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| **Listening Lesson Plan** |

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| ***Finding locations & Finding objects*** |

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| **Instructor :**  **Stella**  **(Sun Young, Park)** | **Level :**  **Low Intermediate** | **Students:**  **9** | **Length :**  **50 minutes** |

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| **Materials :**   * Listening tapes & cassette player(Tracks 1~2 : About 40 seconds each) * Map : 10 copies ( 9 copies for students + 1 extra copy) * Worksheet #1(Dialogue for map) : 10 copies ( 9 copies for students + 1 extra copy) * Picture : 10 copies ( 9 copies for students + 1 extra copy) * Worksheet #2(Dialogue for picture) : 10 copies ( 9 copies for students + 1 extra copy) * Worksheet #3(Key words & Expressions) : 10 copies ( 9 copies for students + 1 extra copy) * Whiteboard, board markers & Tapes, map, picture |

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| **Aims :**   * Ss learn the essential expression in explaining locations. * Ss practice preposition and directions. * Ss understand a short dialogue. * Ss practice making new dialogues by using the key words and expression. |

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| **Language Skills :**   * Listening : Listening to the recorded dialogues of a map and a picture   (Dialogues of worksheet #1 and worksheet #2)   * Writing : Writing answers on the worksheet(fill in the blank) as listening and the words   (Dialogues of worksheet #1 and worksheet #2)   * Speaking : Practicing with partner each other by making and reviewing new dialogues * Reading : Reading the definition of the preposition on the worksheet #3 |

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| **Language Systems:**   * Lexis: Learning new words by doing the worksheet#3 * Phonology: Listening to the sound of the speakers’ dialogue and repeating loudly to answer the questions after they write the answers. * Function: Making a dialogue using the key words and expressions * Discourse: Talking the situation that Ss can use this expression |

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| **Assumptions :**   * Ss already know each other * Ss are familiar with group work and discussion |

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| **Anticipated Errors and Solutions :**  • Students may not know the key expressions (exact meaning of prepositions and directions)   * Let them listen to the tapes again and make them understand adding some demonstration   • Students may not be able to pick up details from the listening.   * Chunk the listening ( pause-play-pause-play)   • Students may need more time during activity   * Encourage them to speak slowly and monitoring them.   • If time is short   * Cut post activity short by trying several students’ practice   • Students may finish all the activities too early   * Let students try another situation’s explanation |

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| **References :**   * [**http://blog.daum.net/1gammanjok/329?srchid=BR1http%3A%2F%2Fblog**](http://blog.daum.net/1gammanjok/329?srchid=BR1http%3A%2F%2Fblog)**.**   **daum.net%2F1gammanjok%2F329**   * [**http://k.daum.net/qna/view.html?category\_id=QNA010&qid=0Bg19**](http://k.daum.net/qna/view.html?category_id=QNA010&qid=0Bg19)   **&q=%BF%B5%BE%EE+%B1%E6%C3%A3%B1%E2&srchid=NKS0Bg19**   * [**http://cafe.daum.net/tesoll/6u6t/441?docid=1D1ME|6u6t|441|20090614073944&q**](http://cafe.daum.net/tesoll/6u6t/441?docid=1D1ME|6u6t|441|20090614073944&q)   **=%BF%B5%BE%EE%C8%B8%C8%AD%20%B1%E6%C3%A3%B1%E2&srchid=**  **CCB1D1ME|6u6t|441|20090614073944** |

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| ***Engagement Phase*** | | |
| **Materials : Board & Maker** | | |
| **Time** | **Set up** | **Procedure** |
| **5 min** | **Whole Class** | **〈Greeting〉**  *Hello, everyone. How did you spend your summer vacation?*  **〈Eliciting〉**  *I think many of you visited some good places for enjoying your summer holidays. When I think of my vacation, I always remember my trip to Philippine at university.*  *In Philippine, I lost my way and I couldn’t find the hotel where I stayed.*  *Not only in getting lost in overseas, but also we may lose our way in a new place. And we may not find our belongings in our everyday life.*  (Asking Ss about their experienced place during vacation and select one place for example to explain the situation)  *When we are finding the location of place or something, what kind of expression can we use?*  *We are going to listen to dialogues to learn the key expression that we can use.* |

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| ***Learning Activity Phase (Pre-Activity)*** | | |
| **Materials : Worksheet#1, Board & Marker, Picture of Winter-Sonata** | | |
| **Time** | **Set Up** | **Procedure** |
| **10 min**  **2 min** | **Whole Class**  **Whole Class** | **Definition of preposition & directions**  **Prediction**  **〈Introduction〉**  *There are new words and expressions that we will learn today.*  *By using these, we can explain the way or help others to find something.*  *And also we can understand ourselves in the situation like this.*  *Find the answers among under prepositions. Fill in the blanks by selecting one preposition.*  *You will have 5 min to finish it*  <Concept Check>  *How much time do we have?*  *Are you working with partner or individually?*  *What do we have to do?*  (Distribute the worksheet #3)  (Observe what the students are doing. Give time warning: 30 seconds left.)  *Now let’s figure out the meaning of each preposition.*  **〈Demonstration〉**    *Look at #1.. There is a cat. And there is a box……*  *In this case, we can use “in” in explaining the cat’s position.*  Wait for a bit until students come up with an answer.  Check answers : let students write the correct words on the paper   * Go through the words one by one. * Elicit the meaning from students. * Explain the meaning if necessary. * Find similar situation that be used the same preposition   **Prediction**  **〈Introduction〉**  *Take a look at this map and picture.*  *Can you guess this place?*  *Let’s assume that we are here. And let’s find the way to go for our purpose.*  *And also we will find our belongings looking through this picture.*  *Let’s start to locate ourselves by listening tapes.* |
| ***Learning Activity Phase (Main Activity)*** | | |
| **Materials : Tape & cassette player, Board & Marker, Worksheet #1, 2, map and picture** | | |
| **Time** | **Set Up** | **Procedure** |
| **5 Min**  **5 Min**  **15 min** | **Whole Class**  **Individually**  **Whole Class**  **Individually**  **Groups** | **Listening for the dialogue for map (understanding of directions)**  **〈Introduction〉**  *Now, I will turn on the cassette player.*  *We have to find some place. Now we are at marked ★.*  *Follow the direction by drawing with your pencil.*  *Don’t fill out the blanks while listening to the tape.*  **<Concept Check>**  *What do we have to do while listening to the tape?*  *Where are we now?*  *Can you answer the blanks?*  (Distribute map and worksheet #1 to students)  Listen to the dialogue.  Let’s find the place we need to go..  Start!  ***Do you want to listen to the tape again?***   * Yes ⇒ Let them listen to the tape once again. * No ⇒ Let them answer to the question   *Can you follow the way using the words we’ve learned?*  **Listening for the dialogue for picture (understanding of prepositions)**  **〈Introduction〉**  *Now, we will listen to another dialogue.*  *We will find our missing belongings in a room*  *We have to find 5 object.*  *Circle the answer on worksheet #2 after listening to each question*.  **〈Concept check〉**  *How many objects do we have to find?*  *Where are we now?*  *What do we have to do after listening to each question?*  (Distribute the picture and worksheet #2 to students)  *Listen to the dialogue.*  *Let’s find our belongings*  *Start*!  ***Do you want to listen to the tape again?***   * Yes ⇒ Let them listen to the tape once again. * No ⇒ Let them answer to each question   *Now, we will make our own dialogue.*  *First of all, make a team with 2 persons and one take part A, another take part B.*  *Each team has to make 2 dialogues by using map and picture.*  *As we learned today, 1st dialogue is finding the place.*  *And 2nd dialogue is finding missing belongings.*  *I will give you 10 min to complete it.*  **〈Concept check〉**  *How many people are needed for making one team?*  *How many dialogues do we have to make?*  *How much time do you have?*  (Observe what the students are doing. Give time warning: 30 seconds left.)  (If students ask a question, then give them answer)  ***Now, let’s practice each team’s dialogue starting from my right side.***  **(Listening carefully and memorizing wrong sentence or expression**  **So that teacher can explain and correct the wrong point at the end of class)** |

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| ***Learning Activity Phase (Post-Activity)*** | | |
| **Materials: Board & Marker** | | |
| **Time** | **Set Up** | **Procedure** |
| **10 min**  **3 min** | **Whole Class**  **Whole Class** | **Free production**  **<Instructions>**  *What kind of expression did we learn?*  *Are you sure to figure out all the meanings of them?*  *Let’s change each dialogue with other teams to practice more situations.*  *Select 1 team to change the script with yours.*  *You will have 7 min to do it.*  <Concept Check>  *What kind of expression we have studied today?*  *How many other teams’ scripts we have to practice?*  *How much time do you have?*  (Monitor what the students are doing.)    **<Conclude lesson>**  Elicit today’s main expressions for students  Write down the right expression if students have made during the class.  Give homework  Write one sentence using the words you learned today.  *Good job today. See you guys tomorrow!* |