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| Listening Lesson Plan |
| Title: Traffic jam |
| Teacher | Student Level & Age | No of Students | Length |
| JUN | Intermediate & Adults | 10 students | 50mins |
| Materials:-White board-Two pictures-Listening file, player-Worksheets(13copies) |
| Aims:-To learn expressions about bad traffic by listening and fill in the blanks-Will be able to ask and answer the questions about traffic jam during rush hour by discussion and demonstration |
| Language Skills:Listening: listen to the dialog what they are talking aboutSpeaking: discuss about general topic and make demonstrationReading: read the worksheetWriting: answer the worksheet and make demonstration |
| Language Systems:Phonology: listen repeatedly what they are talking about Lexis: the vocabulary in traffic jam situationGrammar: find out related word in sentences during fill in the blanksDiscourse: find out the general idea which word is used in particular situationFunctions: make demonstration by using vocabulary or sentence in particular situation |
| References:-Everyday English 365 2nd ver. pp. 230-231<http://www.ebse.co.kr/ebs/flz.AlnReviewArticle.laf?articleId=000000000097976&bpage=1&courseMediType=1&index=zzzzzzzzzzzzzzzzzzzz&courseId=null&mid=79&clscd=null&forumId=ER2009G0EES01ZZ_002&fstepId=null&ttype=null&page=4>[http://en.wikipedia.org/wiki/File:Peak\_hour\_traffic\_in\_melbourne.jpg](http://en.wikipedia.org/wiki/File%3APeak_hour_traffic_in_melbourne.jpg)<http://www.shutterstock.com/pic-72295642/stock-photo-executive-in-a-hurry-late-for-his-appointment-with-a-mess-suitcase.html>  |

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| Pre Task |
| Title: What happens in the picture? | Aims:-To make students think by showing them the pictures-Draw out imagination from students and discuss about the pictures | Materials: Two pictures on the board |
| Time | Set Up | Students | Teacher  |
| 5mins | Whole class In pairs | -Think about the pictures on the board what the situation is-Discuss in pairs -Speak what they think about and related their experiences to the pictures  | -Make students elicit about the pictures on the board-Make students discuss in pairs-Let students speak to the other students-Draw out the connecting with two pictures form students |

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| Task Preparation |
| Title:Get into the traffic jam | Aims:-To find out the general idea by listening and discussion | Materials: Listening file, player |
| Time | Set Up | Students | Teacher  |
| 10mins | Whole classIn pairs | -Listen to the dialog carefully-Discuss what the general idea is with partner-Answer the question to teacher | -Set the player 2 times and make students discuss about the general idea in pairs -Ask students what they think about -Set the player again |

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| Task Realization |
| Title:Getting wet in the traffic jam | Aims:-To find out what they listen by fill in the blanks-To be able to learn vocabulary and expressions | Materials: -Listening file, player-Worksheets-White board |
| Time | Set Up | Students | Teacher  |
| 15mins | Whole classIndividuallyIn pairs | -Listen and fill in the blanks-Match the blanks in pairs-Ask what they don’t know or couldn’t catch to teacher-Discuss that they didn’t know or new vocabulary anything about the dialog with all together-Listen to the dialog last time to understand | -Give the worksheet each students-Set the player until students want to listen again to fill in the blanks(not over 5 times)-Let students match the blanks in pairs-Get the answer from the students-Make students ask anything about dialog and discuss with them to find out the answer-Set the player last time to make students understand |

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| Post Task |
| Title:Get into the new world | Aims:-To be able to use in specific situation by demonstration-To make sure students understand clearly | Materials: -Worksheets |
| Time | Set Up | Students | Teacher  |
| 20mins | Whole classIn pairs | -Make the new situation by using the vocabulary or sentence in the dialog in pairs-Can make conversation with key sentence, explain the new word to the other students or any activity with the dialog-Be sure understand that they learned-Demonstrate in front of the class | -Let students make activity with using the dialog in pairs-Get the questions while they make conversation and check they understand well or not-Make students demonstrate in front of the class -Make sure they understand clearly |

# Worksheet

**Have you ever been late because of bad traffic?**

Brian: Sorry, I’m late. It took me forever to get here. I was \_\_\_\_\_ \_\_ \_\_\_\_\_\_ for two hours.

Gina: That’s how it is on Friday evenings.

Brian: Tell me about it. \_\_\_ \_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the way.

Gina: Yep, the \_\_\_\_\_\_\_\_ get \_\_\_\_\_\_\_\_\_\_ during \_\_\_\_ \_\_\_\_.

Brian: Besides, there was an accident on one of the bridges. That was slowing down traffic even more.

Gina: Really? I guess that made it worse.

Brian: I’ll definitely leave a little earlier next week.

Gina: You should try to do that. If you leave an hour earlier, you’ll be able to \_\_\_\_ \_\_\_\_ \_\_\_\_ traffic.

Brian: Good point. So, shall we get started?

Gina: Don’t you want to \_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_ first? Help yourself to a cup of coffee.

Brian: Thanks. I’ll \_\_\_\_ \_ \_\_\_ real quick.

**Make your something to demonstrate using the dialog with your partner.**

# Materials



