|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening Lesson Plan | | | | | | | | | | | | | | | | | | |
| TITLE | | A Christmas Carol | | | | | | | | | | | | | | | | |
| INSTRUCTOR | | | | | | | | | | Ss’ LEVEL | | | | AGE GROUP | | No of Ss | | LENGTH |
| Grace | | | | | | | | | | Lower Intermediate | | | | 16 | | 18 | | 50 mins |
| MATERIALS | | | | | | | | | | | | | | | | | | |
| computer, radio clip, worksheet, white board, board markers, a picture book “A Christmas Carol” | | | | | | | | | | | | | | | | | | |
| AIMS 1. | | | Students will learn vocabulary and expressions for describing Scrooge's character and relationships by completing idioms matching worksheet. | | | | | | | | | | | | | | | |
| **2.** | | | Students will practice listening to the last clip of the drama "A Christmas Carol". | | | | | | | | | | | | | | | |
| 3. | | | Students will be able to pick up details from the fast-paced talk by answering questions on a worksheet. | | | | | | | | | | | | | | | |
| LANGUAGE SKILLS | | | | | | | | | | | | | | | | | | |
| Listening | | | | Students will be listening the last clip of the radio drama "A Christmas Carol". | | | | | | | | | | | | | | |
| Speaking | | | | Students will be talking to answer questions on the worksheets. | | | | | | | | | | | | | | |
| Reading | | | | Students will be reading questions on the worksheets. | | | | | | | | | | | | | | |
| Writing | | | | Students will be writing vocabulary and complete the worksheets. | | | | | | | | | | | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | | | | | | | | | | | | |
| Phonology | | | | Vocabulary such as giddy, cheer, generous, donation. | | | | | | | | | | | | | | |
| Lexis | | | | See phonology. | | | | | | | | | | | | | | |
| Grammar | | | | Tenses such as present perfect, simple past, simple future, 3rd conditional, adjectives | | | | | | | | | | | | | | |
| Discourse | | | | Monologue by narrator, dialogues by Scrooge, his nephew, a boy, gentleman, and Bob | | | | | | | | | | | | | | |
| Functions | | | | agreeing, apologizing, requesting, commanding, giving instructions, wishing, hoping | | | | | | | | | | | | | | |
| ASSUMPTIONS | | | | | | | | | | | | | | | | | | |
| Students already know that Mr. Scrooge has changed from a stingy man to a generous one. | | | | | | | | | | | | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | | | | | | | | | | | | |
| Students probably will not able to pick up details from the listening. So I will chunk the listening (pause-play-pause-play). | | | | | | | | | | | | | | | | | | |
| REFERENCES | | | | | | | | | | | | | | | | | | |
| Dramas from BBC Learning English level http://bbc.co.uk/worldservice/learningenglish/dramas | | | | | | | | | | | | | | | | | | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Read the drama script for them, role-play, drawing pictures as they listen, make a different ending story | | | | | | | | | | | | | | | | | | |
| PRETASK TITLE | | | | | | | | Have you ever heard of Mr. Scrooge? | | | | | | | | | | |
| AIMS | | | | | | | | | | | | | | | MATERIALS | | | |
| To activate students’ schemata | | | | | | | | | | | | | | | computer, worksheet, board, marker pens | | | |
| TIME | SET UP | | | | | STUDENTS | | | | | | | | | | | TEACHER | |
| 1 min | Whole Class | | | | | Students welcome one another. | | | | | | | | | | | greetings | |
| 2 mins | Whole Class | | | | | read guiding questions aloud:   * Have you ever heard of Scrooge? * What was he like before? * How has he changed in the end? | | | | | | | | | | | presents guiding questions and ask Ss to read them aloud | |
| 3 mins | Pairs | | | | | brainstorm to answer questions. | | | | | | | | | | | gives Ss time to talk, monitors and advises them | |
| 3 mins | Whole Class | | | | | answer questions based on what they talked each other. | | | | | | | | | | | checks and writes Ss’ ideas on the board | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Most students must have read the book called “A Christmas Carol” in their childhood. Just in case, however, teacher needs to prepare for the book and show them its cover and pictures to remind them of the story. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| TASK PREPARATION TITLE | | | | | | | | | | | | What is necessary to listen to the end of “A Christmas Carol”? | | | | | | |
| AIMS | | | | | | | | | | | | | MATERIALS | | | | | |
| To practice new vocabulary and expressions | | | | | | | | | | | | | computer, worksheet, board, marker pens | | | | | |
| TIME | SET UP | | | | STUDENTS | | | | | | | | | | | | TEACHER | |
| 3 mins | Whole Class | | | | get worksheet and listen to teacher’s instructions | | | | | | | | | | | | distributes worksheet and demonstrate Ss what to do  ICQ  Who are you working with?  How much time do you have?  What do you write in the empty box? | |
| 3 mins | Pairs | | | | read and do the worksheet | | | | | | | | | | | | monitors and advises if needed | |
| 4 mins | Whole Class | | | | answer for the correct idioms, ask teacher if they have any questions | | | | | | | | | | | | check answers, elicit the meaning from Ss, explain the meaning if necessary | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Teacher should elicit the meaning of the unknown vocabulary from Ss rather than explain it straight away. | | | | | | | | | | | | | | | | | | |
| TASK REALISATION TITLE | | | | | | | | | | | What does Mr. Scrooge do for his neighbors? | | | | | | | |
| AIMS | | | | | | | | | | | | | | | MATERIALS | | | |
| To predict the main idea and find the details. | | | | | | | | | | | | | | | computer, worksheet, board, marker pens | | | |
| TIME | SET UP | | | | | | STUDENTS | | | | | | | | | | TEACHER | |
| 1 mins | Whole Class | | | | | | listen to the teacher and get ready to take notes | | | | | | | | | | asks Ss to get the main idea for general understanding | |
| 5 mins | Individual | | | | | | listen carefully for the main idea and take notes | | | | | | | | | | plays the clip and monitors | |
| 2 mins | Pairs | | | | | | exchange opinions for the agreement to the best main idea | | | | | | | | | | checks Ss listening comprehension and advises | |
| 3 mins | Whole Class | | | | | | present their thoughts and compare them with others | | | | | | | | | | asks what the main idea is and decide if Ss need one more chance to listen for it | |
| 2 mins | Individual | | | | | | read the questions on the worksheet and take a time to answer | | | | | | | | | | passes worksheet out and give time to read | |
| 5 mins | Individual | | | | | | listen carefully for the details and answer the questions on the worksheet as they listen. | | | | | | | | | | plays the clip and monitors | |
| 2 mins | Whole Class | | | | | | answer questions and give evidence if necessary | | | | | | | | | | check to see whether Ss answer correctly | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Teacher should monitor them carefully to decide if he/she has to slow down the listening or a few more chances to listen again. Otherwise, he/she has to chunk listening to help them understand. | | | | | | | | | | | | | | | | | | |
| POST TASK TITLE | | | | | | | | | What do we learn from “A Christmas Carol”? | | | | | | | | | |
| AIMS | | | | | | | | | | | | | | | MATERIALS | | | |
| To draw their own lesson from the story and practice the language form | | | | | | | | | | | | | | | computer, worksheet, board, marker pens | | | |
| TIME | SET UP | | | | | | STUDENTS | | | | | | | | | | TEACHER | |
| 2 mins | pairs | | | | | | exchange opinions each other | | | | | | | | | | monitors Ss and advises | |
| 3 mins | Whole Class | | | | | | present their own opinions before the class | | | | | | | | | | checks to see what they thought | |
| 5 mins | Whole Class | | | | | | ask questions if necessary and listen to teacher | | | | | | | | | | asks if Ss have any problems with grammar and explain | |
| 1 min | Whole Class | | | | | | write down homework and show gratitude to teacher | | | | | | | | | | gives homework(making the story after the end) and wrap up | |
| NOTES | | | | | | | | | | | | | | | | | | |
| This lesson is for listening which means that teacher shouldn’t spend too much time on language form. | | | | | | | | | | | | | | | | | | |

Worksheet(handout)

Let’s Check New Vocabulary for listening “A Christmas Carol”

* Choose the right word in the box matching the meaning.

|  |
| --- |
| generous refuse behave approach offer donation giddy react cheer drunken |

1. To act in return :
2. to come near or nearer to :
3. intoxicated with or as if with alcohol :
4. To conduct oneself in a proper way :
5. to say that you will not do or accept something :
6. To put forward for consideration :
7. Freely giving or sharing showing kindness :
8. The act of giving, esp., to a charity :
9. A shout of approval, encouragement, or congratulation :
10. to feel extremely excited as if you just saw a rock star, crush, celebrity, that made you seem speechless or incompetent of acting normal :

Let’s do Quiz, Quiz, Quiz!!!

Question 1: What did Scrooge promise a boy taking the turkey man quickly?

a) special turkey b) a lot of money c) bells

Question 2: Who did Scrooge send a big turkey to?

a) Bob Cratchit b) His nephew c) The man collecting money for the poor

Question 3: What did Scrooge offer the gentleman who had asked him to help the poor?

a) a Christmas drink

b) a little donation

c) a generous donation

Question 4: How did Scrooge treat Cratchit when his clerk came late to work?

a) Scrooge received him with open arms

b) Scrooge just pretended to be angry

c) Scrooge was angry because Cratchit was ungrateful for the turkey

Question 5: What's the message given by the story?

a) Kindness and goodwill can make you happier than just having lots of money

b) Don't take things too seriously

c) You should be kind at Christmas or ghosts will come after you. Boooo!

Lesson material (Transcript only for teacher)

Dramas from BBC Learning English

Lower intermediate level

A Christmas Carol - ep 05 - The end of it

Episode 5 / 26 Dec 2014

Ebenezer Scrooge has been taken to several different places by three spirits. He saw that if he died, nobody would care because he is a bad man. How will this experience change Scrooge's life?

Transcript

Narrator

A lot has happened to Ebenezer Scrooge. How will this story end? Scrooge's only love used to be money, but now he might be a changed man! After the struggle with the frightening Spirit of Christmas Yet To Come, he found himself in his own bed, in his own room, and he felt happy and ready to change his life.

AT SCROOGE'S HOUSE

Scrooge

I'm as light as a bird, I'm as happy as an angel, I'm as merry as a schoolboy, I'm as giddy as a drunken man. A merry Christmas to everybody! A happy New Year to all the world. Hello!

Narrator

Scrooge ran to the window and put out his head. Bells are ringing! Ah! The sun was shining, the air felt fresh. Everything was wonderful!

Scrooge

Hey boy! Yes, you. Look up. Here in the window! What's today?

Boy

It's Christmas Day, sir!

Scrooge

It's Christmas Day. I haven't missed it. The Spirits have done it all in one night. Hello, my good boy. Do you know whether they've sold the special turkey that was hanging up there?

Boy

What? The one as big as me?

Scrooge

Yes! Go and buy it, and tell them to bring it here, so I may give them the address to take it to. Come back with the man, and I'll give you a little money. Come back with him in less than five minutes and I'll give you a lot of money.

Narrator

The boy ran off as fast as he could.

Scrooge

I'll send it to Bob Cratchit's. He will not know who sends it. It's twice the size of Tiny Tim!

Narrator

Then Scrooge went to the streets. He was greeting everyone: "Merry Christmas! Merry Christmas!" He approached the gentlemen who had asked him to help the poor. He had behaved so badly before, when he refused to give anything. But now, he offered them a generous donation.

IN THE STREET

Gentleman

My dear Mr Scrooge, are you serious?! I don't know what to say to such kindness!

Narrator

In the afternoon Scrooge went to his nephew's house for that dinner he was invited to but didn't want to go to. Do you remember that? How will his nephew react?

AT SCROOGE'S NEPHEW'S HOUSE ENTRANCE

Scrooge's Nephew

Who's that?! Uncle Scrooge! Welcome, uncle! Come and have some fun with us!

Narrator

His nephew received him with open arms. And what a party it was! It was great to be in that same party the Spirit of Christmas Present had shown him before. And this time everybody could see Scrooge and talk to him. The next morning, the old man went to the office very early to catch Bob Cratchit coming late. Eighteen and a half minutes late!

AT SCROOGE'S OFFICE

Scrooge

What do you mean by coming here at this time of day?

Bob Cratchit

I'm very sorry, sir. It's only once a year. It will not be repeated. I was making rather merry yesterday, you see, sir...

Scrooge

Now, I'll tell you what, my friend: I am not going to stand this sort of thing any longer. And therefore… and therefore I'm about to raise your salary!

Bob Cratchit

Mr Scrooge?!

Scrooge

A Merry Christmas, Bob, my good friend. I'll raise your salary, and help your hard-working family, and we'll discuss your problems this very afternoon, over a Christmas drink!

Bob Cratchit

Wonderful, Mr Scrooge! Wonderful!

Narrator

Scrooge did it all, and much, much more. He became a second father to Tiny Tim, who did not die, and a good friend to all. Some people laughed to see how he'd changed, but he let them laugh. His own heart laughed: and that was quite enough for him. It was always said of Scrooge, that he knew how to keep the Christmas cheer alive and well. I hope we do the same. Tiny Tim has the last word:

Tiny Tim

God bless us, everyone!