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| **Listening Lesson Plan****“Thomas Lost his Wallet”****Jane Seoyeon Hong****Professor Thomas Van Coillie****October 24th, 2008** |

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**Guidelines for a Lesson Plan; A Step by Step Approach**

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| --- | --- | --- |
| **Background Information** | Step 1 | Basic Information |
| Step 2 | Materials |
| Step 3 | Aims |
| Step 4 | Language Skills |
| Step 5 | Language Systems |
| Step 6 | Assumptions |
| Step 7 | Anticipated Errors and Solutions |
| Step 8 | References |
| **Procedure** | Step 9 | Lead-in |
| Step 10 | Pre-activity |
| Step 11 | Main Activity |
| Step 12 | Post-activity |
| Step 13 | SOS Plan / Plan B |

**Listening Lesson Plan**

**Title: Newspaper Reading “Thomas Lost his Wallet”**

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| **Instructor:**Hong, Jane S. | **Level:**Intermediate | **Number of Students:** 13 | **Length:** 50 min. |
| **Date:**October 21, 2008 | **Room No.**Class A | **Lesson Start Time:**09:00 am | **Number of Lessons:** 2 |

**Materials:**

-14 copies of Newspaper Script

-1 Location Map (supplement of the script)

-1 set of Flash Cards (supplement of the script)

-1 Tape Recorder/Player

-1 Pre-recorded Tape

-14 copies of Worksheet

-14 copies of Learner’s Word List

-Markers and white board

**Aims:**

-The students will learn to predict what they might hear.

-The students will practice listening top-down.

-The students will improve lexis.

-The students will imagine about the context they listen.

-The students will focus on listening.

-The students will engage in authentic speaking and listening.

-The students will develop their comprehension and listening skills.

-The students will receive feedback

**Language Skills:**

-Listening: Listen to a short news from a radio.

-Speaking: Discuss with classmates, read like a news reporter.

-Reading: Read the newspapers, guess the news reading the headlines.

-Writing: Write out what could happen after the news.

**Language Systems:**

-Phonology: Pronounce clearly, learn how to pronounce new words.

-Function: Look closely at the appropriateness of the words.

-Discourse: The newspapers are for people of all levels.

-Lexis: Idioms and vocabularies are used to describe the situation.

-Structure: Learn tenses such as past principles.

**Assumptions about Students:**

-Students already know:

 -Times Media, where the incident happened.

 -Thomas is a TESOL course teacher at Times Media.

 -that the newspaper is made for the lesson.

 -that the context is not true, is a story made up.

**Possible Problems and Solutions:**

-Students may not be able to understand what they listen.

 🡪 Play the tape twice.

- Students may not be able to pick up details.

🡪 Let the students take notes.

-Students may need more time to work/discuss on their worksheet and word list.

 🡪They could take the sheets home to work on.

-If time is insufficient,

🡪Cut lecturing and explaining the idioms and vocabularies, let them elicit the

meanings from the context.

-If time is more than enough,

 🡪The students can start with their assignment.

**References:**

-Scrivener, J. (2005). *Learning Teaching.* Oxford: United Kingdom, -MacMillian Education

-Larsen-Freeman, D. (2007). *Techniques and Principles in Language Teaching*. Oxford: United Kingdom, Oxford University Press

- Related sources available at <http://cafe.naver.com/tmtesol>

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| **Lead - In** |
| Materials: **Tape Recorder/Player, Pre-recorded Tape, Newspaper, Whiteboard and Marker** |
| Time | Set Up | Description of activities |
| 5 min | Whole class | **<Greeting>** *Hello, students! How’s everyone? How was your weekend? What did you do?***<Eliciting and Prediction>**(Showing Ss the radio and a newspaper realia to elicit the topic)What are these*?* (Showing the realia)*What comes to mind?* (get Ss’ ideas and write them on the board)*What do you think is recorded?* Ss say News, Song, Music etc. T gives a gesture that a newspaper is in the tape recorder. The T imply that the news was recorded. The T gives an example to illustrate the desired phrase if not received already.*What do you think is the topic of the news?* (anticipate Ss to give variety of answers)*Let me tell you what’s in the news today.* (Then the T opens the newspaper wide and show the students the first page, with the news ‘Thomas Lost his Wallet at Times Media”. The Students giggles.)  |

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| **Pre-activity** |
| Materials: **Tape Recorder/Player, Pre-recorded Tape, 13 copies of Worksheet, Whiteboard and Marker** |
| Time | Set Up | Description of activities |
| 5 min20 min | Whole classIndividuallyWhole Class | **<Instructions>***I want everybody to listen carefully to the tape recorder, the tape is already recorded. Today, I want everyone to become a ‘detective’.*(S listen to the tape the T recorded) **<Demonstration>**The T should play the tape loud enough, and play twice if necessary.**<CCQ>***Did you hear the tape clearly?**Did you understand the main idea?**Can you ….?*Ss do the first part of the worksheet up to Task 3 while the T monitors discreetly. Give a time warning and allow more time if needed…Check Answers with the Ss. **<Instructions>** *After finishing up to Task 3, I want everyone to seat in groups, three of 4, 4 and 5 and do the Task 4 in your Groups.* |

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| **Main activity**  |
| Materials : **13 copies of the Newspaper Script, Worksheet and the Learner’s Word List, Tape Recorder/Player, Pre-recorded Tape, Whiteboard and Marker, 1 Location Map** |
| Time | Set Up | Description of activities |
| 10 min10 min2 min | Group workWhole ClassGroup workWhole Class | **<Instructions>**(Showing the Location Map and handing out the news script), *We will listen to the tape once more and go on to Task 5.* (Let Ss think about the guiding question while listening)*As a group, read the script and finish Task 6, first without any handouts.* *After listening, go back to your group then, explain to your group member.* (while showing a demonstration) *I will give you 3 minutes.***<CCQs>***What are the keywords that you found?**How different are the context, reading and listening?***<Checking Answers>***Let’s check what we have done up to Task 6.**Do you need more time?*(If yes – I will give 1 more minute extra reading time.)*What do you think about the questions?*(have all three groups answer)**<Filling in the Learner’s Word List>***You will have the Learner’s Word List. Go back to your script and highlight the lexis. Discuss in groups the new vocabularies or look up in the dictionary. I will give you 10 minutes.*(Let Ss engage themselves)**<CCQs>***Do you understand the new vocabulary?**Can you use the lexis in examples?***<Feedback>***Have you all filled in the list?* *(if yes- check their answers by having Ss read out each question and say the answer)* |

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| **Post-Activity**  |
| Materials: **Newspaper Script, Worksheet and the Learner’s Word List, Tape Recorder/Player, Pre-recorded Tape, Whiteboard and Marker, 1 set of Flashcards** |
| Time | Set Up | Description of activities |
| 1 min1 min | Whole ClassWhole class | To review the vocabularies learned in class (top-down approach), use the set of flashcards. **<Homework>***Go back to the worksheet and read the Further Task.* Try to make a new headline with the same story. Find your own headline that interests you on the internet / newspaper. Bring in the headlines that interest you the most and discuss them with your classmates.**<Closing>***Today we had a listening lesson and talked about reading a newspaper. Was this an interesting topic? Did you enjoy the activity today? Was it fun? Was it difficult? Do you have any question?*(Dismiss the class if there’s no question.)*It is not easy to read newspapers and find the main idea. Good job, students!!**Do not forget your assignment. Have a nice day.* |

**Points to Keep in Mind**

1. Always be Explicit
2. Always Demonstrate
3. Always use a lot of CCQs
4. Always be Creative
5. Always be conscious of your Time
6. Always Enjoy Yourself!

Appendix 1: Newspaper Script

**Thomas Lost his Wallet at Times Media**

**Professor Van Coillie found out that his wallet was gone.**

**Where did he put his wallet?**

*By Jane S. Hong*

SEOUL(AP) - It was Friday 3pm on the 24th of October, at Times Media, when Professor Thomas Van Coillie found out that he had lost his wallet. It was an important day for Thomas he had a date in the evening with his girlfriend at 7:00 pm. From 8:30 in the morning he had a class with the 33rd TESOL students in Class A, he had a break in the Teacher’s Room with a cup of coffee, from a coffee machine in front of Classroom D, at 10: 00 am. To make an appointment at the restaurant, he went to the lobby of Times Media to use the internet. Thomas confirmed making reservations through the internet and came back to Class A for the lesson at 10:10 am. He then continued with his lesson till 12:30 pm for a lunch break. The TESOL students and Thomas went out for lunch, first out of the classroom then gather in front of the elevator near the fire exit then went out of the building to a Korean casual dining place near Times Media. There he treated the students with “Kim-bob”. At 12: 30 pm, the students and Thomas came back to Class A. On the way to Class A, Thomas went to the men’s room to wash his hands. The class took place till 2pm. The students packed their bags and left the class for home. First all the students went out of the classroom and gathered again in front of the elevator, near the stair case just like at lunchtime. By 2:15 pm, all the students said their byes to the teachers at the lobby and took the elevator. Thomas was not present in the lobby. Five minutes ago, Thomas had left for the Teachers Room.

Thomas met other teachers in the Teacher’s Room and talked about his date. He also told them about the great restaurant where he had made the reservation. The teachers listening to Thomas were excited about his date as much as Thomas, when Thomas suddenly put his hand in his pocket and found out that his wallet was not there. It was 3 pm in the afternoon, just couple of hours before his date. He had lost it.

Appendix 2: Worksheet

**Worksheet for Recorded Radio / TV News Headlines**

* **Today’s News:** What is the name of the Newspaper/ Radio/TV channel?
* Pre-listening: Prediction

Which people or places do you expect to hear mentioned in today’s news?

* Listening: Task 1

What is the headline?

* Listening: Task 2

Did you hear any name of a person?

What happened to him/her/them?

When did the incident happen?

Where did the incident take place?

* Listening: Task 3

What are the key words in the headline?

* Listening: Task 4

Discuss in groups about the news.

Write out the text of the headline.

* Listening: Task 5

Listen again carefully.

* Listening: Task 6

Read the newspaper script.

Mark the keywords in the newspaper script.

Study the words.

* Further Tasks

Try to make a new headline with the same story.

Find your own headline that interests you on the internet / newspaper.

Bring in the headlines that interest you the most and discuss them with your classmates.

What do you think will be the full story that this headline is about? Discuss.

Appendix 3: Learner’s Word List

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| LexicalItem | Grammar | Definition | Example |
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Appendix 4: Flashcards