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

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:****Christy Lee** **(Hunsuk Lee)** | **Level:****High-Beginner** | **Students:****12 Students** | **Length:****50minutes** |

|  |
| --- |
| Materials:- White Board, board markers- Listening CD & CD Player- Listening Worksheet # 1 (12 copies each) : vocabulary and idioms-Worksheet # 2 (12 copies each) : filling the blanks for dialogue- Worksheet # 3 (12 copies each) : comprehension questions – Listen and match |

|  |
| --- |
| Aims:- To learn new vocabularies- To learn new expressions for emotions/feelings/symptoms- To practice listening skills- To listen for global understanding- To listen for details- To improve speaking by discussing with group members |

|  |
| --- |
| Language skills:- Listening: Dialogue and Partner’s opinion- Speaking: Discuss on the subject and experiences- Writing: Write the answers to each questions on the work sheet- Reading: Reading script |

|  |
| --- |
| Language systems:- Lexis : Vocabulary and expressions used in describing feeling- Function : giving and receiving opinions- Structure : usage of when . |

|  |
| --- |
| Assumptions:Students already know;- how the class is set up and run(there will be 3 or 4 student groups at each table)- the teacher’s style of teaching and the pace of the course-students familiar with – simple past / some vocabularies related to the illness and symptoms |

|  |
| --- |
| Anticipated Errors and Solutions:- Students may not be able to follow the dialogue easily → Follow the task-feedback circle: let Students listen to the dialogue again until they get the Gist- Students may not be able to pick up words and details from listening → Chunk the dialogue- Students may need more time to work on the worksheet → If it takes longer than 5 minutes, let them help each other and cut answer-checking short by verbally sharing the answers |

|  |
| --- |
| References: http://blog.naver.com/rucy11?Redirect=Log&logNo=70072085706 |

|  |
| --- |
| **Lead-In** |
| Materials : Whiteboard, Board markers |
| Time | Set Up | Procedure |
| 5 minutes | Whole class | 1.GreetingHello, everyone! How are you? It was chilly today in the morning. The weather has been quickly changing so the flu is going around these days. Is there anyone who has a cold?2.ElicitingWhen you feel sick how do you feel?When you feel sick what do you do?(Eliciting their feeling and actions from students and write them down on the whiteboard )3. Write down the topic on the board 🡪 I think I have the flu4. Introduce the “listening dialogue”Today, you are going to listen to a dialogue about illness and symptoms. Try to understand what they are talking about and what happened. However, prior to listening to the dialogue, let’s learn some words and idioms. |

|  |
| --- |
| **Pre-Activity** |
| Materials : Whiteboard, Board markers |
| Time | Set Up | Procedure |
| 15minutes | Whole classIndividuallyWhole Class | 1.Words and Idioms <Instruction>Let Ss work individually to make a full sentence by filling the blanks on the worksheet # 1. Write the letter “a, b, c “in the blanks in which Ss think it makes sense. Monitor Ss while they are working on the worksheet.<Demonstration>Give an example by using one of the words in the box. * “I’d better go home and take a rest before i get sicker”.

**(Distribute worksheet # 1 )**Give 10minutes for Ss to fill in the blanks.Teacher monitors Ss discreetly during the activity.Give time warning when 1 minute is left and 30 seconds are left.2. CCQsCheck the answers with the whole class.Ask few questions to students to check if Ss understand correctly the meaning.- When you get a cold how do you feel?- Have you ever felt uncomfortable with your tooth?3. Prediction<Instruction>If you were sick in school what would you do? Would you like to go home or stay in school until class ends? Why?/Why not?Elicit vocabulary used to describe the reason and their thoughts and write them down on the whiteboard.  |

|  |
| --- |
| **Main-Activity** |
| Materials : Whiteboard, Board markers |
| Time | Set Up | Procedure |
| 20minutes | IndividuallyWhole class Whole class3 in Group | **<Listening the conversation – Worksheet # 2>** <Instruction>Ss will be listening to the dialogue three times. First time, students will be listening to the conversation without having a work sheet with closed eyes. After first time listening, students will be received a work sheet to fill out the blanks. After that, share the answers with partners.**= Play the CD without stopping =**First time : Listen for the Gist* Ss close their eyes / No worksheet/No dictation
* What this dialogue is about?
* Where this situation happened?

**(Distribute worksheet # 2 )****= Play the CD for each sentences=**Second Time : Listen for the details* Ss open their eyes/ with worksheet / dictation to fill in blanks
* How many people are talking in the conversation?
* Where this situation is happening?
* How is the student feeling like?
* What will happen?

**= Play the CD without stopping =**Third Time : Listen for confirming * Ss have one more chance to fill in the blanks that they might missed

How is the dialogue? Is it difficult to catch the words you learned?Is there anyone who needs to listen one more time? * Yes 🡪 Have Ss listen one more time
* No 🡪 Have Ss share their thoughts and ideas.

(handout the answer sheet at the end class)<CCQs>Who is sick? Where is the conversation happening?What will be happening to Blair?How does Blair feel like?What is the teacher going to do?**<Listen and match – Worksheet # 3>** <Instruction>**(Distribute worksheet # 3 and arrange the table in group)** **-** Ss will listen to the CD twice and match with each picture on the worksheet AND check the right answer depending the CD.- Let Ss check the answers within group. **<CCQs >**-Eliciting facial expressions from Ss through the pictures-Brainstorming about feeling and facial expressions by looking pictures within group and make one of students in the group write down their ideas on the white board.- Give clear feedback to volunteered students.(handout the answer sheet at the end class)Is there anyone who needs to listen one more time? * Yes 🡪 Have Ss listen one more time
* No 🡪 Have Ss share their thoughts and ideas.

(handout the answer sheet at the end class)  |

|  |
| --- |
| **Post-Activity** |
| Materials : Whiteboard, Board markers |
| Time | Set Up | Procedure |
| 10minutes | 3 Ss in Group | **1.Free Production**<Instruction>You may have similar experiences to this situation. Please share your experiences by telling the seriously sickness you have ever had.<Demonstration>When I was in school in Canada I was living alone. It was winter night. I wake up because I felt cold and ache all over, at the same time; the temperature of my body was really hot. I think I had the flu at the time. It was one of my worst life experiences since I was alone.<Group activity >* Monitor student’s talking and get involved in the dialogue when needed
* Have a volunteer student who would like to share her/his experience

**2.Conclude lesson**- Elicit words and idioms learned in today class- Elicit Ss which season is the most time people get a cold and get sick and which season is your favourite season. Talk about season a little bit to introduce the next class topic, Season. Good Job everyone! That’s all for today. Think about which season you like best because we will talk about it in the next class. Have a great day and see you next week!  |

**Worksheet #1**

|  |
| --- |
| 1. toothache b. sick c. feel d. flu e. ache

 f. call g. fever h. sore throat I. headache J. I’d better  |

1. I \_\_\_\_\_\_very cold.
2. I think I have the \_\_\_\_\_\_.
3. I will have to \_\_\_\_\_\_ your mom.
4. I fee \_\_\_\_\_ all over.
5. I have a \_\_\_\_\_\_\_\_\_\_\_ so I cannot chew an apple.
6. I am too \_\_\_\_\_\_ to go to school.
7. I have a \_\_\_\_\_\_\_\_.
8. I feel painful when I drink water. I think I have a \_\_\_\_\_\_\_\_\_.
9. Oh. My forehead is hot. I think I have a \_\_\_\_\_\_.

10.\_\_\_\_\_\_\_\_ do my homework.

**Worksheet #1 (answers)**

|  |
| --- |
| 1. toothache b. sick c. feel d. flu e. ache

 f. call g. fever h. sore throat I. headache J. I’d better  |

1. I feel very cold.
2. I think I have the flu.
3. I will have to call your mom.
4. I fee ache all over.
5. I have a toothache so I cannot chew an apple.
6. I am too sick to go to school.
7. I have a headache.
8. I feel painful when I drink water. I think I have a sore throat.
9. Oh. My forehead is hot. I think I have a fever.
10. I’d better do my homework.

**Work sheet # 2**

**I think I have the flu.**

Please check the words in the box and fill in the blanks for the dialogue

|  |
| --- |
|  Wait / the flu/ sick/ happened/ feel/ ache/ wait  |

**Teacher**: Peter, what \_\_\_\_\_\_\_\_\_ to Blair?

**Peter**: I don’t know. She looks \_\_\_\_\_\_\_.

**Teacher**: Blair, are you okay?

**Blair**: I don’t \_\_\_\_\_\_ so good. I want to go home.

**Teacher**: what’s the matter?

**Blair**: I think I have \_\_\_ \_\_\_\_ . I feel cold and \_\_\_\_ all over.

**Teacher**: Okay, I see. I’d better call your mom. Just \_\_\_\_ for a minute.

**Blair**: Thank you.

**Work sheet # 2 (answers)**

**I think I have the flu**

**Teacher**: Peter, what happened to Blair?

**Peter**: I don’t know. She looks sick.

**Teacher**: Blair, are you okay?

**Blair**: I don’t feel so good. I want to go home.

**Teacher**: what’s the matter?

**Blair**: I think I have the flu. I feel cold and ache all over.

**Teacher**: Okay, I see. I’d better call your mom. Just wait for a minute.

**Blair**: Thank you.

Worksheet # 3

1.Please listen and match with the pictures below.

a. Do you have a sore throat? A. 

b. My brother has a toothache. B. 

c.he seems to have a fever. C. 

d.I think I have the flu D. 

Listen and circle the right answer.

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

Listen, read and circle the right one.

4. Why doesn’t the girl feel so good?

(A) headache

(B) the flu

(C)stoma ache

(D) sore throat

Listen, read and circle the right one.

5. What would be the woman’s best response to the man’s last question?

(A)No, I can’t do it right now.

(B)Because I am very busy.

(C) That will be really helpful.

(D)It’s no problem at all.

 Worksheet # 3 (answers and passages)

1. Please listen and match with the pictures below.

a. Do you have a sore throat? A. 

b. My brother has a toothache. B. 

c.he seems to have a fever. C. 

d.I think I have the flu. D. 

Listen and circle the right answer.

2. Are you feeling okay?

1. Too expensive.
2. No, I am not.
3. Thank you.
4. That’s very good

3. Would you wait for a second?

1. Sure. Take your time.
2. No, it’s not easy.
3. By midnight.
4. On the way home.

Listen, read and circle the right one.

A: You look sick. Do you have the flu?

B: Yes, I don’t feel so good.

4. Why doesn’t the girl feel so good?

(A) headache

(B) the flu

(C)stoma ache

(D) sore throat

Listen, read and circle the right one.

A: You look tired. Are you okay?

B: No, I am not. I think I need to see a doctor.

A: Really? Do you want me to give you a ride?

5. What would be the woman’s best response to the man’s last question?

(A)No, I can’t do it right now.

(B)Because I am very busy.

(C) That will be really helpful.

(D)It’s no problem at all.