|  |
| --- |
| **Listening Lesson Plan** |

|  |
| --- |
| **Short Folk Tale : The Fifty-Cent Piece** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:Young Eun Kim | Level:Lower Intermediate | Students: 9 | Length: 45 minutes |

|  |
| --- |
| **Materials:*** Idioms & Vocabularies worksheet
* Listening CD & CD player ( Track 1; 3 minutes)
* Tape scrip
* Outline worksheet about the story
* White board and board makers
* Dictionary or internet for group working
 |

|  |
| --- |
| **Aims:*** To learn vocabulary and idioms for understanding the folk tale story
* To practice listening to understand content
* To practice speaking by discussing with group members
 |

|  |
| --- |
| **Language Skills:*** Reading: Idioms and vocabularies worksheet
* Listening: a short folk tale from New York state
* Speaking: discuss answers of outline worksheet within groups
* Writing: work on making outline of story
 |

|  |
| --- |
| **Language Systems:*** Lexis: Idioms used in describing a short folk story
* Semantics: the development of story
* Structure: past and perfect past sentence
 |

|  |
| --- |
| **Assumption:**Students already know:* How the class is set up and run (there will be 3 student groups at each table)
* The teacher’s style and teaching and the pace of the course
* Most students have not heard this story, The fifty-cent piece
* Most students love to listen scary story
 |

|  |
| --- |
| **Anticipated Errors and Solutions:*** Students may not be able to follow the passage easily

→ Let them listen to the track again until they get the gist of the content* Students may not be able to understand content stream

→ Concentrate on outline work* Students may need more time to work on the idioms

→ If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers* If time is short

→Brief post-activity * If students finish their tasks earlier than anticipated,

→Talk about another scary story which they know  |

|  |
| --- |
| **References:*** American Folk Story – New York
 |

|  |
| --- |
| **Lead-In** |
| Materials: None |
| Time5 minutes | Set UpWhole Class | **Procedure**:Hello everyone. How are you today? Do you like scary story? Have you ever heard scary folk tale from your parents or grandparents? \_\_\_, You said yes. Would you tell us a simple plot of story that you know? (Listen a simple plot of story)Good job, Actually, I have one of very interesting scary story from New York, USA. Are you ready to listen? However, before then, we will discuss about idioms and vocabularies first. |

|  |
| --- |
| **Pre-Activity** |
| Materials: Idioms & Vocabularies Worksheet, Board |
| Time15 minutes | Set upGroups | **Procedure****I . Idioms and Vocabularies**InstructionI will hand out the worksheet of Idioms and vocabularies. Why do not you guys make 3 students group at each table and find or guess the meaning or definition of words in the list. It does not matter which sources you are using. You have 5 minutes.(Hand out the paper)DemonstrationGroup A, what do you think the meaning of first idiom? Is any group who disagree with Group A? * Disagree with Group A: If you have another opinion, would you tell us how do you think?
* Agree with Group A: Next to second idiom.

CCQHow much time do you have?How do you work on idioms and vocabularies worksheet?Do you agree with group \_\_\_ or not? |

|  |
| --- |
| **Main Activity** |
| Materials: CD & CD Player, Tape Scrip, Outline worksheet, Board |
| Time4 minutes8 minutes10 minutes | Set UpWhole ClassWhole classGroupGroupWhole class | **Procedure:****I. Listen one (General idea)**InstructionAt this time, put your pens down and listen very carefully. Try to figure what happened in the story.CCQWhat can you do while listening? What do you need to find in listening?**II. Listen twice (Comprehension check)**InstructionHow do you think? Do you understand what happened in the story? How about we listen one more time?(Play one more time)Now, I will hand out an outline worksheet. Let’s make 3 students group. Try to write the answers after discussing. You have 3 minutes.(Hand out the worksheet)CCQWhat do you need to do? How much time do you have?**III. Listen triple (Specific data)**InstructionThis time, I will play the tape one more time and re-correct answers if your group got wrong. DemonstrationWhat do you think first blank? Group \_\_\_, would you share your answer to us?(Same process to end)We will listen one last time. Try to listen carefully, especially the part where your group got wrong outline answer.CCQWhat do you suppose to listen very carefully? |

|  |
| --- |
| **Post Activity** |
| Materials: None |
| Time3 minutes | Set UpWhole Class | **Procedure:****Conclusion**Elicit the outline verbally.Give homeworkReview idioms & vocabularies worksheet what you learned today. I hope you enjoyed this class. See you next class. |