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| Listening Lesson Plan |

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| **Intelligence** |

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| **Instructor**:  Park Geun Hong(kelly) |  | **Level**:  Low Intermediate |  | **Students**:  6 |  | **Length**:  50 minutes |

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| **Materials:**   * Whiteboard, board markers * Listening CD & CD player (a story with a length of 1 minute 22 seconds) * Worksheet #1 (words check): 7 copies (1 copy for each student + 1 extra copy) * Worksheet #2 (fill-in-the-blanks): 7 copies (1 copy for 1 each student + 1 extra copy) * Worksheet #3 (discussion): 4 copies (1 copy for 1 pair + 1 extra copy) * homework: 7 copies (1 copy for 1 each student + 1 extra copy) |

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| **Aims:**   * SS improve their listening skills by listening to the article. * Ss practice listening to the details by filling the blank. * Ss practice understanding article by answering the questions. * Ss learn new words through matching the words and fill-in-blank. * Ss practice speaking through discussing with partner. |

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| **Language Skills:**   * **Listening:**  listening to the recording, the teacher and students * **Speaking:** discussing to each other through the pair/group work * **Reading:** reading the word check * **Writing:** writing the answers on the fill-in-blanks worksheet and the homework |

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| **Language Systems:**   * **Phonology:** Listening to the sound of the speaker * **Lexis:** words used in the article * **Discourse:** discussing about the IQ is important in a person’s success. |

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| **Assumptions:**  Students already know:   * how the class is set up and run(Desks have already been arranged in a circle) * the teacher’s style of teaching and the pace of the course * Ss already know each other well * Ss are familiar with group work and discussion * Ss already know what is IQ |

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| **Anticipated Errors and Solutions:**   * Students may not be able to understand detail from listening * Chunk the listening (pause-play-pause-play) * If time is short * Cut post-activity (listening comprehension) short. * If students finish their tasks earlier than anticipated * Do the homework in the class and give new homework like making sentences using words we learned. |

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| **References:**  Easy Content Reading, Unit 17 Intelligence  www.e-future.co.kr |

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| **Lead-in** | | |
| **Materials:** board and markers | | |
| **Time** | **Set Up** | **Procedure** |
| 3 min | Whole Class | **<Greeting>**  *Hello everyone. How are you today? I hope everybody is good.*  (students answer)  **<Eliciting>**  *You know IQ. What is your IQ? (students answer)*  *Do you think you can be getting smarter? How?*  *(students answer)*  (Elicit Ss’ thoughts and write them on the board.)  *Ok, so today we will listen to an interesting article which is about the study of the relation music to IQ. But first, we will learn words the speakers use.* |

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| **Pre-Activity** | | |
| **Materials:** board and marker, worksheet#1 | | |
| **Time** | **Set Up** | **Procedure:** |
| 10 min | Whole class  Individually  Whole class | * 1. **Words Check**   **<Instruction>**  *Work individually.*  *Match the first part of each word with the second part sentence. You have 3 minutes*  **<Demonstration>**  (write the words check on the board)  *Look at number 1, for example you can match ‘divide’ with ‘b’*  **<CCQs>**  *Are you working with?*  *How much time do you have?*  *What do you have to do?*  (Distribute the worksheet #1)  Monitors discreetly.  Answer students if they ask questions.  Give time warning: 30 second left.  Be flexible with time. Give 1 more minute if they need it.  Check answer  Let students pronounce it correctly.  Elicit the meaning from the students.  Explain the meanings if needed.  **<demonstration>**  *Let’s match the words. What is number 1’s meaning? Speaking loudly word number 1.*  (match the words on the board)  **Ⅱ. Prediction**  <instruction>  *If playing music and IQ are related to, what do you think?*  Compare your thought with your partner. |
| 3min | Pair |

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| **Main Activity** | | |
| **Materials:** CD & CD player, worksheet #2, board and marker | | |
| **Time** | **Set Up** | **Procedure:** |
| 10 min  12 min | Whole class  Individual  Pair | **Ⅰ. Listening for the main idea**  **<Instruction>**  *Put your pens down. Just use your ear only. Listen to the whole story. Try to figure out the main idea.*  **<CCQs>**  *What are you supposed to do?*  *Can you take notes?*  (Play the CD player without stopping)  *Do you want to listen again?*   * Yes, Have them listen one more time. * No, Have them share their thoughts.   *What are they talking about?*  *How related to playing music to IQ?*  *What is the result of the study?*  (Give clear feedback to every response of students)  *Did you get some vocabulary what we learned?*  **Ⅱ. Listening for details**  **<Instruction>**  *Now, let’s listen to the story again. Fill the blanks on the worksheet as you listen. Work individually.*  **<CCQs>**  *What should you do while listening?*  *Are you working alone?*  (Distribute the worksheet #2)  Play the CD player. Let students write answers as they listen.  *Do you want to listen again?*   * Yes -> Have them listen one more time. * No -> Have them compare their answers in groups of three or four.   *Have you done it? OK, Compare the notes with your partner.*  *Read loudly one sentence after another by turns.* |

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| **Post-activity** | | |
| **Materials:** worksheet #3, homework handout | | |
| **Time** | **Set Up** | **Procedure:** |
| 12 min | Whole  pair  Whole class  Whole class | **Ⅰ. Free Production**  *Do you know any other ways to get smarter? And Do you believe IQ is important in a person’s success?*  *Let’s talk with your partner. You have 5 minutes.*  <CCQ>  *Are you working in pairs?*  *How much time do you have*?  (distribute worksheet #3)  Monitor actively and participate with in each group.  Share student’s opinions.  Each group presents their interesting answers.  (Give clear feedback to every opinion of students)  **Ⅱ. Conclude Lesson**  Elicit today’s words for students.  **<Give Homework>**  *(distribute the homework handout)*  *Fill in the blanks on the paper and make the summary using the words you learned today. Homework is due tomorrow.*  **<Concept Check>**  *How many words should you find out?*  *By when do you have to finish your homework?*  *Good job today. See you next time!* |

(Script)

Intelligence

Do you play a musical instrument? If so, you may be getting smarter. A recent study shows that taking music lessons can raise a person’s IQ.

Scientists studied 132 children in Canadian schools. At the beginning of the school year, these children took an IQ test. Then they were divided into four groups. One group took singing lessons. Another group took weekly piano lessons. The third group took classes in drama. And the last group did no special activities at all.

At the end of the school year, the 132 children took an IQ test again. In all four groups, the average score went up. However, the piano players’ IQs went up 7.0 points on average. The average increase for the other three groups was only 4.3 points.

The researchers say that the difference is small, and it may not result in better grades for the piano players. However, they still consider the results important. Learning an instrument helps kid become better at concentrating and at memorizing things. Therefore, the researchers say, it may have benefits for brain development in young people.

Worksheet #1

Words Check

**Match the words with their definitions.**

1. divide a. to make or become greater in size, intensity or number
2. activity b. to separate into parts
3. average c. to think carefully about, or regard as something specific
4. increase d. to learn by heart
5. consider e. the act of planning and producing something new
6. concentrate f. to focus all one’s attention on something
7. memorize g. common, typical
8. development h. something to keep one occupied

Worksheet #2(fill-in-the-blanks)

Fill in the blanks

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Worksheet #3

Discussion

1. Do you know that any other ways to get smarter?
2. Do you believe IQ is important in a person’s success? Why?

Homework

**Vocabulary review**

Fill in the blank with right form of the word from the box.

Memorize divide activity average

Increase consider development concentrate

1. It will be easiest if we them into groups.
2. The students need a new to keep them busy. They are tired of painting
3. The viewer watches television for about two hours a day.
4. You must the problem from every aspect.
5. When you are tired, it is harder to on your classes.
6. They had to the whole text.
7. The of the new book series was slow and frustrating.
8. The population of Korea continues to .

**Summery**

Worksheet #1 answers

1. b
2. h
3. g
4. a
5. c
6. f
7. d
8. e

Homework answers

1. divide
2. activity
3. average
4. consider
5. concentrate
6. memorize
7. development
8. increase