Listening Lesson Plan- **PPP Approach**

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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Success, failure and the drive to keep creating** |

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| Instructor:  Ellie Kim | Level:  High-Intermediate | Students: 10 | Length: 50 minutes |

Materials:

* Ted video clip
* Computer
* Projector
* White board
* Dictation worksheet
* Comprehension worksheet
* Ten sheets of paper, pencils

Aims:

* To learn the vocabulary and expressions for finding one’s creativity survived its own succeed.
* To be able to catch the words and fill in the blanks while listening the video again.
* To solve comprehension questions according to the video.
* To improve speaking and listening skills by doing a discussion as a group.

Language Skills:

* Reading:

Worksheets, note taking, comprehension

* Listening:

Presenter’s speaking about her own experiences, and while discussion.

* Speaking:

During the main activity, discussion.

* Writing:

Worksheets, Note taking, Dictation.

Language Systems:

* Lexis: explain people’s own passion to do and experiences about succeed and failure.
* Function: self-PR and sharing each student’s experiments.
* Structure: relative pronoun
* Discourse: discussion

Assumptions:

* All students know they are in High-Intermediate.
* All students know how the class is set up and run.
* All students know Everyone has their different point of view and different experiences.
* All students know they have to discuss about their real stories.

Anticipated Errors and Solutions:

* Students may not get the main ideas → Teacher gives them explanation
* The activity lasts too long → Teacher encourage the students to speed up or cuts the

unnecessary parts

* The activity ends too soon → Teacher suggests Students to do discussion and ask follow-up questions
* Students may not have understood clearly → Teacher shows demonstration
* Students can’t listen the video well → Turn the machines volumes up or make the students more quiet.

References:

<https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating/transcript?language=en>

, TESOL Binder

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| **Lead-In** | | | |
| Materials: White board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Listen to the instruction and answer the CCQ. | Hello, Everyone. Have you heard of TED?  (students answer)  Today, I’m going to show you one of TED videos. It’s about one’s home where she can always go back.  What will be the meaning of “home” in this video?  (students answer)  Before starting, we’ll look at the new vocabulary first. |

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| **Pre-Activity** | | | |
| Materials: White board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  5min  3min | Whole Class  Group  Whole  Class | Procedure:   1. Vocabulary   Try to get all the new words’ meaning on the board as a group.  Discuss with their own group.  Ask others opinion about each word.  Tell others students what they have figured out. | Procedure:   1. Vocabulary   Instruction  Look at the new words on the board.  With your group, try to get every new vocabulary in the board.  If you know the word’s meaning, let your classmates know them.  If not, guess the meaning of the words and be ready to tell. You have 5 minutes.  Demonstration  If you know the word ‘approach’, explain to your group members. “I know what ‘approach’ is, it is…..”  CCQ  Who are your working with?  How much time do you have?  What do you need to talk about?  Monitor discreetly. Answer students if they ask questions. Do not give direct meaning of the words. Make them guess.  Give time warning: 1 minute left.  Be flexible with time. Give 1 more minute if they want.  Go through the ideas one by one  Correct them if they are wrong |

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| **Main Activity** | | | |
| Materials: Ted video clip, Computer, Projector, Dictation worksheet, Comprehension  worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 min  15min | Whole  Class  Individually  Partner  Individually | Procedure   1. **Listening for the Main Idea**   Listening to the lecture and answer the comprehension questions. Think about the main idea.  **2. Listening for details**  Listen to the lecture one more time, and fill in the blanks in the dictation sheet. | Procedure   1. **Listening for the Main Idea**   Instructions  I’m going to play the lecture once. Listen to it and take notes to be able to answer the comprehension questions. At the same time, think about the main idea.  CCQ  How many times can you listen?  Can you take notes?  Now, let’s get started.  (Play the video)  I’ll give you 3min to do comprehension questions.  Teacher will give them answers and ask the reasons why it can be the best answer for the questions.  Now, with your partner, share your main idea and compare.  **2. Listening for details**  Instructions  Now, I’ll play the lecture one more time, while listening, try to fill in the blanks as much as you can. The words can be ones we already studied in the beginning.  CCQ  Are you working alone?  Will you fill the words that you don’t know?  (Play the video)  Let’s read aloud the blanks each.  I will let you know the answer after that.  Some of them were hard to listen.  I’ll read aloud them again to make sure you can listen to them next time. |

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| **SOS Activity** | | | |
| Materials: n/a | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Share your friends’ idea that was the most impressive and what makes your friend’s idea special. | If there’s a brilliant or memorable idea, please share in the class.  I’d love to hear what you said each other.  (Present 3 or 4 students) |