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| Listening Lesson Plan |
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| **Planning for holidays** |

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| instructure : Ah-yoen, Jeong | Level : upper-intermidiate | Students : 20 | Length : 40 min |

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| Materials:  - idioms worksheet (20 copies)  - Listening audio clip  -script and worksheet for the post-activity.(20 copies each)  -pictures for prediction |

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| Aims:    - To learn vocabulary and expressions for asking someone’s plan for holidays and answering by an idioms matching worksheet.  - To predict what kind of conversation they would listen to.  - To understand general information from the whole of audio clip  - To be able to pick up details from the audio-clip talking      -Fill out work-sheet by listening 2~3 times.      -Match the worksheet in pairs and whole class.  - To practice speaking and listening by doing the ‘information gap’ activity. |

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| Language skills:  -Reading : idioms worksheets, scripts for main activity  -Listening: the speaker’s talking about the plan for the holiday, script for main activity  -Speaking: comparing the answers of idiom worksheet, prediction(whole class), script for main activity  -Writing: Filling in the blanks of worksheet (idioms and main activity) |

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| Language systems:    -Phonology: Speak out some words which are not clear to pronounce.    -Lexis: Check some words that describe what speakers want to explain.    -Function: Explain someone’s short plan for some period    -Discourse: Communicate in a real situation |

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| Assumptions:  Students already know:   -how the class is set up and run (students are in pairs. there will be ten teams)   -they are already familiar with basic grammar   -teachers are engager or involver not much of explainer   -they are not going to use just one of 4 skills. Even though it is listening class, students will     use speaking, reading and writing also.   -Quarter the class have plans for the following holiday. |

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| Anticipated Errors and Solutions:   -If students are not able to fill the idiom worksheet     use some way of eliciting such as picture, pictogram and demonstration etc.   -If students have some misconceptions of word or expression, explain clearly again.   -If some students don’t concentrate on listening, give specific task to solve while or after   listening.   - |

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| References:   -http://www.etweb.fju.edu.tw/tracy/speaking/level2/Unit13A(English).asp |

**Lead-in**  
Materials : PPT

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| Time  5min | Setup  whole class | Procedure  Good morning , class. How are you feeling today? We are almost at the end of the semester.  Also it means the holiday is coming!  I have some plans to spend the holiday more effectively. Look at this (material: PPT)  How many of you have plan for the holiday? Raise your hand!  Good. Today we are going to listen to some people’s short talk. In the conversation, they talk about their plan for the following holiday.  But before we start to listen, we will learn some expressions(idioms) the spearker use. |

**Pre-Activity**  
Materials: Idioms worksheet, Boart, Blown-up pictures of the speakers for prediction

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| Time  8min  3min. | Set up  Whole class                 Individually  Whole class    Whole class | Procudure  **I. Idioms and background knowledge** Instruction : It is a individual work.     There will be simple and easy question but a bit tricky one also.  After doing the task, Discuss with your partner and match the answers.  Please have one and pass them on.    (Distribute the worksheet)   You have 5 minutes.   Demonstration Look at the number one. “In this country, people use chopstics to eat sth.” What is the name of country? So match with ‘Japan’.  CCQs Does everyone have a worksheet? How much time do we have? Is there anything you don’t understand? How many questions do we have?     : Monitor discreetly and answer students if it is necessary. However don’t give the answer directly. Elicit from the trudents. : Give the time warning : 30 seconds left. However if they need more time, give several secconds to finish.  Go through the answers with whole class. If the answer is not correct, give some hints to make students guess.  **II. Prediction** Instructions Look at these pictures. How many people are in the conversation? Can you guess where they are? What do you think they will do in their holidays?  Check your predictions as you listen to the speakers. |

**Main Activity**Materials: Audio clip (computer and speaker), Listening worksheet, Pictures of speakers

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| Time  7 min            10 min | Set up  Whole class           Whole class  Individually  In pairs | **Procedure**  1**. Listening for the main idea. (general understanding)**  Instructions. You don’t need to do anything while you are listening for the first time. Just get the main idea and understand about the situation.  CCQs Can you guess what the situation is? Did you compare the short talk with your prediction? What is the difference between your predictions and what you listened? How many people are talking? What are they talking about?  Do you want to listen again?  **2. Listen for details**  Instructions Now, I’ll play it again so that you can understand more. You will be able to get more information than before. Also I’ll play it once more. In that time, I’ll stop one by one. Try to fill in the blanks on your worksheet. Work individually.  (Distribute the worksheet)  CCQ Is there any question you don’t understand? How many times do you listen to the audio?  Let the students write answers as they listen. If students need once more, play again to make them finish their worksheet.  After listening several times, students check their answer with their partners. Then some of students do volunteer for answering the questions in the whole class. |

**Post activity**  
Materials: Work sheet

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| Time  7 min | Set up  In pairs | **Procedure.**  **I. less controlled production** Instructions Everyone will have two kinds of paper. One of them is a script and the other one is a worksheet. There are two types of script, A and B. If you have script A, then you have type B worksheet. At first, Student A read out the script and Student B fill in the blank. Then do the other way.  Then, check your answers with script. Actually it’s one short talk. You have 5 minutes. Go.  CCQs How much times do you have? Do you have different types of script and worksheet?  Monitor actively how students are participating in their tasks. Check their pronunciation and fluency.  **II. Conclude lesson.** Elicit today’s idioms from students. Ask what they studied  Ask whether they can explain their plan for the vacation.  Give them homework Make your own plan for this holiday using the idioms we’ve learned today.  You did very good job today. In the next class you will learn about the courtesy in the restaurant. See you next class! |

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| **Matching (pre-listening activity)**   * Match the words and the description correctly.  1. Hong-Kong a: It is situated on China’s south coast. 2. Thailand b: It is located at the center of the Indochina   Peninsula in Southeast Asia.   1. Japan c: it is an island nation in East Asia 2. Malaysia d: It consists of thirteen states and three   Federal territories.   * Fill in the blank.  1. A\_ \_ \_ \_ \_ \_ \_ \_ : It is defined as an exciting or unusual experience. 2. \_ \_ \_ \_ money : to earn money 3. Be R\_ \_ \_ \_ \_ \_ \_ \_ : common sense 4. B \_ \_ : to ask earnestly for 5. E \_ \_ \_ \_ \_ \_ \_ \_ : It is a situation that poses an immediate risk to health, life, property or environment. 6. The o\_ \_ \_ \_ way a\_ \_ \_ \_ \_ : with the order reversed |

**<Prediction>**



1. What do you think those two pictures are in common? ( both)
2. What do you think are they doing? (left)
3. How many people are there? (left)

**# Audio Script (main activity)**

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| A: | Oh, how nice!  There are only two weeks left in this semester. |
| B: | Do you have any plans for the vacation?. |
| A: | In fact, I've got too many plans and I can't make up my mind. |
| B: | Well, maybe I can help. What are your plans? |
| A: | OK, listen.  Plan A - I go back to the Korea and spend some time with my parents, and also visit my old friends. I miss them a lot. Plan B - Travel around nearby countries like Hong Kong, Thailand, Japan, Malaysia.. |
| B: | Wait, wait, and wait!  My dear Tracy, how much money do you plan to spend on your Big Adventure?  Be realistic! We don't make that much money ourselves. |
| A: | You're right. My parents will send me the money, if I beg.  But I'm really too old now to ask them for any money, except in an emergency. |
| B: | Then, what's your Plan C? |
| A: | Well! My Plan C is top-secret. I can't tell you now. |
| B: | OK. You don't have to tell me your top-secret. But maybe you can spend some time with me in my hometown, Busan. |
| A: | You're so kind.  Actually, visiting you in Busan is part of my Plan C. |
| B: | After your stay in Busan, we can visit Catherine in Je-ju island together. |
| A: | Then the three of us can visit Alice in Seoul , right? It's very much like my Plan C.  But I was thinking of doing it the other way around, Seoul first, Je-ju last. |
| B: | Let's discuss this idea with Catherine and Alice tonight. Wow! It sounds like we're going to have a wonderful vacation. |

**comprehension checking Questions**

1. How many people are having conversation?
2. How many cities will Tracy visit?
3. How many countries did Tracy announce?
4. How far is holiday?(How many days?)
5. Who are the last two people who are missed in the conversation?
6. What is the name of Tracy’s hometown?

**Worksheet (While listening)**

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| A: | Oh, \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_!  There are only \_\_\_\_\_ \_\_\_\_\_\_ left in this semester. |
| B: | Do you have any plans for the vacation?. |
| A: | In fact, I've got too many plans and I can't \_\_\_\_\_\_\_\_ \_\_\_\_\_ my mind. |
| B: | Well, maybe I can help. What are your plans? |
| A: | OK, listen.  Plan A - I go back to \_\_\_\_\_\_ and spend some time with my parents, and also visit my old friends. I miss them a lot. Plan B - Travel around \_\_\_\_\_\_\_ countries like \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_.. |
| B: | Wait, wait, and wait!  My dear Tracy, how much money do you plan to spend on your \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_?  \_\_\_ \_\_\_\_\_\_\_\_\_\_! We don't make that much money ourselves. |
| A: | You're right. My parents will send me the money, \_\_\_\_ I \_\_\_\_\_\_.  But I'm really too old now to ask them for any money, except in an \_\_\_\_\_\_\_\_\_. |
| B: | Then, what's your Plan C? |
| A: | Well! My Plan C is top-secret. I can't tell you now. |
| B: | OK. You don't have to tell me your top-secret. But maybe you can spend some time with me in my \_\_\_\_\_\_\_\_\_, Busan. |
| A: | You're so kind.  Actually, visiting you in Busan is part of my Plan C. |
| B: | After your stay in Busan, we can visit Catherine in \_\_\_\_\_\_\_ island together. |
| A: | Then the three of us can visit Alice in \_\_\_\_\_\_\_ , right? It's very much like my Plan C.  But I was thinking of doing it \_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_, Seoul first, Je-ju last. |
| B: | Let's discuss this idea with Catherine and Alice tonight. Wow! It sounds like we're going to have a wonderful vacation. |

**Post-activiti script**

**Script A**

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| J: | Hey Mike, where did you get this super bike? |
| M: | I bought it from a bike shop in Taipei. I'm going to travel around the island on it after finals.. |
| J: | Really?! Are you going alone? Do you need some company? |
| M: | It would be nice to have some company. You know my Chinese isn't very good yet. But the trip will be time-consuming and will take a lot of energy. I don't know who would be interested in going with me. |
| J: | Do you think I'm qualified to be your company? I would like to do something different this summer. |
| M: | You?! Would your mother let you go? I thought you were interested in nothing besides staying with your mother. |
| J: | Please, Mike. You know I'm the only son in my family. I just try to do everything I can to be a good son. But I'm twenty years old now, and I have to be my own man. I'll convince my mother of this. |

**Script B**

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| M: | OK. And after the trip, your mother will realize that you are a bit more mature. Should we check with Eric and Patrick? Maybe they would like to join us too. |
| J: | Sure. I'll go out and buy a map, and then I'll go to the library to see if there is a tourist guidebook that we can use. |
| M: | Don't get too excited. First we need to prepare for final exams. |
| J: | Finals?! I almost forgot that I was supposed to be on my way to the Xerox shop to copy this notebook, which I borrowed from the smartest student in my class. |
| M: | I also need to calm myself down for finals. Let's talk about the trip after finals, OK? |

**Worksheet A**

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| J: | Hey Mike, \_\_\_\_\_\_\_\_ did you \_\_\_\_\_ this \_\_\_\_\_\_\_ bike? |
| M: | I \_\_\_\_\_\_\_\_\_ it \_\_\_\_\_\_\_ a bike shop in \_\_\_\_\_\_\_\_\_. I'm going to \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ the island \_\_\_\_\_ it \_\_\_\_\_\_\_\_ finals.. |
| J: | Really?! Are you going \_\_\_\_\_\_\_\_\_\_? Do you need some company? |
| M: | It would \_\_\_\_\_ \_\_\_\_\_\_\_ to have some company. You know my \_\_\_\_\_\_\_\_\_\_\_ isn't very good yet. But the \_\_\_\_\_\_ will \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and will take \_\_\_\_\_\_\_\_\_\_\_\_energy. I don't know \_\_\_\_\_\_\_\_  would be \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  going with me. |
| J: | Do you think I \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ to be your company? I \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_ do something different this summer. |
| M: | You?! Would your mother \_\_\_\_ you \_\_\_\_? I thought you were \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ nothing \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ with your mother. |
| J: | Please, Mike. You know I'm \_\_\_\_ \_\_\_\_\_\_\_\_son in my family. I just try to do everything I can \_\_\_\_\_ \_\_\_\_\_\_ a good son. But I'm twenty years old now, and I have to be \_\_\_\_ \_\_\_\_\_\_man. I'll \_\_\_\_\_\_\_\_\_ my mother \_\_\_\_ this. |

**Worksheet  B**

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| M: | OK. And after the trip, your mother will \_\_\_\_\_\_\_\_\_\_\_ that you are \_\_\_ \_\_\_\_\_\_\_ more \_\_\_\_\_\_\_\_\_\_. Should we \_\_\_\_\_\_\_ with Eric and Patrick? Maybe they  \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_ \_\_\_\_\_ too. |
| J: | Sure. I'll \_\_\_\_ \_\_\_\_\_\_ and \_\_\_\_\_\_ a map, and then I'll \_\_\_ \_\_\_ the library to \_\_\_\_\_\_ \_\_\_\_ there is a \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_that we can use. |
| M: | Don't \_\_\_\_\_\_  too \_\_\_\_\_\_\_\_\_. First we need to \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ final exams. |
| J: | Finals?! I \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_that I was \_\_\_\_\_\_\_\_\_\_ to be \_\_\_\_\_ my way to the Xerox shop to copy this notebook, \_\_\_\_\_\_\_\_\_ I borrowed \_\_\_\_\_\_\_ the smartest student in my class. |
| M: | I also need to \_\_\_\_\_\_\_ myself \_\_\_\_\_\_\_\_\_ for finals. Let's talk about the trip after finals, OK? |