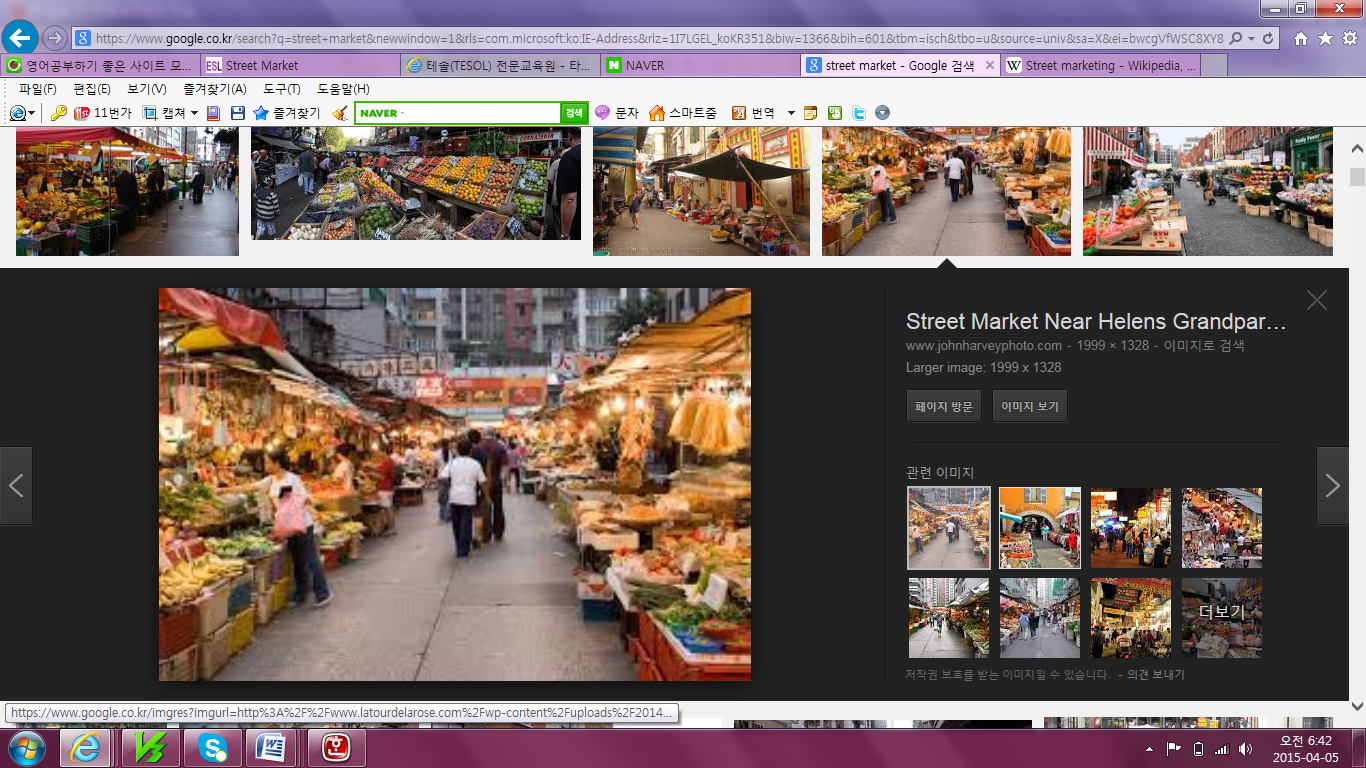
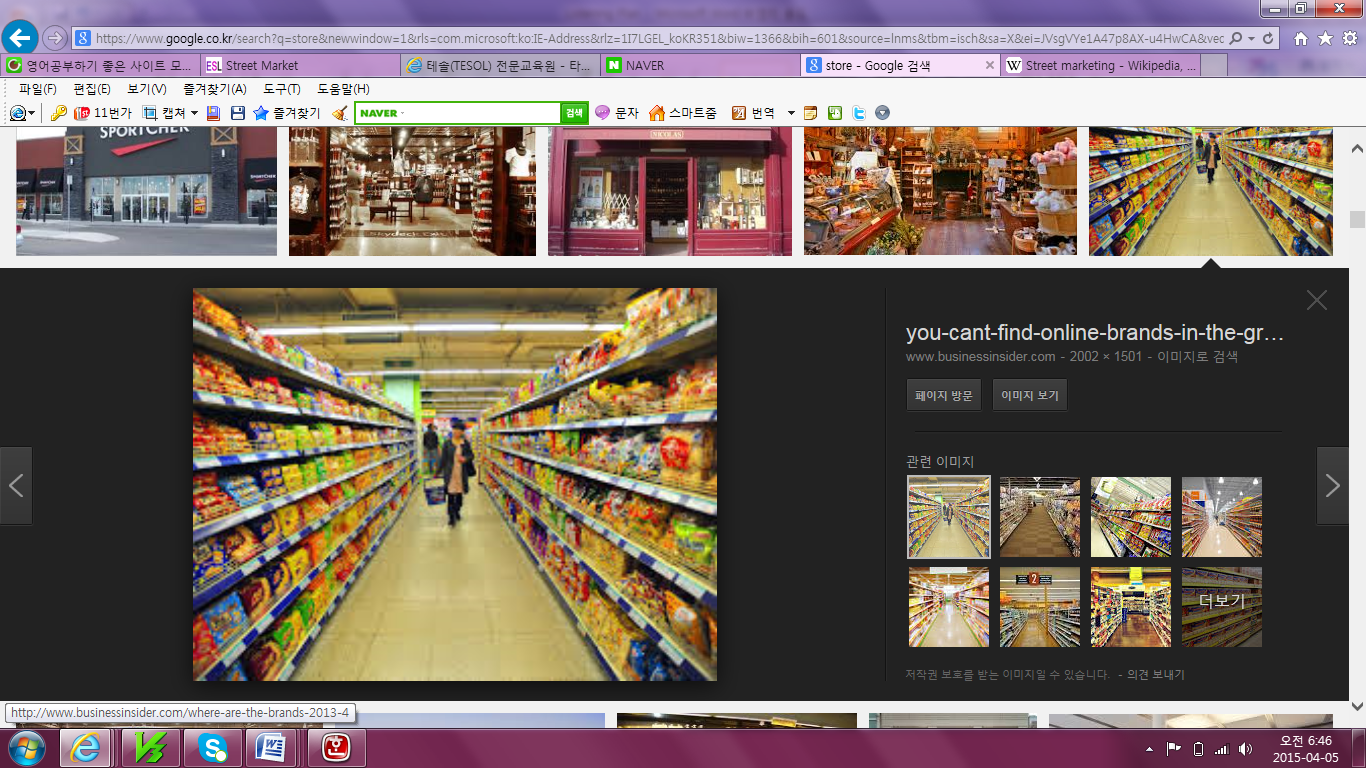
**Listening Lesson Plan**

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| **TITLE**  Street Market | | | | |
| **INSTRUCTOR** | **Ss’ LEVEL** | **AGE GROUP** | **No of Ss** | **LENGTH** |
| Adeline | Intermediate | Adult | 8 students | 50 minutes |
| **MATERIAL**   * White board, markers, scotch tape * Pictures of ‘street market’ and stores * A computer with Internet connection, Audio * Worksheet #1 (Discussion)& #2(Vocabulary)(8 copies), #3(Comprehension Questions)(8 copies) #4(Dictation Practice)(8 copies), #5(Create a new Dialogue)(4 copies), #6(Audio Script)(8 copies) | | | | |
| **AIMS**   1. To practice listening skills by listening to the audio 2. To learn and practice vocabulary and useful expressions which can be commonly-used at the street market by practicing the dialogue 3. To practice speaking skills by discussing about the topic and role play 4. To practice reading skills through reading the audio script 5. To practice writing skills through practicing making sentences | | | | |
| **LANGUAGE SKILLS**  Listening Students will listen to the audio and partner’s discussion.  Reading Students will read the audio script.  Speaking Students will discuss with their partners to work on the worksheets and do role play.  Writing Students will write down items which are mentioned in the audio answers on the worksheets and create their own dialogue. | | | | |
| **LANGUAGE SYSTEMS**  Phonology Students will learn and practice how to pronounce new vocabulary.  Lexis Students will be focusing on the words of street market items and phrase..  Grammar Students will be using future tense when they do role play  (e.g. I’ll think about it.)  Discourse Students will talk in pairs.  Function To understand the information in the audio | | | | |
| **ASSUMPTIONS**  - Students have information or experience of most kinds of market.  - Students of this level know the words of items at the street market. | | | | |
| **ANTICIPATED ERRORS AND SOLUTIONS**  Students may not have seen or gone to the street market.   * Show them pictures of street market and stores and let them compare with. Give them a dictionary definition of the word, ‘street market’.   The speed of audio may be fast to pick up item words or do dictation practice.   * Pause for a second after every sentence.   The audio may be working on the computer.   * Prepare audio CD, mp3player or use my smart phone..   The whole works and activities are finished earlier than expected.   * Students present their creative dialogue.   Teacher and students talk and share feedbacks of the lesson. | | | | |
| **REFERENCES**  <https://www.google.co.kr>  <http://www.esl-lab.com/flea/fleasc1.htm>  <http://en.wikipedia.org/wiki/Street_marketing> | | | | |

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| **Lead-In** Warmer | | | | |
| **AIMS**  To establish background knowledge in street market | | | **MATERIALS**  - White board and markers.  - Pictures of street market and stores. | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5 | Class | Ss will draw information of street market in their mind. | | Set up pictures on the board and write the title on the board.  Show the two types of pictures and elicit information of street market |
| **Note**  **-** Teacher asks, “Do you think street market and store look different?  Why or Why not?” | | | | |
| **Pre-Activity** Discuss and vocabulary | | | | |
| **AIMS**  To develop an understanding of “street market” and preview vocabulary | | | **MATERIALS**  - Worksheet #1&2 | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5 | Pairs | Discuss the differences between a street market and a store. | | Hand out worksheet#1  Give Ss instruction to discuss and do ICQ  Monitor and eliciting |
| 2 | Pairs | Check new vocabulary and phrase | | Hand out worksheet#2  Instruction and ICQ  Monitor |
| **NOTES**  Monitor each pair and help them if they seem not to understand words’ meaning. | | | | |
| **Main-Activity** Listening Practice | | | | |
| **AIMS**  To practice listening skills details | | | **MATERIALS**  Computer, Audio site, worksheet#3,4,5,6, White board and markers | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 3 | Class | Ss listen to the audio and check answer of worksheet #3 | | Hand out worksheet#3  Instruction to do worksheet#3 and find out 5 items in the audio  ICQ &Monitor |
| 5 | Pairs | Each pair of Ss talks and checks 5 items in the dialogue  Correct the answers with all Ss. | | Check pair work  Monitor  Write on the board the items as Ss answer and correct |
| 10 | Class | Ss do worksheet#4 individually. | | Hand out worksheet#4  Explain how to do it&ICQ  Monitor  Pause for a second after every sentence |
| 7 | Class | Ss read the worksheet#4 together. | | Correct Ss’ answers and pronunciation  Play audio again after correction |
| 10 | Pairs | Ss create their own dialogue and do role play. | | Hand out worksheet#5&6  Give instruction&ICQ  Monitoring&Helper |
| **NOTES**  **-** If possible, let Ss present their role play.  - Keep checking due-time and control playing audio clearly. | | | | |

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| **Post-Activity** Summary | | | | |
| **AIMS**  To review vocabulary and sentence | | | **MATERIALS** | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 3 | Class | Ss summarize the vocabulary, expression in the dialogue.  Ss and T share feedback answers to confirm understanding. | | Elicit answer from Ss and write them on the board |
| **NOTES**  **When Ss are summarizing, Teacher can give students some simple questions which connected the topic.(e.g. making sentence using vocabulary)** | | | | |

**Materials (Picture)**



**[Worksheet #1]**

1. **What kind of items would you find being sold at a street market?**
2. **Would you ever go to such a market to shop? Why or why not?**

**[Worksheet #2]**

**Key Vocabulary**

* **steal** *(noun)*: a great bargain  
  - For only $10, that radio is a steal.
* **buck** *(noun)*: one dollar *(informal)*  
  - Hey. Can you loan me a few bucks until the end of the week?
* **break even** *(verb)*: end up with no profit or loss at the end of some business activity  
  - Business was good yesterday at the store, but in the end, we barely broke even.
* **drive a hard bargain** *(idiom)*: expect a lot for what you pay for  
  - She drives a hard bargain whenever she sells clothing in the outside marketplace.
* **throw in** *(phrasal verb)*: add or include  
  - I'll buy the ring if you throw in the necklace too.
* **stick with** *(phrasal verb)*: stay with, not changing to something else  
  - Although that is a nice jacket, I think I'll stick with the one I bought yesterday. I don't need two jackets.

**[Worksheet #3]**

**Comprehension Questions**

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| 1. Why did the man not buy the ring for sale? A. He doesn't think it is very special. B. Someone else bought it before him. C. He has no need for a ring. D. The ring is too small.  2. What is the problem with the CD player? A. The buttons are scratched. B. The CD casing is chipped. C. The handle is damaged. D. The display is loose.  3. The man is not interested in the leather jacket because: A. it is stained. B. he already has one. C. its too expensive. D. the seams are coming undone.  4. What is the customer's initial counter offer for the records? A. $25  B. $28 C. $30 D. $35  5. From the conversation, what does the customer probably purchase from the merchant in the end? A. only records B. only a vase C. some records and a vase D. nothing |

**[Worksheet #4]**

**Dictation Practice**

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| **Merchant: Hi, So what are you looking for today?**  **Customer: Uh, I'm just looking.**  **Merchant: How about a (1) for someone special?**  **Customer: There IS no one special.**  **Merchant: Well, take a look at this CD player. A great (2) today only.**  **Customer: Nah. I already have one, plus the handle is (3).**  **Merchant: Okay. Well what about this genuine leather jacket. It would look great on you.**  **Customer: Hum. Let me take a look at it.**  **Merchant: Sure.**  **Customer: Umm. There are (4) on the sleeves. I'll pass.**  **Merchant: Well okay, well, wouldn't you like to walk home with some of these great records? Some of the best hits from the 1960's.**  **Customer: Yeah, let's see. Now here's something I'd . . . Ah, these records are (5).**  **Merchant: Ah, just in a couple places. Listen. I'll sell you these ten records for $50. A (6)!**  **Customer: Whoa! They're way too expensive. I'll give you 25 bucks for them.**  **Merchant: Ah, come on. I can't (7) you less than $30 and break even.**  **Customer: Well, that guy over there is selling (8) records for a much better price, so thanks anyway.**  **Merchant: Wait, wait, wait. You drive a hard bargain. Twenty-eight dollars, and that's my final (9).**  **Customer: Huh . . . I'll think about it.**  **Merchant: Wait, wait, wait. Listen. I'll even throw in this vase.**  **Customer: Now what am I going to do with a vase?**  **Merchant: Well, you can give it to that someone special when you find her. . . and this ring would look great with it.**  **Customer: Oh, I'll (10) with the records.** |

**[Worksheet #5]**

Create your own dialogue with the seller and a different customer.

Try selling two new things.

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| **Seller**: Hi. Can I help you?  **Customer**: Uh, I'm looking for some earrings for a friend.  **Seller**: Well, here's a nice pair for only $20.  **Customer**: What? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Seller**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Customer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Seller**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**[Worksheet #6]**

**Audio Script**

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| **Merchant**: Well hi there. What are you looking for today?  **Customer**: Uh, I'm just looking.  **Merchant**: Well, how about a ring for someone special?  **Customer**: There IS no one special.  **Merchant**: Well, take a look at this CD player. A great bargain today only.  **Customer**: Nah. I already have one, plus the handle is cracked.  **Merchant**: Okay. Well what about this genuine leather jacket? It would look great on you.  **Customer**: Hum. Let me take a look at it.  **Merchant**: Sure.  **Customer**: Umm. There are stains on the sleeves. I'll pass.  **Merchant**: Well okay. Well, wouldn't you like to walk home with some of these great records? Some of the best hits from the 1960's.  **Customer**: Yeah, let's see. [*Yeah*] Now here's something I'd . . . Ah, these records are scratched.  **Merchant**: [*Laughter*] Just in a couple places. Listen. I'll sell you these ten records for fifty dollars. A [steal](http://www.esl-lab.com/flea/fleasc1.htm#key)!  **Customer**: Whoa! They're way too expensive. I'll give you twenty-five [bucks](http://www.esl-lab.com/flea/fleasc1.htm#key) for them.  **Merchant**: Ah, come on. I can't charge you less than thirty dollars and [break even](http://www.esl-lab.com/flea/fleasc1.htm#key).  **Customer**: Well, that guy over there is selling similar records for a much better price [*Ah!*], so thanks anyway.  **Merchant**: Wait, wait, wait, wait. You [drive a hard bargain](http://www.esl-lab.com/flea/fleasc1.htm#key). Twenty-eight dollars, and that's my final offer.  **Customer**: Huh . . . I'll think about it.  **Merchant**: Wait, wait, wait, wait. Listen. I'll even [throw in](http://www.esl-lab.com/flea/fleasc1.htm#key) this vase.  **Customer**: Now what am I going to do with a vase?  **Merchant**: Well, you can give it to that someone special when you find her. . . and this ring would look great with it.  **Customer**: Oh, I'll [stick with](http://www.esl-lab.com/flea/fleasc1.htm#key) the records |