#### Listening Lesson Plan

**Title : I would like to, but I can’t.**

**Length : 50 min**

**Students : 10**

**Level : pre-intermediate**

**Instructor : June**

**(Hyo Im Nam)**

**Materials:**

* Script : Blank papers, activity worksheets(10 copies)
* Whiteboard/Marker
* Listening CD & player

**Aims: In this lesson Ss will learn**

* new vocabulary
* to improve listening skills through dialogues
* to make some situation & practice speaking with using today’s expressions
* ove their listening skills by watching the video clip.

**Language Skills:**

* Listening : The MP3 file (3 dialogues & 1 letter), teacher’s instruction .
* Speaking : Role play with partner.
* Reading : Vocabulary and activity worksheets.
* Writing : Activity worksheet.

**Language Systems:**

* Phonology : Pronunciation of vocabulary
* Discourse : Conversation and making a new dialogue.
* Function : Understanding & applying today’s expression
* Lexis : Vocabulary

**Assumptions:**

* Ss are interested in learning the conversation.
* Ss know the teacher’s style of teaching and the pace of the class.
* Ss familiar with role-play

**Anticipated Errors and Solutions:**

* Ss may not understand the contents of the MP3 file.
* Replay , or repeat sections. Let them read the script.
* Ss may finish the activities earlier than expected.
* Give them presentation time.
* Ss may need more time than expected.
* Cut the last part or only listening without check questions. (script 4)
* Ss may feel uncomfortable and intimated about speaking in front of the class.
* Make communicative, fun atmosphere.

**References :**

* **Listening close HB3 by Touch English**
* **Language school 5 (master level) by winglish**
* **Naver.com : Listening lesson plan form**
* **Winglish.com**

|  |
| --- |
| **Lead-In**  |
| * Materials: Whiteboard/Marker
 |
| **Time** 3 minutes | **Set Up**WholeClass | **Procedure:*** Greeting
* Using today’s expression in different situations
* Elicit the information from students

How can we say that we really want, but can’t it? |

|  |
| --- |
| **Pre-Activity**  |
| * Materials: Whiteboard/Marker, activity worksheets (10 copies)
 |
| **Time**5 minutes | **Set Up**WholeClass | **Procedure:**\*Make students be pair.\*Instruction : 3 dialogues & 1 letter(e-mail)- When do we use this expression?- Guess the situation that we can use. \*Vocabulary- With activity worksheets , check vocabulary  (Not all, some of them)- Mostly, let the Ss explain the word they already know. Explain some vocabulary on the script. |

|  |
| --- |
| **Main Activity**  |
| Materials: Listening CD & player, Blank papers (10 copies) |
| **Time**5 minutes8 minutes 7 minutes 8 minutes 7 minutes  | **Set Up**WholeClassWhole Class | **Procedure:**\*Listen 1-Let Ss listen without the script at first.-Ask the whole class and few Ss.Q. What are these situations?  What are they talking about each dialogue?  What is the common expression in 4 parts?\*Listen 2 – # script 1-Let Ss watch the blank paper for the second time.-Listen again in order.-After listening 1 part stop CD player, fill in the blank.-Check answers for the third time.Ask the Ss Q. What the situation is talking about? Where are they invited to go? What does Eric have?# script 2-The same way Q. Where are they invited to go? What does Julia hate?# script 3-The same way Q. Where are they invited to go? What does she offer the boy?<True or false>* Both of them have to write an essay on history.
* The boy is going to help Martha do her homework.
* Martha agrees to write the essay for him.

# script 4-The same way Q. What does the man talk about? What’s the purpose of the letter? Why can’t the man go to Canada? In which season the wedding ceremony will take place? What are they (Joanne & Fred) going to do?  |

|  |
| --- |
| **Post-Activity**  |
| * Materials: Whiteboard/Marker,

 Blank papers, activity worksheets |
| **Time**5 minutes2 minute | **Set Up**Groups of 5Whole Class | **Procedure:**\*Role-play- The situation with partner-Make another situation using main expression.(give time warning, 30seconds)**Closing & greeting**-Repeat main expression, situations that can use it.-Give homework : activity worksheets (the questions didn’t be checked all in pre-activity time)**Unexpected situation or time’s left ;****< Plan B >**-Title : the five senses of humans (MP3 file & worksheet)) |

**@ Vocabulary Check Up ( In Pre-Activity time )**

1. **Choose the correct definitions.**
2. a feeling of shock or fear
3. a letter or number showing how well a student did
4. an agreement to get married
5. feeling excited about what’s going to happen; anxious
6. join or connect something to an object
7. regulation or guideline
8. something unknown or kept secret, something unexplained
9. to gather information about something

9. unable to do something; to not pass, get a failing mark

 10. use something together with another person

1. **Choose the best words to fill in the blanks.**

**( In Pre-Activity time )**

1. I’m so sad. I the first math exam.
2. reduced 2) dropped 3) failed

2. l got good on my paper.

 1) grade 2) relative 3) impression

3. I feel like seeing a scary movie.

 1) horror 2) drama 3) comedy

4. My brother and I the debate team as a hobby.

 1) brought 2) joined 3) instructed

5. We World War Ⅱ for our history paper.

 1) practiced 2) researched 3) engaged

6. Do you know how to the file to an e-mail message?

 1) debate 2) encourage 3) attach

7. The end of the story is very and dramatic.

 1) strange 2) natural 3) suspenseful

 8. His latest book is so that I don’t know who the hero is.

 1) clear 2) generous 3) mysterious

 9. There isn’t an empty table. Would you mind ?

 1) sharing 2) taking 3) costing

10. She has broken off her to Charles.

 1) chance 2) opportunity 3) engagement

**@ Vocabulary Check Up (for teacher)**

**A . Choose the correct definitions.**

1. horror a feeling of shock or fear
2. grade a letter or number showing how well a student did
3. engagement an agreement to get married
4. suspenseful feeling excited about what’s going to happen; anxious
5. attach join or connect something to an object
6. rule regulation or guideline
7. mysterious something unknown or kept secret, something unexplained
8. research to gather information about something
9. fail unable to do something; to not pass, get a failing mark
10. share use something together with another person

**B. Choose the best words to fill in the blanks.**

1. I’m so sad. I 3 the first math exam.

1)reduced 2) dropped 3) failed

2. l got good 1 on my paper.

1) grade 2) relative 3) impression

3. I feel like seeing a scary 1 movie.

1) horror 2) drama 3) comedy

4. My brother and I 2 the debate team as a hobby.

1) brought 2) joined 3) instructed

5. We 2 World War Ⅱ for our history paper.

1) practiced 2) researched 3) engaged

6. Do you know how to 3 the file to an e-mail message?

1) debate 2) encourage 3) attach

7. The end of the story is very 3 and dramatic.

1) strange 2) natural 3) suspenseful

8. His latest book is so 3 that I don’t know who the hero is.

1) clear 2) generous 3) mysterious

9. There isn’t an empty table. Would you mind 1 ?

1) sharing 2) taking 3) costing

10. She has broken off her 3 to Charles.

1) chance 2) opportunity 3) engagement

**@ Vocabulary Check Up**

**Title : I would like to, but I can’t.**

**(For students in main activity time)**

# Script 1

Michael(M1) Eric, we’re going to a picnic this weekend.

Do you want to ?

Eric(M2) That fun. But I have an English test.

Michael Can’t you study for it ?

Eric No, I really shouldn’t go. I  the test last time.

Michael All right. I understand your .

Eric Thanks, I need to get good this .

Michael Maybe you can join us next time.

# Script 2

Kurt(M) Julia, there is this really great movie tomorrow.

Julia(W) Really? What’s it about?

Kurt It’s a film set in space. A mysterious biological germ a spaceship.

Julia I can’t watch horror movies. I to my stomach during the

 parts.

Kurt This one is not too scary. Most of the movie is special effects and

 scenes.

Julia I think I’ll have to this one. Maybe next time.

# Script 3

Kevin(M) Martha, can you please help me with our homework?

Martha(W) Sure, what are you with?

Kevin I don’t understand our European history .

Martha I have some I can with you.

Kevin What I really want to know is could you it for me?

Martha Are you kidding? I can’t write your essay for you.

That would be school .

Besides, I haven’t even finished writing mine yet.

Kevin But what will I do then? I have what’s going on.

Martha Let’s both go to the library. I will help you the topic.

# Script 4 - Letter

**M – Joseph** (email)

Dear Joanne, congratulations on your to Fred. It’s great to see that you will finally this coming July. Your message last week made it sound like you are very happy. The pictures you with the letter were really nice. , however, I cannot Canada for the . During my summer vacation I have to here at the university in South Korea. But I think I can visit you in . I hope you have a fun honeymoon in Hawaii. I would really like to see your photos. Congratulations again.

**Title : I would like to, but I can’t. (For teacher)**

# Script 1

Michael(M1) Eric, we’re going to a picnic this weekend. Do you want to join us?

Eric(M2) That sounds like fun. But I have an English test.

Michael Can’t you study for it later?

Eric No, I really shouldn’t go. I failed the test last time.

Michael All right. I understand your situation.

Eric Thanks, I need to get good grades this semester.

Michael Maybe you can join us next time.

# Script 2

Kurt(M) Julia, there is this really great movie opening tomorrow.

Julia(W) Really? What’s it about?

Kurt It’s a horror film set in space. A mysterious biological germ infects a spaceship.

Julia I can’t watch horror movies. I get sick to my stomach during the scary parts.

Kurt This one is not too scary. Most of the movie is special effects and suspenseful scenes.

Julia I think I’ll have to pass on this one. Maybe next time.

# Script 3

Kevin(M) Martha, can you please help me with our history homework?

Martha(W) Sure, what are you having trouble with?

Kevin I don’t understand our European history essay assignment.

Martha I have some writing tips I can share with you.

Kevin What I really want to know is could you write it for me?

Martha Are you kidding? I can’t write your essay for you. That would be against school rules. Besides, I haven’t even finished writing mine yet.

Kevin But what will I do then? I have no idea what’s going on.

Martha Let’s both go to the library. I will help you research the topic.

# Script 4 - Letter

**M – Joseph** (email)

Dear Joanne, congratulations on your engagement to Fred. It’s great to see that you will finally get married this coming July. Your message last week made it sound like you are very happy. The pictures you attached with the letter were really nice. Unfortunately, however, I cannot fly to Canada for the wedding. During my summer vacation I have to teach here at the university in South Korea. But I think I can visit you in September. I hope you have a fun honeymoon in Hawaii. I would really like to see your photos. Congratulations again.

**< Plan B >**

**Title : the five senses of humans** (MP3 file)

(No answers on the worksheet for Ss)

**◆** Article

|  |  |
| --- | --- |
|  | Scientists have studied \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ the five senses. It turns out that we rely onour sense of sight the most. We watch other people\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ or judge. We spend hourslooking at computer screens, or reading books, atwork and school. For entertainment, we watchmovies or stare at video screens while playinggames. Our second most used sense is hearing. Ourability to communicate \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ ourability to hear. Sounds also warn us of danger: carhorns, sirens, and another person’s warning shout.Our third most used sense is taste, but many of usdon’t really take the time to really taste our food. |
| \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ are the senses of smell and touch. Maybe some people will smell the food in their refrigerator to make sure it’s still good. At other times, we might \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ see if they need washing. But these are not very common activities. Nor it is common to go around feeling things.< answer > how, often, human, use / when, we, communicate / depends, heavily, on / The, least, used, senses / sniff, our, clothes, to**◆** Comprehension Questions1. What is the second most used sense? ca) Smell b) Touch c) Hearing d) Sight |

2. What will some people do to test the food in their refrigerators? a

a) Smell it b) Touch it c) Listen to it d) Feel it

3. Which sense do we rely on most? (sight)

4. What do sounds warn us of? (danger)

**◆** Words & Expressions

- rely on

- stare at

- turn out

- make sure

- judge

- sniff

- entertainment

**◆** Express

Q1 : Which of the five senses do you think you use most often?

Describe certain instances when you use them.

Which of them can you not live without? Why?

Q2 : Have you ever tried walking blindfolded for a long time?

 If you have, how did it feel? If not, how do you think it would feel?

**◆** Homework

**Topic: On a typical day, what do you use your five senses**

**(sight, hearing, smell, touch, taste) for?**

|  |  |
| --- | --- |
| The first sense that I use in the day is my sense of hearing.The alarm clock \_\_\_\_\_\_\_\_\_\_ my cell phone \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ too early in the morning. Then I feel around to try and find the cell phone, which is usually buried in my bed sheets. Finally, I find the button to turn off the alarm. I do all this without seeing anything—my eyes remain firmly shut.Hint: go, on, off, upHowever, once I get up, I use my sense of sight the most during the day. I look for my clothes, I watch my friend’sfaces, I study the pages of books, and I stare at computer screens. I also use my sense of hearing a lot. \_\_\_\_\_\_\_\_\_\_ the day I \_\_\_\_\_\_\_\_\_\_ to music \_\_\_\_\_\_\_\_\_\_ my i-Pod. Especiallywhen I am travelling on the subway, bus, or walking around, I can hear the sounds of many different singers.Hint: listen, during, off, onI don’t have much time to really taste my food. Breakfast is finished in just a few minutes, as I am still getting dressed.Lunch is similar. I eat quickly while talking to my friends. I guess I don’t really appreciate the taste of my food untildinner. I like food \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ or sweet.Hint: taste, spicy, that, feel |  |
|  |
|  |

<Answer> on, goes, off / during, listen, on / that, takes, spicy

(No answers on the worksheet for Ss)