#### Listening Lesson Plan

Instructor:

Tina

Level:

Intermediated

Students :6

Length: 40mins

*Grocery Shopping*

gro

**Materials:**

- picture –cards with Groceries on each one

- 6 copies of pre- teach vocabulary

- Listening worksheet (6 copies each)

- Listening script (6 copies each)

- White board & board marker

6 copies of

**Aims:**

To develop the practical conversation with specific phrases and words by role-play.

To improve listening fluency by listening some parts in the conversation that sounds unclear repeatedly

To get to know new words by listening and filling the blank.

**Language Skills:**

- Listening: The teacher’s instruction, listening to a partner during a role play and CD

- Reading: reading pre teach words and phrases before listening and the script

- Speaking: brainstorming, working on a dialogue with a partner

- Writing: Filling in the blanks with words listening to CD/taking a note about your partners’ opinions

**Language Systems:**

● Lexis: Idioms used in the script and understanding the meaning of ‘give away’

● Grammar: learning the past form and ‘as~as’

● Function: apply ‘So What’ in practical use

● Phonology: Stress and pronunciation of new words

● **Discourse:** Understand some pronoun direct person in context.

● **Grammar:** Relative clauses (usage of who).

**Assumptions:**

Students are high leveled in elementary school.

They are not fully qualified to speak but good enough to listen and to role-play.

 They should be a pair to role-play.

The

**Anticipated Errors and Solutions:**

The students may not be able to understand the listening completely

→ to make them get through pre-teach vocabulary and phrase and read them repeatedly.

The preparation of checking up the radio or worksheet or practicing pre-teach vocabulary may last a little bit longer

→ On break time before class starts, everything will be checked and the students will be taught pre-teach ones simply and clearly.

Students may not be able to pick up details from the listening →Chunk the listening (play-pause-play)

**References:**

[**http://www.esl-lab.com/supermarket/supermarketsc1.htm**](http://www.esl-lab.com/supermarket/supermarketsc1.htm)

|  |
| --- |
| **Lead-In**  |
| Materials: **Board** |
| Time4mins | Set UpThe whole class | Procedure:T)Hello, everyone. How are you today?Today, you look tired, don’t you?Before we start the class, name any fruits one by one for funSs) apples , oranges, pineapples(Teacher-Write on the board.)  |

|  |
| --- |
| **Pre-Activity**  |
| Materials: the picture cards of groceries, 6 sheets of pre-teach vocabulary |
| Time12mins | Set UpThe wholeclass | Procedure:T)Now, I am going to show some pictures, then, you can name what it is.Ss) onions, noodles, grapes……………**Guide Questions**Where can you buy those things?**Elicit** ‘Doing shopping ‘by asking1. When you go do shopping?
2. Who do you usually do shopping with?
3. What do you buy doing shopping?

T) From now on, I want you to work as a pair and talk about grocery shopping. You have to take a note on your partner’ opinion during the conversation.  I will give 4mins.**CCQ**  . Are you working alone?. How much time do you have?. What should you do with your partner?T) Now, we will move on to pre-teach vocabulary.And I want you to read the words and check the words that you may not know.**Instruction)**Read the words loud for 3 timesThen, some idioms and phrases need to be explained. |
| **Main Activity**  |
| Materials:CD/CD player/the worksheets |
| Time17mins | Set Uppairs | Procedure:T) we have learned background, a short conversation and pre-teach vocabulary of ‘grocery shopping’ Now we are going to listen to the story about ‘doing grocery shopping’ just once.**Instruction)****-** to take some time to guess about 1. what relationship two speakers are
2. what the main topic is
3. how they feel

By taking a note if possible-If they may not be able to catch the main questions, Let them listen one more time.(a little bit slower speed of a dialogue version)  **CCQ**  . Are you working alone?. How many times do you listen?. Must we take a note?T) Now we check what you could catch.Who got No.1 answer?S1) They maybe a brother and a sister.T) That’s right. What about No.2?S2) doing shoppingT) That is very good! And the last question?S3)They sounded like arguing a little bit. **Instruction)** giving feedback by giving correct answers and more specific information about the dialogue.Then, pass the 6 worksheets out to students to be able to get the more detail answers by listening more 3timesThe Student should take the answers on the sheet.**CCQ**  . What do you write down on the sheet?. How many times do you listen?. Must we take a note?T) After listening 3 times, Now you are going to check your answers with your partner for 3 mins. And we should share your answer each other.(every student check the answer with their partners for 3 mins)Instruction)In 3 mins, the teacher gives a scrip for a pair of teams and check answers each other. and give each team a chance to speak out the answer.(Teacher writes down them on the board.) |

|  |
| --- |
| **Post-Activity**  |
| Materials: the sheets of the script |
| Time7mins | Set UpPairsThe whole class | Procedure:1. **Free Production**

T) We are going to role play the dialogue. So, First you have to choose a role. Second you have just 5 mins to practice with your partner. Third you can use a body gesture.**CCQ**  . Are you working alone?. How much time do you have to practice?. Must you read only the script?(Monitor the students passively and give time warning less than 1 mins left)Demonstrate the role-play**2 Close the lesson** T) I have had a great time to spend on listening class with you and you are great in listening part and also good in demonstration. But before we finish our class, I will review what we have learned so far. Is there any difficulty during the listening?Instruction) asking the meaning of the pre-teach ones as review and some details on the dialogue .And we have to share what problems the students had with all together.T) Good! Everyone. Here is homework.That is to make a summary on the dialogueOkay? Its due day is by the next class.You did a good job, and have a nice day! |

|  |  |
| --- | --- |
|  |  |

|  |  |
| --- | --- |
| SCRIPT Grocery shopping

|  |
| --- |
|  |

**Man**: Hey. Can you [give me a hand](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key) with the [groceries](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key)? And I told you I could do the shopping. **Woman**: Wow! Do we really need all this [stuff](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key)? Let me see that [receipt](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key). **Man**: Hey, I only bought the [essentials](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key). **Woman**: Okay. Let's see. Dog food. Twenty-four dollars and seventy cents ($24.70)? We don't even have a dog! **Man**: Well, it WAS going to be a surprise, but look in the back of the truck. **Woman**: What? **Man**: Ah, ha, hah. [Speechless](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key). I knew you'd love him. **Woman**: That thing? That dog's as big as a horse. He probably eats like one, too. **Man**: Ah, but he's sure friendly. And someone was [giving him away](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key) at the supermarket, and I . . . I . . . I couldn't let that poor thing pass another day without a loving home. **Woman**: [Whatever](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key). Where was I? Eighteen dollars and nineteen cents ($18.19) for twenty-four cans of tomato juice? You don't even like that stuff! **Man**: Ahhhh. Not yet. I've decided to change my eating habits. **Woman**: Right. **Man**: You'll see, you'll see. **Woman**: Okay. Let's see. Three eighty-four ($3.84) for a box of chocolate cookies and twelve fifty-six ($12.56) for a [case](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key) of soft drinks. [Yeah!] Changing your eating habits, huh? Do you really think that cookies are some type of diet food? **Man**: Hey, I'll just eat a cookie or two every other hour. In fact, they're a great source of carbohydrates for energy. And, you see, the tomato juice and cookies kind of, you know, cancel each other out. **Woman**: Oh brother. I can't believe what I'm hearing. Let's see. Where was I? A [carton](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key) of eggs, two fifty ($2.50) for a gallon of milk, three cans of tuna. Okay. [*Yeah.*] And finally two steaks for eight fourteen ($8.14) . Now, something worth enjoying. I'll get the grill started. **Man**: Oh, we . . . w . . . well. The steaks are for Herbert. **Woman**: Herbert. Who's Herbert? **Man**: Uh, he's the dog. [*No!*] You see, the previous owner said that he's kind of . . . he's somewhat [picky](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key) about what he eats, [*No!*], and the steaks might help him [adjust](http://www.esl-lab.com/supermarket/supermarketsc1.htm#key) [*Absolutely not*!] . . . . no, no, no, and the steaks might help him adjust to his new home. Hey, what are you doing? Oh, no. Why did you throw the steaks out on the ground outside? **Woman**: Well, now, you and Herbert can get to know each other better. I'm going out to eat by myself. **Man**: Ughh |

Comprehension Part

1. Why did the man buy dog food at the supermarket?
A. Their dog was hit by a truck and needed special food to recover.
B. The man adopts a dog from a stranger, and they don't have food for it.
C. The product was on sale at the supermarket for that day only.

2. Why does he buy tomato juice?
A. He plans on making a unique spaghetti sauce.
B. He's trying to modify the way he eats.
C. He wants to make a vegetable drink.

3. How much was the milk?
A. $2.05
B. $2.15
C. $2.50

4. Which item did the man NOT buy?
A. a package of cookies
B. some cans of tuna
C. a carton of orange juice

5. Why does the woman get upset at the end of the conversation?
A. The man is preparing the steaks for the dog.
B. The man only bought one steak for himself.
C. The grill can't be used to cook the steaks.