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| **Listening Lesson Plan** |

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| **New York Travel** |

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| **Instructor:** Shin Young Chung | **Level:** Intermediate | **Students:** 13 | **Length:**25 minutes |

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| **Materials:** Board CD & CD player Listening Worksheet (13 copies), |

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| **Aims:**To learn and better understand a meaning of a vocabulary by eliciting.To practice listening by listening to a real-life situation script.To improve and practice speaking by discussing and presenting.To improve writing by making their own itinerary and sentence. To be able to pick up real life talk by answering details questions on the worksheet.To practice reading while listening. |

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| **Language Skills:**Listening: Listening taskSpeaking: comparing answers within groupsWriting: ItineraryReading: Work Sheet |

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| **Language Systems:**Lexis: Itinerary, fortunate, funding, rate, ferry, eitherPhonology: Listening to the script, practicing new vocabulary.Function: Writing a sentence using the key words. |

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| **Assumptions:**1. Most Ss have traveled to other countries.2. Ss can write, read, and listen to the English well.3. Ss can speak or communicate in English but not fluent.4. Ss are aware that it is a listening lesson class.5. Ss are adult learners. |

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| **Anticipated Errors and Solutions:**Students may not answer the question at once.-Repeat the track until they finish answering the questions. |

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| **References**:“New York Travel”. *Randall’s ESL Cyber Listening Lab*. 24 Sep. 2012. <http://www.esl-lab.com/>. |
| **Lead-In** |
| Materials: |
| Time3mins | Set UpWhole Class | Procedure:Good afternoon class. Finally, it is the last class for the semester. The winter break is coming. Does everyone have a plan for the winter break?(Ss answer “Yes or No”)For those of you who have a plan, what is it?(Let Ss talk about their plan)Before we go in to a main activity we will learn some of the key words that will be heard from the activity. |
| **Pre-Activity** |
| Materials: Board, Vocabulary sheet |
| Time5mins2mins2mins | Set UpNoteWhole ClassWhole ClassWhole Class | Procedure:Vocabulary:*Key words: Itinerary, fortunate, funding, rate, ferry, either*Elicit the words from the Ss by giving them an instruction and demonstration. Before starting the main activity, concept check the understanding of each words by a group work.Eliciting:What do we get from a travel agent after we buy a ticket?Where are all the information, such as a flight time and a hotel name, written?We carry our luggage, passport, and what else do we carry when we travel?Demonstrate a fortune cookie to draw out the word ‘fortunate’ from the Ss.Write down the words elicited by Ss. Elicit rest of the words using the techniques shown above. Use board to demonstrate if needed.CCQ:Pronounce the vocabulary (listen and repeat).Guiding Questions:Is anybody planning to travel with your family during the break?Where are you planning to travel?Have you ever gone on a class trip?Have you ever been to New York before? |
| **Main Activity** |
| Materials: CD & CD player, Listening Worksheet |
| Time8mins | Set UpWhole ClassIndividualGroupsWhole Class | Procedure:1. Listening for the Main Idea (general understanding)Instructions:Do not take notes. Listen carefully to the speaker. Once you finish listening think about a general story.CCQ:Are you taking notes while you listen?What do you do once you finish listening?(Play track)Who is speaking?Where are they going?What transportation are they using?2. Listening for DetailsInstructions:Now listen to the speaker one more time. Answer the questions on the work sheet as you listen. Work individually.CCQ:What do you do while you are listening?Are you working alone?(Distribute the worksheet)(Play track)Let students write answers as they listen.Give 1 minute after the track to check their answer.Is everyone done answering the questions?Does anybody need to hear the track one more time?(If ‘yes’ play the track again until they are done answering the questions.)Let’s pair up with a partner and compare the answers.(Class will form 5 groups of 2 Ss and 1 group of 3 Ss)Ss: Each group’s representative presents their answers.T: Write down the answers on the board.Compare each group’s answers as a whole class.(Distribute the Script)Play the track for the last time. Stop after the sentence where it has the answer for the question. Go through the sentence and check the answer again. |
| **Post-Activity** |
| Materials: |
| Time5mins | Set UpWhole ClassGroupsWhole Class | Procedure:Instructions:We are going to review the key words before we wrap up the lesson. With your partner make a sentence using the key word assigned. You will have 3mins to finish.CCQ:Are you working alone?How much time do you have?(Assign one key word to each group)(Monitor discreetly)You have 1 minute left.Group 1, the group with ‘itinerary’ let’s hear a sentence from you guys. (Same for Groups 2,3,4,5,and 6)Conclude Lesson:We have 3mins till the class is over. Let’s make our own itinerary for this upcoming break and end up the lesson. If you don’t get finished before end of the class, it is okay. We will continue the lesson after the winter break.Good job everyone. Have a wonderful winter break. |

**Script**

Okay, everyone. I want to review the first two days of our travel [itinerary](http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm#key) for the trip. Okay, yeah, please take out the paper that I handed out earlier. Okay. Uh. First of all, we have been very [fortunate](http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm#key) to have been able to purchase discount tickets to [cover](http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm#key) most of the transportation costs and scheduling (scheduled) activities. And I want to also thank the, uh, group of parents who, uh, worked very hard in order to, uh, raise funding, uh, through different businesses in the community. I really appreciate that.

Uh, let's see. Okay, everyone should meet at the airport at 6:00 a.m. This will give you time to check in and get through security. Our plane [departs](http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm#key) at 9:00.

Uh, our plane arrives in New York at 3:00 p.m, and we will take a bus from the airport to the hotel. We've been able to get great rates on this hotel because we're staying on a weekday instead of the weekend.

In the morning, for any of you who like to get exercise, we will be meeting in the lobby around 6:00 a.m. to go [jogging](http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm#key) around Central Park for about 45 minutes, and we'll get back to the hotel about the time when the restaurant opens, so you'll enough time to grab a quick breakfast before we leave the hotel at 8:00. We'll be taking a [ferry](http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm#key) ride to Ellis Island and then to Liberty Island to visit the Statue of Liberty. I mean, this is something that you really can't miss, and later, we will go to Times Square where you can have lunch on your own for about an hour from about 1 to 2.

Later in the afternoon, you have the choice of visiting the Empire State Building or the Metropolitan Museum of Art. Either one of these is . . . are great\*, and we have some great, uh, group discounts. Uh, we will meet back at the hotel at 6:00 p.m., and we'll have dinner at a very nice Italian restaurant downtown, and then we'll [catch](http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm#key) an exciting broadway musical around 8:30 p.m.

Uh, any questions?

**Work Sheet**

1. What is the class reviewing?

1. Ticket
2. Schedule
3. Itinerary
4. Work sheet

2. What does the ticket cover?

1. Transportation and activity
2. Activity and Ferry
3. Hotel and lunch
4. None of the above

3. What time does the plane departs?

1. 6:00a.m.
2. 9:00a.m
3. 3:00p.m.
4. 8:00a.m.

4. They are going to all of the places except?

1. Central Park
2. Ellis Island
3. Statue of Liberty
4. Soho

5. Where will the Ss have their own lunch time?

1. Airplane
2. Broadway
3. Times Square
4. Italian Restaurant

6. What is the last schedule?

1. Metropolitan Museum of Art
2. Jogging
3. Broadway musical
4. Check-in