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| Listening Lesson Plan |

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| I’d like to have a pet. |

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| Instructor: SONG MIRA | Level: high-beginner | Student: 8 | Length: 1 hour |

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| Material:  -Vocabulary worksheet (8copies)  -Listening comprehension worksheet (8copies)  -Listening CD & CD player (track 10)  -White board, board markers  -Dialogue with blanks worksheet (8copies) (SOS plan) |

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| Aims:  -To learn vocabulary and expressions about having a pet through a vocabulary worksheet  -To comprehend the passage with a comprehend worksheet  -To practice speaking and share one’s experience by using words and expressions used in the dialogue |

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| Language Skills:  -Reading: vocabulary worksheet and listening comprehension sheet  -Listening: the dialogue and the others’ speaking  -Speaking: sharing one’s own experience and opinions about having a pet  -Writing: vocabulary worksheet & comprehension worksheet |

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| Language Systems:  -Lexis: vocabulary used in having a pet  -Function: Giving advice, Convincing and delivering one’s opinions for having a pet  -discourse: sharing one’s opinion with a whole group |

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| Assumptions:  Students already know:  -how the class is set up and run  -the teacher’s style of teaching and the pace of the course |

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| Anticipated Errors and Solutions:  -Students may not be able to follow the sentences with new vocabulary.  After learning new vocabulary with worksheet and give guiding questions and then listen  -Students may be hesitant to speak their own experience and opinions about having a pet in a big group.  Students are grouped in pairs and feel more comfortable  -If time is short  Cut post-activity discussion short and only ask 2-3 students to share their opinions about the pros and cons for having a pet.  -If students finish their tasks earlier than anticipated  Give dialogue worksheets with blanks and let them fill in the blanks |

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| References:  -English Conversation Training, Situation Drill 3, Unit 10 “I’d like to have a pet. |

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| Lead-in | | |
| Material: pictures of pets, board | | |
| Time  3 min | Set Up  Whole class | Procedure:  Greetings  Introducing today’s subject  (Writing it on the board) |

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| Pre-Activity | | |
| Material: vocabulary worksheet, board | | |
| Time  17 min | Set Up  Whole Class  Individually  Whole Class | Procedure:  1 Vocabulary  Instruction  -Match the first part of each word with the second part of each meaning.  -Give 4 minutes  CCQ  (Distribute the worksheet)  Monitor discreetly.  Give warning time before 30 seconds.  Write the words on the board and check the answers one by one  Introducing main subject in the dialogue  2 Ask students guiding questions  -Which pet do you raise, if not, what animal do you want to have as a pet?  -What should you do if you raise a pet?  (What’s your duty on having a pet?) |

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| Main Activity | | |
| Materials: CD & CD player, listening comprehension worksheets | | |
| Time  30 min | Set Up  Whole Class  Individually  Whole class | Procedure:  1 Listening for the main idea (general listening)  Instructions  Put your pens down.  Think about what’s the topic of the dialogue.  CCQ  (Play track 10)  If students need one more listening, listen once again.  2 Comprehension  Instruction  You will be given the listening comprehension worksheets.  Work individually.  You have 5 minutes.  CCQ  (Distribute the worksheet)  Monitor discreetly.  Give warning time before 30 seconds.  Check the answers of the worksheet.  Students read the questions and answer them.  If they do not have the right answers, they are given one more chance to correct them.  No volunteer to read and answer the questions, select the students through a simple activity. |

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| Post-Activity | | |
| Time  10 min | Set Up  Whole class | Procedure:  Share their own experiences and opinions about having a pet.  Students are given 3 minutes to prepare if needed.  Conclude Lesson  Elicit today’s idioms for students. |

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| Script  Unit 10. I’d like to have a pet.  Eileen: Dad, I’d like to have a pet. Is that okay?  Dad: Well, we need to think about it. Having a pet means a lot of responsibility.  Eileen: I know. I’ll be the one who’s in charge of taking care of him. I’ll also walk the dog everyday.  Dad: If you insist that would be okay with me. Then what kind of pet do you think you want to have?  Eileen: I’ve been thinking about getting a puppy as my first pet. I’d love to have a cat also, but, since I am allergic to cats, I don’t think it’s a good idea to have a pet cat.  Dad: That’s right. I’d rather have a dog. They are very friendly and faithful.  Eileen: I have a friend who has a pet porcupine.  Dad: Really? Oh, that’s really interesting. But I think it must be very difficult to pet it. |

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| Vocabulary Worksheet |
| Name: |
| 1 Pet 충실한  2 Responsibility 고슴도치  3 In charge of 책임감  4 Take care of 애완동물, ~을 쓰다듬다  5 Allergic ~을 맡고 있는  6 Faithful ~을 돌보다  7 porcupine ~알레르기가 있는 |

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| Listening Comprehension Worksheet |
| Name: |
| # According to the dialogue, which of the following is true?   1. Dad advises his daughter to have a pet first. 2. Dad agrees with his daughter having a pet. 3. Dad prefers a cat to a porcupine.   # Why does she prefer a dog to a cat as a pet?   1. She dislikes cats. 2. She is sensitive with cats. 3. She already has a cat.   # Why does Dad like a dog as a pet?   1. They are cute. 2. They are easy for care. 3. They are faithful. |

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| Dialogue Worksheet (Fill in the blanks) |
| Name: |
| Unit 10. I’d like to have a pet.  Eileen: Dad, I’d like to have a pet. Is that okay?  Dad: Well, we need to think about it. Having a pet means a lot of ( ).  Eileen: I know. I’ll be the one who’s ( ) ( ) ( ) taking care of him. I’ll also walk the dog everyday.  Dad: If you insist that ( ) ( ) ( ) with me. Then what kind of pet do you think you want to have?  Eileen: I’ve been thinking about getting a puppy as my first pet. I’d love to have a cat also, but, since I am ( ) to cats, I don’t think it’s a good idea ( ) ( ) a pet cat.  Dad: That’s right. I’d rather have a dog. They are very friendly and ( ).  Eileen: I have a friend who has a pet porcupine.  Dad: Really? Oh, that’s really interesting. But I think ( ) ( ) ( ) very difficult to pet it. |