**PPP Lesson Plan \_ Listening**

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| **Topic:** Let’s master our telephone conversation skills both “informal” and “formal” | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| Judy | Elementary / High Beginner | Adults | 8 | 50 minutes |

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| **Materials:**  Whiteboard, markers, notebooks, 2 different student worksheets (9 copies each), beam projector, video clip (youtube), group activity situation slips (attached) |

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| **Aims:**   1. To practice listening skills by the everyday conversations and situations on the phone. 2. To practice speaking skills when practicing both the informal and formal telephone conversations with partners. 3. To practice writing and reading skills through the comprehension questions and dictation activities. |

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| **Language skills:**  **Listening:** Listening to the dialogue in the video clips and to the other classmates role playing  **Speaking:** Sharing individual opinion and practicing real life telephone conversations  **Writing:** Dictation practice and taking notes for preparing the role play |

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| **Language systems:**  **Phonology:** Students will need to focus on the intonation and when to stress different words according to the different situations  **Lexis:** Students will have to focus on the informal and formal expressions used in the dialogues e.g. later, wanna, etc...  **Grammar:** Students will need to focus on the tense during their conversation and when they state their previous experiences  **Function:** students will practice the appropriate phrases used in different situations in real life and phrases that convey their feelings when *not* talking face-to-face  **Discourse:** students will practice how to improvise when there is an unexpected statement stated by the opponent |

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| **Assumptions:**  Students will be able to understand the conversations in detail and the underlying meanings, for instance, slangs or spoken language.  Students will be easily able to make up a dialogue for the role play according to the given situation and expressions. |

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| **Anticipated Errors and Solutions:**  Students might not be able to come up with real life situations and dialogue that matches the phrases they are studying.  🡪make the other students give specific topics or guiding phrases that they can use  Students might not be able to write down the answers for the dictation in time, so hand out the answer sheet afterwards. |
| **References:**  <https://www.youtube.com/watch?v=g3ir7_OlxlI>  [**http://www.5minuteenglish.com/aug20.htm**](http://www.5minuteenglish.com/aug20.htm) |
| **Notes:**  Monitor whether the students are listening and writing down notes when they are watching the video clip. Make sure they are well prepared for the role play. Give guidance when they are stuck and cannot come up with ideas and dialogue for the role play.  Cut the Slips of paper that is attached, in advance.  Have magic cards ready for choosing group orders. |

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| **Presentation: Practice listening to telephone conversations** | | | |
| **Materials:**  Computer, beam projector, handouts for students(9 copies) | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 5 mins  3 mins  7 mins |  | Students will be talking about their individual experiences and the situations they had a difficult time speaking on the phone.  Students will first just look at the screen and listen to the sample telephone conversations.  Students will fill in the blanks of the dictation handout while listening to the same conversation. They will try to tell the class the answer of the blanks, individually. | Ask guiding questions about the difficult experiences students faced when talking on the phone in English.  Turn on the video clip and monitor whether the students are attentively listening  Hand out the dictation worksheets and pause the video clip according to the handout and ask the students for the answer in between |
| **Notes:**  If not many students participate in sharing their experience, just go through some commonly used phrases in telephone conversations.  If there are students who weren’t able to fill in the blanks, make sure that they get the answer key in the end of class. (dictation answer key attached) | | | |

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| **Practice: Practice telephone conversations in different situations** | | | |
| **Materials:**  Paper slips with different situations and expressions written down | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 1min  1 min  5 mins |  | Students will sit next to their partners.  Students in pairs will choose a slip of paper as the teacher goes around  Students will study the situation on the slip of paper and prepare for the next activity of role playing. They should be practicing out loud | Assign the groups  Make students randomly choose a slip of paper  Monitor whether the pairs of students are focusing on preparing for the next activity |
| **Notes:**  Make sure the students know understand the situation and the meaning of the phrases on the slip of paper. Have examples and expressions ready to help the students. | | | |

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| **Production: Telephone conversation role play** | | | |
| **Materials:**  two chairs (set up back-to-back), slips of paper (situations written down ) | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 1 min  15 mins |  | Students will be given the orders for their role play  Each pair of students will come out and sit back-to-back and act out a real life situation of talking on the phone. | Draw from the magic cards to choose the order  Monitor the students grammatical mistakes  And make sure they use the expressions on their slips |
| **Notes:**  There might be some teams that are not fully prepared and hesitant during the activity.   * Ask the other classmates to help them out.   Make sure to write down the grammatical mistakes the students made for the post-activity. | | | |

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| **Post Activity : Feedback and comprehension worksheet** | | | |
| **Materials:**  comprehension worksheet, listening file | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 6 mins  3mins  4mins |  | Students will get some feedback and input on the errors they made and will learn from others’ mistakes.  Students will freely talk about their opinion about the various activities done in class.  Students will have to listen to a different set of conversation, but related to what they have learned today and try to do the comprehension worksheet. | Go over some common errors made by students during the activities  Ask for feedback  Give them time to do the comprehension worksheets |
| **Notes:**  If there isn’t time left for the students to do the comprehension homework in class, give it to them to do at home. Yet, remember to tell them the link to the website where they can listen to the dialogue.  Answer Key for comprehension worksheet (Answer Key: 1-a 2-c 3-c 4-b 5-a) | | | |

**Dictation Worksheet**

**Informal**

Hello? / Hey, is Sasha there?

Uh, yeah. Who’s this?

It’s Pip. / Hang on just a second. Sasha, phone’s for you.

Who is it? /It’s Pip. / Hey. What’s up?

Nothing, just chillin’ at home. How about you?

Oh I’m just hanging out. / You wanna grab a bite?

Sure. What were you thinking?

Let’s just go out and find something. I’m down for whatever.

Sounds good. I’m starving.

Cool. Meet you down there in ten?

Cool. See you then. / Later.

**Formal**

May I ask who’s calling?

My name is Mr. Wilson. I’m calling in regards to our meeting this week.

Would you mind holding for a minute, Mr. Wilson?

Not at all. / Thanks so much. / Hello?

Mr. Savinov, you have a phone call from Mr. Wilson about a meeting this week.

Great. Put him through. / Hello, Mr. Wilson. What can I do for you?

Hi, Mr. Savinov. I was just calling to confirm the details of our meeting. What’s a good time for you?

Well I’m pretty swamped tomorrow. How about 10 o’clock on Friday?

I may not be able to make it at ten. Would 10:30 be okay?

Sure that works for me. I’ll pencil you in for 10:30 on Friday.

Great. I’m looking forward to it. See you soon.

Sure. Thanks for calling. Take care.

**Situations**

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| **Group 1** | **Situation:**  **“A” will postpone a business meeting to 5:30 PM, June 24th**  **“B” only has time at 7:30 that day** |
| **Group 2** | **Situation:**  **“A” wants to hang out 30 minutes from now anywhere**  **“B” wants to go to a baseball game which starts three hours from now** |
| **Group 3** | **Situation:**  **“A” will needs to inform B of the change in the venue of the conference (Glory Hall 🡪 Grace Hall)**  **“B” needs to inform A that he/she will not be able to attend (give any reason)** |
| **Group 4** | **Situation:**  **“A” asks B to go out and eat dinner as soon as possible**  **“B” doesn’t feel like going out today and explain why (give any reason)** |

**Comprehension Worksheet**

Name:

Class:

*Choose the best answer. Check your answers below.*

**1. Who answers the telephone?**

a. Darren

b. Carol

c. Susan

**2. Where is Carol?**

a. at work

b. in the kitchen

c. in the bathroom

**3. What is a polite way to say someone can't talk?**

a. Carol is in the bathtub.

b. Carol doesn't want to talk to you.

c. Carol can't come to the phone right now.

**4. When is the party?**

a. tonight

b. tomorrow night

c. 7:00

**5. At the end of the conversation, Darren says "Sure, no problem.\*" What do you think Susan said before that?**

a. Thanks for your help.

b. I will bring a dessert.

c. Where is Carol right now?

**Dictation Worksheet\_Answer Key**

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Great. I’m looking forward to it. See you soon.

Sure. Thanks for calling. Take care.

**1st Video Clip Script**

**Informal**

Hello?

Hey, is Sasha there?

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Later.

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**2nd Listening script (comprehension worksheet)**

The phone rings and Darren answers it. Listen as Darren talks to the lady on the phone and his wife who is in the bathtub.

**Darren**: Carol... telephone...  
  
**Carol**: Who is it?  
  
**Darren**: I don't know. Wait a sec... (to the person on the phone) May I ask who's calling, please? (pause) Carol... it's Susan.  
  
**Carol**: Oh, I'm in the bathtub. Can you ask her if it's important?  
  
**Darren**: Sorry Susan, Carol can't come to the phone right now. Is there something I can help you with? (pause) Oh, I see. (to Carol) Carol... she wants to know if the party is tonight or tomorrow night.  
  
**Carol**: Tell her it's tomorrow night at 8:00 at Jill's house. Tell her to bring a dessert if she wants.  
  
**Darren**: (to Susan) She said it's tomorrow night at 8:00 at Jill's house. She said you could bring a dessert if you want. (pause) Sure, no problem. Have a good evening. 'Bye.