**Topic: Picnic Preparations**

**Length:**

55minutes

**Students:**

16

**Level:**

intermmdiate

**Instructor:**

Sunny Kim

**Materials:**

* Listening CD & CD player
* Listening worksheet: fill in the blank (16 copies each)
* Vocabulary worksheet: matching and making a sentence (16 copies each)
* White board and board markers

**Aims:**

* Before listening the dialogue, to learn key vocabularies by completing matching worksheet
* To improve language skills such as speaking and listening emphasized by practicing to use vocabularies
* To increase STT by sharing ideas and opinions in group work
* To increase or bring student’s interest by doing worksheet or discussion

**Language Skills:**

* Listening: listening the dialogue about the picnic preparation
* Writing: doing on the worksheet such as making a sentence
* Speaking: sharing the answers and ideas in group works, prediction
* Reading: Key vocabulary worksheet

**Language Systems:**

* Lexis: key vocabularies of picnic preparation
* Discourse: conversation or dialogue
* Function: using a sentence of language regarding with the topic

**Assumptions:**

Students already know:

* How the class is set up and run ( there will be 3-4 students in each group)
* The teacher’s style of teaching and the pace of the course
* Most students have experienced about the picnic

**Anticipated Errors and Solutions:**

* Students may not be able to follow the passage easily
* Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content
* Students may not be able to pick up details from the listening
* Check the listening (pause-play-pause-play)
* Students may need more time to work on the worksheet
* If it takes longer than 5 minutes, cut the answer-checking short by sharing the answers
* If time is short
* Cut post-activity discussion short and only ask 2-3 students to share their opinions about picnic preparation
* If students finish the tasks earlier than anticipated
* Ask as many students as possible about their opinions of picnic preparation

**References:**

[www.esl-lab.com/picnic/picnicfoods-mix.htm](http://www.esl-lab.com/picnic/picnicfoods-mix.htm)

[www.esl-lab.com/picnc/picnicfoods-match.htm](http://www.esl-lab.com/picnc/picnicfoods-match.htm)

[www.esl-lab.com/picnic/picfra.htm](http://www.esl-lab.com/picnic/picfra.htm)

|  |  |  |
| --- | --- | --- |
| **Lead-In** | | |
| **Materials: Board and markers** | | |
| **Time**  **5min** | **Set Up**  **Whole Class** | **Procedure:**  Hello everyone, how are you? Good or bad?  Is there any person who have been to somewhere for a picnic on the last weekend?  What did you bring on your picnic?  And if you have a plan to go on a picnic, what are you going to prepare on your picnic?  Elicit key from the today’s topic and write them on the board)  Ok, so today, we are going to listen to two people who are preparing for their picnic. But first, we will learn some vocabularies the speakers use. |

|  |  |  |
| --- | --- | --- |
| **Pre-Activity** | | |
| **Materials: pictures, white board and makers, worksheet#1** | | |
| **Time**  **15 min** | **Set Up**  **Whole Class**  **Pairs**  **Whole Class** | **Procedure:**  Before listening the conversation, let students know key vocabularies of today’s topic.   1. **Pre-teach vocabulary**   Now start doing an activity.  Before handing out the worksheet, explain about key vocabularies and write on the board.  As using some examples, or drawing some pictures,  elicit the words  **Instructions**  Make students in pairs  Match the word with finding the meaning and put the word in right blank.  Draw a line to match  **Demonstration**  Here is an example.  The first word is “package”.  Find the right place of “package”  When find the answer, Draw a line  Hand out the worksheets  **CCQ**  Are you working alone?  What should you do if you find the answer?  Make student pay attention  Explain the meaning of each word  Check all the answers orally with the Ss. |
| **Main Activity** | | |
| **Materials: CD&CD player, Listening worksheet#2** | | |
| **Time**  **10 min**  **15 min** | **Set Up**  **Whole Class**  **Whole Class**  **Individual**  **Whole Class** | **Procedure:**   1. **Listening the dialogue**   **Instructions**  Listen the dialogue  Make students note  Try to find the answers  Write the questions on the board  (How many people are in the conversation  What are they going to do?)  **CCQ**  Can you take notes?  Are you work in a group?  (listen the conversation )  If the students listen one more, play again  **2.Listening and doing worksheet**  **Instructions**  Hand out the worksheet (fill in a blank)  Make students work individually  During listening, make students fill in the blanks with the words    **CCQ**  Are you working in a group?  What do you need to do when you are listening?  Let students listen  Find the answer and fill that in the blank  If some of the students want to listen, play one more.  Check the answers  Listen the dialogue again and make sure all of the students get the right answers |

|  |  |  |
| --- | --- | --- |
| **Post-Activity** | | |
| **Materials: White board and makers** | | |
| **Time**  **10min** | **Set Up**  **Whole Class**  **Groups**  **Whole Class** | **Procedure:**   1. **Free Production**   **Instructions**  Explain the activity  “Make a plan a picnic with friends”  (the information should include the place where you are going, what materials do you need? The food, and the games to play)  Make a group with 3-4 students  Make them plan their own picnic  **CCQ**  Are you working alone?  What information should you consider?  Check the students need more time or not  If they need, give them 5 more minutes  Make each group present their own picnic plan in front of the class  If the time is short, get 2 volunteers to share their opinions   1. **Conclude lesson**   Asking question to students to get their interests  “Do you enjoy the class? Having fun?”  Give some feedback to students and then  finish the class |

Vocabularies worksheet

Match the items on the right to the items on the left by dragging them over.

Let’s go to the \_\_\_\_\_\_\_\_\_\_\_\_ and buy some orange juice for breakfast.

**supermarket**

I don’t think two \_\_\_\_\_\_\_\_\_\_\_ of hot dogs will feed all of the kids for lunch.

**packages**

**talking about**

My boyfriend \_\_\_\_\_\_\_\_\_\_\_ with my dad, and they are planning to get together to play golf after the picnic on Saturday.

**whip up**

**hit it off**

How about \_\_\_\_\_\_\_\_\_\_\_\_\_ meals for the family gathering?

Mom, can you \_\_\_\_\_\_\_\_\_\_\_ something for lunch? I’m really hungry.

Listening worksheet

**Scott**: Dave. I'm going to the [supermarket](http://www.esl-lab.com/picnic/picsc1.htm#key) to pick up food and drink for Saturday's picnic later. Any (1) ?

**Dave**: Well, everyone has been [talking about](http://www.esl-lab.com/picnic/picsc1.htm#key) having a barbecue down by the river, so why don't you pick up some hamburger and hot dogs?

**Scott**: Okay, but how much hamburger meat are we going to need? And hot dogs too?

**Dave**: Uh, I don't know. How about three [pounds](http://www.esl-lab.com/picnic/picsc1.htm#key) of hamburger and a couple (2) of hot dogs?

**Scott**: Oh, that's not going to be enough. Do you remember the last picnic we went on? Your (3) , Jim, ate about ten hamburgers by himself!

**Dave**: You're right. Let's see. I'd better write this down. Uh, let's see about nine pounds of hamburger meat and, uh . . . , seven [packages](http://www.esl-lab.com/picnic/picsc1.htm#key) of hot dogs.

**Scott**: And you better pick up some (4) for those who don't like hamburger or hot dogs.

**Dave**: Okay. How about five or six bags of potato chips?

**Scott**: Humm. Better make that (5) or so.

**Dave**: Alright. Oh, and we're gonna (going to ) need some hamburger and hot dog buns. How about five packages a piece? I think that sounds about right.

**Scott**: Yeah, [you better](http://www.esl-lab.com/picnic/picsc1.htm#key) pick up some mustard, catchup, and mayonnaise too.

**Dave**: Okay. What else? Uh, we're gonna [*going to*] need some soft drinks. How about ten of those big 2-liter bottles?

**Scott**: Sounds fine, but be sure to buy a (6) of drinks.

**Dave**: Okay. And what about dessert?

**Scott**: Well, maybe we could ask Kathy to make a few (7) pies like she did last time.

**Dave**: Well, I wouldn't mind that, but you know, she's been very busy working two jobs, so I'd hate to ask her, (*Oh, hum . . .* ) and uh . . . Hey, why don't you [whip up](http://www.esl-lab.com/picnic/picsc1.htm#key) some of your oatmeal cookies? (*Well . . .*) Hey, you could even ask, uh . . . , what's her name . . . yeah that new girl, Susan, the one that moved in across the street! (*Well . . .*) I (8) she'd be willing to help you! (*I don't know . . .* )She's a real [knockout](http://www.esl-lab.com/picnic/picsc1.htm#key)!

**Scott**: [Nah](http://www.esl-lab.com/picnic/picsc1.htm#key), I don't think I could ask her . . .(*Ahh!*) I don't know her phone number, plus . . .

( Door bell rings . . . )

**Dave**: Hey, you don't need to. She's at the door!

**Scott**: What do you mean?

**Dave**: Well, I thought you two would [hit it off](http://www.esl-lab.com/picnic/picsc1.htm#key), so I called her up saying I was you, and I (9) her over to watch a movie.

**Scott**: You did what???

**Dave**: Wait, wait, wait…(uhhhhh)