

Listening Lesson Plan- **PPP Approach**

☒ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing

Topic: Family

Instructor:	Level:	Students:	Length:
Bella Jung	False/High beginner	8 students of 2-3 grade in elementary school	50 minutes.

Materials:

- PPT for the video of family (about 1-2 min) and vocabulary of family members.
- Vocabulary worksheet (8 copies)
- Listening CD & CD Player(TRACKS 1-4;about 3 min each)
- Listening worksheet (8 copies)
- Reviewing worksheet (8 copies)

Aims:

- To learn vocabulary for the family's member by completing a vocabulary worksheet.
- To learn the expressions for the family's number and relationship by completing a listening worksheet.
- To practice listening and understanding about conversation of introducing/describing one's family from CD.
- To practice reading by understanding questions from all worksheets.
- To practice writing by completing worksheet which has a dictation
- To practice speaking by completing worksheet (students may share their answers) and introducing one's family to the partner/classmates.

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Language Skills:

Reading: Vocabulary worksheet, comprehension worksheet for listening

Listening: The speaker's short speeches in daily expressions about describing and talking about their family.

Speaking: Answering questions, Introducing one's family to the partner/classmates.

Writing: Details(dictation).

Language Systems:

- Lexis: Vocabulary used in describing one's family number and members
- Phonology: practicing new vocabulary
- Function: Introducing their family to others.

Assumptions:

Students already know:

- how the class is set up and run
- the teacher's style of teaching
- some daily common words used in daily conversation.
- knows how to count in English

Students don't know:

- Not familiar with a lot of words that grammatically changed

Anticipated Errors and Solutions:

- Students may not be able to follow the questions easily

(Explaining vocabulary they don't understand or help them to get the meaning by solving 1-2 questions together)

- Students may not be able to understand the dialogue easily

(Let student to listen again at least 2 times and having questions and answers time to check if they understand or not)

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- Students may not be able to pick up details from the listening
(Chunk the listening)
- Student may need more time in doing dictation.
(Chunk the listening, If it takes longer than teacher expected, sharing answers verbally and having volunteers who have done earlier than other students or give them word choices that they can see directly under the question of dictation part)

References:

- The CD from the book of Listen to me 1-1, Unit 2 “ Family ”
- <https://www.youtube.com/watch?v=kzd5hPIVzAk>

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Lead-In			
Materials: PPT(Video of family)			
Time	Set Up	Student Activity	Teacher Talk
4 min	Whole class	Watching the video	*Greet the students and asking by using common daily expression. T: Hello, everybody! Ss: Hello, teacher! T: How are you today? Ss: I'm _____. T: Today, we are going to watch a short video. Please think about what things do come out in you mind after watching it.

Pre-Activity			
Materials:PPT(1-2 slide)			
Time	Set Up	Student Activity	Teacher Talk
7 min	Whole class	Think about the today's topic and learn words through visual aids.	* Discuss today's topic and learn the vocabulary. T:What did you see in the video?. Ss: Food..coke...family etc T: Good. Look at the PPT. What is today's topic? Ss: Today's topic is 'Family'! T: That's right. We're going to talk about our families. We'll talk about our family members, including our parents and grandparents. Before we begin, let's look at today's vocabulary.

Main Activity			
Materials: PPT, vocabulary sheet, listening sheet			

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Time	Set Up	Student Activity	Teacher Talk
35min	groups (5 min.)	*Vocabulary Doing vocabulary sheet with partners.	Go over the Vocabulary worksheet after watching the PPT. T: Look at your vocabulary worksheet, there're words that we learn a while ago. Please answer them with your partner. * May check answer through ppt again.
	groups/ whole class (7min.)	*Expression Learn new expressions and have an exercise then check the answers with teacher by speaking aloud.	T: At the PPT, there are some sentences you should learn before doing exercises. (explaining..) T: I have an exercise here on the ppt there are two groups of sentences. We have to match the first group with the second group. I want you to match the sentences with your partner. * Check the answers with the class. Read the sentences in the first column. Have the students read the response. T: Okay look at the PPT. Then let's check the answers. I'll read the first sentence. You will read the response. Are you ready? Ss: Yes! T: 'How big is your family?' Ss: 'There are four people.' T: That's right. 'Do you have any brothers or sisters?' Ss: 'Yes, I have a sister.' ...
	whole class (23min)	*Listening comprehension Listen 1 (4 min)	* Play the audio CD. Have the students follow the instructions. T: Open your listening worksheet and let's look at the page of Listening 1. 'Listen and circle.' I'm going to play the audio CD.

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		<p>*Listen 2,3,4 (19 min)</p>	<p>Please listen to the dialogue and circle the right picture.</p> <p>T: Are you done? Good. I'll play the audio CD again. Check your answers this time.</p> <p>T: Let's check the answers together. Number 1, 'How big is your family?' What did the woman say? Ss: 'There are five people.' T: Right. Which picture did you circle, __ (Student's name) ____? S1: I circled the second picture.</p> <p>* Play the audio CD and have the students answer the questions. Before playing the CD, have them read the questions. This will show them what information they should listen for.</p> <p>T: Turn to page <u>listen 2</u>. Before we hear the dialogue, let's take a look at the questions. Why don't we read them together? Ss: Number 1, 'Who are the boy's family members?' Number 2, 'Choose the girl's family.' T: Good job. When you hear the dialogue, listen carefully. Try to find the answers to these questions. Are you ready?</p> <p>T: Okay. Let's check the answers together. __ Ss's name __, what is the answer to the first question? 'Who are the boy's family members?' S1: The answer is C. 'His parents, three sisters, and grandparents.' ...</p>
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Post Activity			
Materials: review worksheet			
Time	Set Up	Student Activity	Teacher Talk
4min.	groups	*review the lesson *Tell one's family number to the partner/classmates.	* This activity will help the students improve their speaking ability. T: Look at the ppt again. Let's read the question together. T&Ss: 'How big is your family?' T: Now, please ask and tell about your family number to your partners. Ss: (practicing with partner) *T walks around the classroom
	Whole class	Having review worksheet as their homework	T: Good Job everyone, I will give you homework please listen the track 5 of your CD (Let's review) and answer them in review worksheet. ... (say good-byes)