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| **Listening Lesson Plan** |

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| **The dinner times** |

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| Instructor:  Ki Mo Park |  | Level:  Low-Intermediate |  | Students:  10 |  | Length:  50 minutes |

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| **Materials:**  - Written gap-fills worksheet (12 copies)  - Listening story tape player(about 15 min)  - Comprehension Question Worksheet (12 copies)  - White board, board markers, pictures |

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| **Aims:**  - To practice listening and vocabulary by doing a written gap-fills  - To predict a story by seeing several pictures which are related to the story  - To learn reading and writing by doing a question worksheet, listening to a teacher's  explanation  - To learn about the English tales by listening and reading The dinner times.  - To be able to summarize details from a story by doing a question worksheet individually  - To be able to have a discussion about a question worksheet within groups |

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| **Language Skills:**  - Reading: written gap-fills worksheet, Comprehension question worksheet  - Listening: Listening to the short story, teacher's expression  - Speaking: prediction of a story, comparing answers within groups, summarizing a story  - Writing: comprehension question worksheet, dictation, summarizing a story |

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| **Language Systems:**  - Lexis: written gap-fills & vocabulary used in a story  - Function: Complete a question worksheet individually /group discussion on Robin Hood  - Discourse: Prediction of a story and group discussion |

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| **Assumptions:**  **-** All Ss know what tales are by had listened to several tales when they were in childhoods.  - Ss already know the teacher's style of teaching and the pace of the course  - Most Ss have heard about Robin Hood  - All Ss are Junior High school students (Age 14-15) |

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| **Anticipated Errors and Solutions:**  - Some Ss may have a difficulty in doing the written gap-fill worksheet.  → Have Ss listen to the whole story first and get the gist of the context.  And do the chunk listening (pause-play-pause-play)  - Ss may not be able to complete the question worksheet or summarize details from the story.  → Have Ss compare answers or discuss to summarize it within groups.  - If total time is too short;  → Cut Post-Activity short and ask 2-3 students to share their summarization orally.  - If some Ss finish their work earlier than anticipated;  → Teacher can ask questions or encourage them to help out other Ss. |

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| **References:**  - http://www.collaborativepractice.com/practiceGroupByCountry.asp?country=England  - http://itthing.com/wedding-superstitions  - http://silkwormsink.blogspot.com/2011/01/wider-reading-why-ridley-scotts-robin.html  - http://www.niagaraartcollection.com/young-nobleman.htm  - Robin Hood and Other stories by James Baldwin |

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| **Lead – In** | | |
| Materials: **Board** | | |
| Time  3 min | Set Up  Whole class | **Procedure:**  Check attendance and greeting  Guiding Qs  Today, we will listen to The dinner time.  Before we begin the story, let’s learn about some vocabulary first. |

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| **Pre – Activity** | | |
| Materials: **Pictures(for eliciting) , a few listed vocabulary techniques, Board** | | |
| Time  8 min    2 mins | Set Up  Whole class  Whole class | **Procedure:**  **Ⅰ. New Vocabularies**  Instruction  Present individually.  Give some pictures and make Ss guess pictures.  Checking pictures having two different meanings.  CCQ  Distribute the worksheet  Make them guess picture standing for what? (#2, 3, ….)  Check answers Elicit the meaning from Ss.  Explain the pictures if necessary  **Ⅱ. Prediction**  Instructions  Activate Ss’ background knowledge with Qs.  Show the pictures one by one.  Explain how will these elicited pictures relate to the story |
| **Main Activity** | | |
| Materials: **Tape,** **Written gap-fill worksheet,** | | |
| Time  6 mins | Set Up  Whole class | **Procedure:**  **Ⅰ. Listening for the general understanding**  Instruction  We will be listening to a whole The dinner time first.  Catch and hold what you can understand.  You can take notes while you are listening.  CCQ  What are you going to listen?  Can you take notes?  What are you supposed to think about?  (Play The dinner time) |

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| 16 mins | Whole class  Whole Class | **Ⅱ. Listening for Deatails**  Instruction  Listen to a whole The dinner time again.  Then, fill in the blanks on the worksheet.  Do the pause-play repeatedly.  Work individually.  Compare the answers with a class.  CCQ  Make Ss pair work.  (Distribute the worksheet)  Ss do with the worksheet.  Listen to the story carefully and complete the gaps.  (Playing tapes)  Make Ss fill in the blanks as they listen.  (Try to see whether most Ss filled in gaps by each paragraphs.)  Checking needs to listen more.   * Yes – Play the tape straightly * No – Work on the question worksheet with groups.   After listening,  Check the answers as a whole class.  Let Ss present their answers one by one.  If there is no correct answer, respond directly.  Answer some questions if Ss have any.  (Checking answers will take 3-4 mins.) |

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| **Post – Activity** | | |
| Material: **A Comprehension Question Worksheet** | | |
| Time  15 min | Set Up  Whole Class  Group | **Procedure:**  **Ⅰ. Free production**  Instruction  Give a question for worksheet checking whether you have comprehended the story or not.  Make Ss discuss and work with group.  a short summarization of the story in 5-6 sentences.  CCQ  Make Ss summarize the story and monitor actively  Let each group present their answers and short summarization.  Feedback  **Ⅱ. Conclude lesson**  Elicit today's vocabulary for Ss.  Give homework  Write a reflection about The dinner time. |

Vocabulary Chect

**[key vocas]**

**starving (verb): hungry, famished**

**- Many deer will starve to death in the mountains because of the harsh winter.**

**yuck or yucky: expression showing strong displeasure or dislike for something (informal)**

**- Oh, Dad. I don't like this yucky soup.**

**adaptation (noun), adapt (verb): a change or modification to something, revision**

**- Sometimes it takes time to adapt to the customs and language of another culture.**

**mess up (phrasal verb): (1) to make a mistake or (2) make something untidy or cluttered**

**- If you take your eyes off that boy, he might mess up your entire house.**

**[Choose correct word from the box below to each blank.]**

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| **are starving / adapts / yucky / experience / mess up** |

**My wife always \_\_\_\_\_\_\_\_\_\_\_ the recipe to suit her tastes.**

**I don't have much \_\_\_\_\_\_\_\_\_\_ cooking, so the things I make don't always turn out okay.**

**If you don't follow the recipe, you're going to \_\_\_\_\_\_\_\_\_ the entire meal, and we'll have to cook something else.**

**The kids \_\_\_\_\_\_\_\_\_\_\_ because they didn't eat breakfast.**

**My three-year-old daughter says the soup is \_\_\_\_\_\_\_\_\_\_, and she won't eat it.**

Listening Comprehension Worksheet

**※ Listen to the conversation and answer the questions.**

**1. What does the conversation imply about the mother?**

**A. She is busy at work.**

**B. She had to run some errands.**

**C. She is resting in bed.**

**2. What is the first problem the girl notices about her father's cooking?**

**A. He is not following the recipe.**

**B. He is missing the right pan to cook the pizza.**

**C. He is using the directions for a different food.**

**3. What problem did the girl NOT mention about the pizza?**

**A. It was too salty.**

**B. It was burned.**

**C. It was too chewy.**

**4. What do they end up doing for lunch?**

**A. They decide to go out to eat.**

**B. They eat something different at home.**

**C. They eat at friend's house.**

**anser keys : c a c b**

- Written Gap-Fill Activity

**Father: Time to eat!**

**Daughter: Coming. Oh, I'm starving. [Good, good.] Oh yuck! What's that?**

**Father: Ah, now don't complain!**

**Daughter: But what is it, and where is mom?**

**Father: Now, mom put me in charge of dinner because she's not feeling well tonight.**

**Daughter: But what is it . . . and that smell!**

**Father: It's pizza. I just followed an old family recipe here, and . . .**

**Daughter: Let me see that . . . Oh, Dad. [What?] You're missing a page!**

**Father: Oh, uh, well, uh . . . well I couldn't find the second page of the recipe, but don't worry. I have plenty of experience around the house. Plenty of experience cooking.**

**Daughter: That's not what mom says.**

**Father: Well, wait, wait, here let me try a piece first. Here, let me, let me cool this off here. Ohhh, yeah. Oh, this is great stuff.**

**Daughter: Yeah right. Why are you making that face?**

**Father: Well, well, it's just, just a little rich for me. That's all.**

**Daughter: Let me try it Dad. Uh. Dad. You put a little too much salt in it and besides it's burned. [Well . . . ] And what's that?**

**Father: Oh, well, well, that's just part of my own adaptation to the recipe. I added some pumpkin.**

**Daughter: Oh, not another one of your surprises. Pumpkin doesn't go on pizza!**

**Father: Well, okay, well, so what? Uh, what do we do now?**

**Daughter: Well, how about some cold cereal . . . You can't mess up on that, Dad.**