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| **Listening Lesson Plan** | | | |
| Figure out what Mark would order for lunch … | | | |
| Instructor | Level | Students | Length |
| SoYoung Kim | Low-intermediate | 16 | 50 minutes |
| **Materials:**   * A board and markers & tape * A picture about lunch * Vocabulary worksheet (16 copies) * CD players (4 players) * Listening CD for students (4 CDs to record each part (part A, B, C, D) separately * Listening CD for a teacher (1 CD to record whole parts (from part A to part D) * Listening worksheet #1 (Lunch Menu, 4 copies) * Listening worksheet #2 (Fill in the blanks, 16 copies) * Discussion worksheet (Tell me about your dietary habits, 16 copies) | | | |
| **Aims:**   * To learn vocabulary and expressions for describing one’s dietary and food by completing vocabulary matching worksheet * To practice listening by listening recorded sentences * To practice speaking by telling about what students hear and memorize to other group members and discussing to solve the problems together | | | |
| **Language Skills :**   * Reading: Vocabulary worksheets, discussion worksheet * Listening: recorded sentences about one’s dietary habits * Speaking: describing what Students heard to their group and having discussion to solve problems | | | |
| **Language Systems :**   * Lexis: vocabulary used in describing one’s dietary habits, food, and preferences * Function: practicing correcting, persuading, identifying, explaining during discussion * Pronunciation: checking and practicing pronunciation of new vocabulary while listening and speaking * Conversation: discussion, dialogue | | | |
| **Assumptions :**  Students already know:   * How the class is set up and run (there will be 4 student groups at each table) * The teacher’s style of teaching and the pace of the course * All students have general knowledge on food and health related concepts like cholesterol, allergy, vitamin at least in their native language | | | |
| **Anticipated Errors and Solutions :**   * Students may not be able to follow the passage easily * Let them listen to the tracks again once or twice more within time limit * What if any cd player is not working * Prepare audio file in your smart phone or mp3 player to play instead * If time is short * Cut post-activity discussion short and only 2-3 students to share * If activity is finished earlier than expected * Ask more experiences about dietary habits of you, family or friends to practice more | | | |
| **References :**   * [www.esljigsaws.com](http://www.esljigsaws.com) * <http://www.slideshare.net/cyutafl/listening-lesson-plan-presentation?related=3> * [www.teachingenglish.org.uk/](http://www.teachingenglish.org.uk/) * [www.etownschools.org](http://www.etownschools.org) (for image only) * Oxford dictionary of English | | | |

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| **Lead-In** | | | |
| Materials | Board, picture | | |
| Time | Setup | Students | Teacher |
| 3 min | Whole class | Students listen introduction and share their opinion and experiences with class | Start introduction with a picture and ask about Students’ lunch menu and elicit preferences and “Dietary habit”  Write elicited opinion on board |

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| **Pre-Activity** | | | |
| **Materials** | Vocabulary worksheet, board | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 9 min | Whole Class  Individually  Whole Class | Students work on the vocabulary worksheet  Students Match the word to the meanings  Students share and check answers together | Hand out vocabulary worksheet  give instructions and ICQ  Monitor  Go through the words and elicit answers from Students  Provide examples of usage |

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| **Main Activity** | | | |
| **Materials** | CDs for students, Cd for teacher, CD Players, Listening worksheet #1, #2, board | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 3 min | Groups  (4 groups with 4 peoples) | Students group as below   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | A A  A A |  | B B  B B |  | C C  C C |  | D D  D D |   Students will listen to the CD player as many as within time and try to memorize them without note-taking | Set up task to help how to work with CD players  Give instructions and ICQ  Monitor |
| 12 min | Groups  (4 groups with 4 peoples) | Students regroup into heterogeneous groups as below   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | A B  C D |  | A B  C D |  | A B  C D |  | A B  C D |   Students tell their part of the story to others in their group, starting from person A.  Students work on the Listening worksheet #1 together to mark the answers based on the stories they heard (pick one sandwich, dessert and beverage from the menu) | Set up task  Hand out Listening worksheet #1, one for one group  Give instructions and ICQ  Set up board for next steps  Monitor |
| 7 min | Whole class | Representatives from groups come up front and write their groups’ answers on the board  Students compare answers and give reasons if there is any differences in answers | Let each group write answers on the board  Elicit reasoning for answers from Students and help students to find final answers |
| 6 min | Groups  (4 groups with 4 peoples) | Students listen whole sentences and fill in the blanks of the worksheet with group members | Hand out Listening worksheet #2  Play tracks 1 through 4 without stopping  Play them at least 3 times |
| 3 min | Whole Class | Students share and check answers together | Elicit answers from students and help them finding answers |

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| **Post Activity** | | | |
| **Materials** | Discussion worksheet, board | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 4 min | Groups (4 groups with 4 peoples) | Students discuss with group members about their dietary habit | Hand out Discussion worksheet  Give instruction  Monitor |
| 3 min | Whole class | Students review vocabulary and share feedbacks | Elicit today’s vocabulary from students  Share feedbacks |

**Introduction picture**

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**Listening Script**

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| **Part A**  Mark is ordering lunch from a menu.  His doctor told him to watch his diet.  He doesn’t eat bacon because he’s trying to lower his cholesterol.  He likes fish because it is good for his heart. |
| **Part B**  Mark likes chicken, but not deep fried.  He also likes turkey because it’s low fat.  He cannot eat shrimp because he’s allergic.  Mark doesn’t eat beef for environmental reasons. |
| **Part C**  Mark cannot eat dairy products because he is lactose intolerant.  Mark doesn’t drink coffee because the caffeine gives him insomnia.  He loves blueberries and eats them often for antioxidants. |
| **Part D**  Unfortunately, the restaurant ran out of blueberry pie today.  Mark also loves strawberries because they are full of vitamin C.  And he’s addicted to chocolate. |

**Vocabulary Worksheet**

**Matching Vocabulary**

Select words from the box and match them to the appropriate meaning

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| allergic, addicted, antioxidant, beverage, caffeine, cholesterol, dairy, environmental, insomnia, intolerant, lactose, to lower, to run out of s.th |

1. \_\_\_\_\_\_\_\_ a substance that exists in the fat and blood of animals

High of this in a blood can cause heart disease

1. \_\_\_\_\_\_\_\_ type of sugar which is found in milk
2. \_\_\_\_\_\_\_\_ a substance that slows down the damage by the effects of oxygen
3. \_\_\_\_\_\_\_\_ any portable liquid, especially one other than water
4. \_\_\_\_\_\_\_\_ chemical substance found in coffee, tea and cocoa which makes you more active
5. \_\_\_\_\_\_\_\_ be used up; become no longer valid
6. \_\_\_\_\_\_\_\_ unable to eat (a food) without adverse effects
7. \_\_\_\_\_\_\_\_ foods that are made from milk such as butter and cheese
8. \_\_\_\_\_\_\_\_ inability to sleep; habitual sleeplessness
9. \_\_\_\_\_\_\_\_ physically and mentally dependent on a particular substance
10. \_\_\_\_\_\_\_\_ relating to the natural world and the impact of human activity
11. \_\_\_\_\_\_\_\_ to move in a downward direction
12. \_\_\_\_\_\_\_\_ having abnormal reaction of the body to a substance

**Listening Worksheet #1**

Check what Mark would order for his lunch. One item from each group (Sandwiches, Desserts, Beverages)

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| **The Lunch Spot Menu**  **~ Sandwiches ~**   * **Chicken Sandwich**: deep fried chicken breast on a bun $5.45 * **Fish burger**: fried fillet of cod with special sauce $4.45 * **BLT**: bacon, lettuce and tomato $4.45 * **Clubhouse**: breast of turkey with bacon, lettuce and tomato $5.95 * **Garden Deli**: cucumber, avocado, alfalfa sprouts, tomatoes & cream cheese $5.45 * **Shrimp Sandwich**: shrimp, lettuce, chili sauce & mayonnaise $5.95 * **Roast Beef Sandwich** $5.95   **~ Desserts ~**   * **Cheese Cake** (raspberry or strawberry) $4.95 * **Carrot Cake** $4.25 * **Pie** (blueberry or peach) $4.25 * **Strawberry Shortcake** $4.95   **~ Beverages ~**   * **Coffee** (raspberry or strawberry) $1.95 * **Tea** (black, green or herbal) $1.35 * **Hot Chocolate** $2.25 * **Soft Drinks** $2.35 |

**Listening Worksheet #2**

Listen and fill in the blanks

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| Mark is \_\_\_\_\_\_\_\_\_ lunch from a menu.  His doctor told him to watch his \_\_\_\_.  He doesn’t eat bacon because he’s trying to \_\_\_\_\_ his \_\_\_\_\_\_\_\_\_\_.  He likes \_\_\_\_ because it is good for his heart.  Mark likes chicken, but not deep \_\_\_\_\_\_.  He also likes \_\_\_\_\_\_ because it’s low fat.  He cannot eat shrimp because he’s \_\_\_\_\_\_\_.  Mark doesn’t eat beef for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ reasons.  Mark cannot eat \_\_\_\_\_ products because he is lactose \_\_\_\_\_\_\_\_\_\_.  Mark doesn’t drink coffee because the caffeine gives him \_\_\_\_\_\_\_\_\_.  He \_\_\_\_\_ blueberries and eats them often for antioxidants.  Unfortunately, the restaurant \_\_\_ \_\_\_ \_\_ blueberry pie today.  Mark also loves strawberries because they are full of \_\_\_\_\_\_\_ C.  And he’s \_\_\_\_\_\_\_\_\_\_ to chocolate. |

**Discussion Worksheet**

Discuss your opinion and experiences with your group

1. What is your favorite food?
2. What kind of food do you try to have for your health?
3. What kind of food do you try not to have for your heath?
4. Are there any food or substances you are allergic to?
5. Do you have any experience of addicting to something?