money, recession,  local produce, generous)  Let students explain the meanings first  “You can use your dictionary if you need.”  CCQ:  1. Can you name some charity organizations and explain what they do? (ex: UNICEF – helping children around the world…)  2. What ways can you raise money? (having a concert, making and selling kimch…)  3. Would it be easy or hard to spend money during recession? (hard because people don’t have much money)  4. Can you name some local produce? (fruit, vegetables, honey… )  5. What is an antonym of generous? (stingy) | |
| Notes: | | | | | | |

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| Task Preparation or Presentation | | | |
| Title: sharing experiences and ideas | | Aims: To be prepared for listening to “a food festival.” To practice speaking skills by answering the guiding questions. | Materials: White board and markers |
| Time | Set Up | Students | Teacher |
| 7 mins | pairs | Talking about their experiences or ideas | Get students work in pairs and discuss the questions. (Write the questions on the board.)    1. What foreign cuisines have you tried? Do you like ‘foreign’ food?  2. What would you expect in a food festival?  3. When interviewing people about a food festival, what kind of questions would you ask? |
| Notes: | | | |

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| Task Realization or Practice | | | |
| Title:intensive listening and understanding | | Aims:  1. To develop intensive listening skills by listening to the radio interview about a food festival. 2. To enable students to pick up details of the interview story by filling in gaps on the worksheet 2. | Materials: Mp3 file on A food festival (on the computer)  Worksheet 1  Worksheet 2 |
| Time | Set Up | Students | Teacher |
| 25 mins | Groups (4 each)  individual | Listen to the audio  and Discuss general ideas of the interview story.  (share whatever they have heard)  Listen again  and Discuss the answers to the questions on worksheet 1.  Write down the answers on the worksheet 1.  While listening, fill in the gaps on the worksheet 2. | Get students to make groups by four.  Get them to listen to the audio clip and discuss the general ideas of the story in groups  “In the first listening, just try to get general ideas and talk about them in groups.”  Play the audio once.  Distribute worksheet 1  “This time you need to gather more specific information from the listening and answer to the questions on the worksheet 1.”  Get students to discuss the answers to the questions on worksheet 1/ Play the audio again  Check the answers as a class.  Answers (key words): 1. Next Saturday (June the 13th ), 2. In Saint Clement’s Field (in Upper Clayton), 3. A local charity organization or ‘Wish you were here,’ 4. To raise money (for children), 5. Two pounds, One fifty for kids, 6. Buy food, meet a celebrity chef, etc.  Distribute worksheet 2.  Get students to work individually on the worksheet 2 while listening.  “Now you work individually. Listen and fill in the gaps.”  Play the audio again. This time, to give students time to fill in the gaps, divide the story into three parts and pause a minute between the parts (the 1st pause after the first paragraph and the 2nd pause after the third paragraph will be fine.)  Check the answers as a class  Answers: 1. go on holiday; 2. 40/forty; 3. every/once a; 4. countries/places; 5. £1.50; 6. fish and seafood; 7. food photography; 8. play; 9. 13th; 10. free  Encourage those who didn’t get correct answers.  “Practice can make perfection!” |
| Notes: from skimming to scanning. | | | |

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| Post Task or Production | | | | | |
| Title: Role play | | Aims:To practice speaking in a given situation.To help students apply the lesson creatively to a real life situation. | | Materials: | |
| Time | Set Up | Students | | Teacher | |
| 12 mins | pairs | May give various answers such as buying food, watching a chef demo, face-fainting etc.  Assume that they are on the spot of the festival  Choose a role either of a radio reporter or a visitor to the festival.  Create an interview likely to happen at the situation.  Practice and present before the class. | | Q: “What would you like most if you were there at the food festival?”  “Pretend you are on the spot and are doing what you like to do most. A radio reporter will come and interview you.”  Set up for a role play / Get students work in pairs again. One as a reporter, the other as a visitor.  “Make a short dialogue of 3-4 sentences for each person. Don’t make a long interview.”  Be flexible in time management. | |
| Notes: If time is short, let only a few volunteer teams present their interviews. | | | | | |
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| **A food festival**  **worksheet 1**   1. When is the festival taking place? 2. Where is the festival taking place? 3. Who has organized the festival? 4. Why have they organized the festival this year? 5. How much is the food? 6. What can you expect to do at the festival?  |  |  | | --- | --- | | **A food festival** | **worksheet 2** | | Listen to a radio interview with a woman who has organized a food festival. Write a word or phrase in each gap to complete the text.  Sarah works for a local charity organization that gives poor children an opportunity to (1) \_\_\_\_\_\_\_\_\_\_. This year ‘Wish you were here’ has organized a food festival to raise enough money to send (2) \_\_\_\_\_\_\_\_\_\_ children to Cornwall in the summer. They are hoping to attract a lot of visitors and they have already decided that if the food festival is popular, it will take place (3) \_\_\_\_\_\_\_\_\_\_ year.  There is plenty to do and see at the festival. You can buy food from many (4) \_\_\_\_\_\_\_\_\_\_ and you don’t need to break the bank because meals are inexpensive. Children are welcome and their meals only cost (5) \_\_\_\_\_\_\_\_\_\_.  You can learn new skills at the festival too. A famous chef is going to teach festival-goers how to cook (6) \_\_\_\_\_\_\_\_\_\_. Organizers are hoping this will attract a lot of would-be chefs.  Other events at the festival include face-painting and a (7) \_\_\_\_\_\_\_\_\_\_ competition which is open to participants from all age groups. Families will be especially pleased to see an area where their children can (8) \_\_\_\_\_\_\_\_\_\_.  The food festival is on (9) \_\_\_\_\_\_\_\_\_\_ and it starts at 10 o’clock. There is parking space for around 200 cars and admission is (10) \_\_\_\_\_\_\_\_\_\_. | | | | | | |