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| **LISTENING LESSON PLAN** |
| **Topic : A Cell Phone** |
| **Instructor** | **Level** | **Student** | **Length** |
| **LIHUA** |  **Intermediate** | **17** | **50 minutes** |

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| **Materials :** |
|  **-Listening CD&CD player** **-White board, board markers** **-Listening worksheet(17)** **-Sentence and vocabulary matching sheet(17)** |

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| **Aims :** |
| **To enable students to improve their listening skills by listening a dialogue about a free phone between father and daughter****To pick up details by answering details questions on the worksheet****To practice listening to real life speech of people with various accents****To practice speaking by discussing with group members** |

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| **Language Skills :** |
| **Listening – Students should have developed their listening through the CD and other students’ talking as they share their opinions****Speaking –Student should improve their speaking by discussing or debating with each other****Writing – Students should have written an article about the advertising tactics that cell phone companies attracting customers****Reading –Students should read their worksheet**  |

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| **Language systems :**  |
| **Function : Short questions and answer with each their partner****Discourse : Discussion** **Phonology : None to discuss****Lexis : vocabulary used in the listening comprehension** |

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| **Assumption :** |
| **Students already know:****-All the students have the experience of buying cell phones****-Some schools have banned students to use the cell phones in Korea**  |

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| **Anticipated Errors and Solutions :** |
| **Students may not be able to follow the passage easily.** **-Follow the task-feedback circle: let them listen to the CD again until they get the gist of the content****Students may not understand some vocabularies** **-Elicit , CCQ****Students may not be able to pick up details from the listening** **-Chunks the listening(pause-play-pause-play)** |

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| **References :** |
| [**http://www.lessonplanspage.com/**](http://www.lessonplanspage.com/)[**http://www.esl.com**](http://www.esl.com)**http://www.buzzle.com/articles/listening-games-for-adults.html** |

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| **Lead - In** |
| **Materials :** |
| **Board, Board marker, cell phone** |
| **Time** | **Set Up** | **Procedure** |
| **4min** | **Whole class** | **Greetings****In order to attract students’ attention by holding the cell phone****Ask them what they consider most when they decide on a cell phone****Elicit the elements(a cheap calling...)** **And then students talk freely** **Choose one volunteer comes to board and write them on the board** |

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| **Pre-activity** |
| **Materials :** |
| **White board, Marker, picture, multiple-choice worksheet** |
| **Time** | **Set Up** | **Procedure** |
| **2min****8min****8min** | **Whole Class****In pairs****Whole Class** | 1. **New vocabulary**

**Instruction****Work in pairs.** **Let students choose the right vocabulary in the sentence and then write** **“A,B,C” in the blank****Students have 5minutes.****(distribute the worksheet)****CCQ:** **So what do you write in the blank?****Who are you working with?****How much time do you have?****Monitoring****Monitoring discreetly****Answer students if they ask questions****Give time warning : 30 seconds** **Check the answers****Go through the vocabulary one by one****Elicit the meaning from students. Explain the meaning if necessary**1. **Prediction**

**Show students the picture.****Let them guess what happened depending on the vocabulary that they have done before****Demonstration****Teacher makes the example then let students talk** **Let them check their predictions after listening**  |
| **Main-Activity** |
| **Materials :** |
| **Board, Board marker, CD&CD player, listening worksheet** |
| **Time** | **Set Up** | **Procedure** |
| **6min****10min** | **Individually** **Whole Class** | 1. **Listening for the main idea**

**Instructions****Listen to the dialogue and let students think what they are talking about****Work by themselves****CCQ****What are you going to do?****Are you working alone?****Again if needed.****Ask students individually to talk about their opinions****Error correction**1. **Listening for details**

**Instructions****Let students listen again and finish the worksheet individually****Then check each other****CCQ****Are you going to finish the worksheet?****Who will check your answer?****(Distribute the worksheet)****If needed play again until students get their answers.****(Teacher writes the answers on the board )****Error correction** |

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| **Post-Activity** |
| **Materials :** |
| **Board, Board marker** |
| **Time** | **Set Up** | **Procedure** |
| **2min** **3min** **5min** **2min** | **Whole class****Group** | 1. **Discussion**

**Instructions****Let students discuss whether it is a good rule for students to ban the use of the cell phone in the school.** **Tell about the reason why or not.****Work with their groups(Teacher sets the group by ABCD , and they are Group A ,B, C or D)** **They have 5 minutes** **CCQ****Are you working with your group?****How long does it take?****Monitoring****Answer students when they need****Give them time warning: 2 minutes, 1 minute, 30 seconds.****Be flexible with time. Give them 1 more minute if they need it****Students share their opinions and come to the front have a short presentation.**1. **Conclude the lesson**

**Elicit today’s vocabulary for students** **Set students homework: Online Investigations****Write an article about what advertising tactics that cell phone companies using to attract customers?** |

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| **SOS Activities**  |
| Materials: **Board, Physiotherapist cards, Timer** |
| Time | Set Up | Procedure |
| 3 min2 min10min | Whole ClassWhole Class | InstructionShow students a pack of cards. Let them know they will do an interview. Arrange the seating and let students’ seat face to face with their desks and chairs. The interviewer is moving according the card interviewing the person one by one.Students who are interviewed can invent the stories, they may even be funny.Teacher will count the time 30seconds one person then the next.Then change the rolesPresentationAsk a volunteer to ask the teacher ask you one of the questions.Teacher makes a model.CCQ-So what are we doing?-Do you move your desks and chairs in two lines?-How much time do we have in each second?MonitoringMonitor carefully.Be ready to give and elicit feedback in the physiotherapist’s techniques at the endUsing the timer give students time warning.Then let them moveClose the activity Discuss with the class some real life situations where the skills would be most useful and some situations where they would not.  |

Multiple-choice

1.Can I use your cell phone? My car broke down for the third time this week, and I can't get it started. To be honest, it's a real \_\_\_\_\_\_\_\_\_\_\_\_, and it's not worth $50.

A. strawberry

B. lemon

C. banana

2. In the short \_\_\_\_\_\_\_\_\_\_\_, a cheap phone might be best, but you should consider paying more for a better phone.

A. fee

B. term

C. lemon

3. Often, when you think you're getting a great price and deal on your cell phone service plan, you later realize that there is a \_\_\_\_\_\_\_\_\_\_\_\_\_, and you have to pay more than you thought.

A. term

B. catch

C. rebate

4. This company will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you all kinds of fees, so be sure to discuss the actual final cost in advance.

A. term

B. roll over

C. charge

5. If you don't use all of your cell phone minutes this month, the company will roll \_\_\_\_\_\_\_\_\_\_\_\_\_ your minutes to the next month, so you don't lose them.

A. after

B. over

C. on

Visual aid





**Listening comprehension . Choose A, Bor C and circle**

1. What reason does the girl give for needing a cell phone?

A. She can use it to check her email.

B. She can call family in case of an emergency.

C. She can make cheaper long-distance calls with it.

2.What is one major feature of the calling plan?

A. 1000 anytime minutes

B. unlimited weekday minutes

C. 1000 free weekday minutes

3. What is the term of service for this plan?

A. 3 months

B. 6 months

C. 9 months

4. Why does the girl suggest that her father buy a new car too?

A. Their current car is in bad shape, and it doesn't look good.

B. The cell phone's power supply won't work in an older car.

C. Their car isn't big enough to ride in with all her friends.

5. What do customers receive when they purchase the cell phone mentioned in the conversation?

A. a cell phone adapter for the car

B. money back for buying the phone

C. other cell phone accessories

Listening Script :

Daughter: Dad. You love me, don't you?

Father: Of course, I do. Why do you ask . . . Ah, what's on your mind?

Daughter: Well, I saw this great offer for a free cell phone here in the newspaper, and . . .

Father: Free? Nothing's ever free.

Daughter: Well, the phone is free . . . after a $50 mail-in rebate.

Father: Ah, so that's the catch. And why do you need a cell phone anyway?

Daughter: Dad. All my friends have one, and I can use it to call you in case the car breaks down.

Father: Ah, I don't know. There are always so many fees.

Daughter: But the monthly charge for this service is only $29.99, with 1,000 free weekday minutes nationwide, and unlimited weekend minutes. Plus, unlimited, anytime minutes for anyone using the same service.

Father: I don't know.

Daughter: And you can roll over the extra minutes to the next month instead of just losing them. What do you think of that?

Father: Yeah, but what is the term of the service agreement?

Daughter: It's only for six months.

Father: But what if you cancel early?

Daughter: Um . . . Ah, there's a cancellation fee of $200, but with . . .

Father: Two hundred bucks!

Daughter: Yeah, but you won't have to worry about me while I'm driving the new car.

Father: New car? What new car?

Daughter: The new car you'll need to buy so I can use the cell phone. I mean, what's is gonna look like if I'm using a cell phone in our old lemon.

Father: Teenagers. What'll they think of next?

 Physiotherapist cards

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| Tell me about a time whenyou were scared. | Tell me about a time whenyou failed (e.g. an exam). | Tell me about a time whenyou felt unwelcome. |
| Tell me about a time whenyou were late, andeverything seemed to go wrong. | Tell me about a time whensomeone was angry withyou, but it wasn’t yourfault. | Tell me about a time whenyou were disappointed. |
| Tell me about a time whenyou were angry withsomeone. | Tell me about a time whenyou were embarrassed. | Tell me about a time whenyou had an accident. |
| Tell me about a time whensomeone was rude to youand you didn’t know why. | Tell me about a time when you felt guilty. | Tell me about a time whenyou lost somethingimportant. |