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| Listening Lesson Plan |
| Title: Brazil Carnival |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Jin Joo, Chu | Intermediate | 12 | 50 mins |
| Materials:- Word search worksheet “Carnival in Rio” (6 copies)-“Destination: Brazil” worksheet (12 copies)- Video clip “Brazil- National Geographic Traveler” (From beginning to 3:00)- Computer& projector to play the video clip- White board, board makers |
| Aims:-To provide students with listening practice for the gist (skimming) and details (scanning).-To present and give practice with vocabulary related to Carnival.-To integrate listening into speaking and writing skills.-To provide students with practice in summarizing and retelling |
| Language Skills:Listening: Listen to a video clip and answer literal questionsSpeaking: Discussing answers and ideas with classmates, volunteering to talk to the whole class.Reading: Reading true and false statements and correcting the false ones.Writing: Writing about the Carnival that they want to watch or participate in. |
| Language Systems:Lexis: Vocabularies from word search (Easter, samba, floats, etc.)Phonology: Pronouncing new vocabulary and practice by repetitionGrammar: Relative clauses.Discourse: Discussing about the Carnival that they wish to watch or participateFunctions: questioning (What kind of Carnival they want to see), answering (T’s questions, colleagues’ questions). |
| Assumptions:Ss have experience with listening comprehension activities and writing paragraphs. They are familiar with skim and scan-listening. Ss are familiar with the vocabulary used in the first speaking activity: costume, parade, and some vocabulary related to carnivals. |
| Anticipated Errors and Solutions:Ss may find it difficult to understand the recording. Play it as many times as needed for them to complete their tasks. Ss may not be able to match the words to the definitions. Explain the words that they do not know or have other students to explain them to their peers. |
| References:- Video clip “Brazil- National Geographic Traveler” (<http://youtu.be/KMjbRmE0gi0>) - Word search worksheet “Carnival in Rio”- Worksheet “Destination: Brazil” (<http://busyteacher.org/14672-brazil-video-worksheet-carnival.html>)- SOS activity video clip (http://www.youtube.com/watch?v=xgaVj0wSw2A)- Plan B worksheet (www.learn-to-speak-english-esl.com/...worksheets/102c-The-Girl-From-Ipanema-Learn-English-Vocabulary-and-phrases.doc) |
| Notes:-Plan B activity: Play a bossa nova song (another traditional music of Brazil) and do the exercises given.-SOS activity:Watch알림 아이콘National Geographic- Inside Rio Carnaval (2007) (http://www.youtube.com/watch?v=xgaVj0wSw2A) |

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| Pre Task or Warmer |
| Title:Countries in South America | Aims:Speaking skill: Create interest in the topic of Brazil.  | Materials: Board, board maker |
| Time | Set Up | Students | Teacher  |
| 4mins | Whole class | **Step 1- Speaking skill – Discussion**Talk about their travel experiences or information they heard about South America. | **Step 1- Speaking skill – Discussion**Start class by asking whether they like travelling.Ask Guide Questions-What countries are in South America?-Which South American countries have you been to?-How was it? What do you remember most?\*Elicit the word Brazil |
| Notes:Write down country names on the board to let Ss learn them in correct spelling. |

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| Task Preparation or Presentation |
| Title:Background Information of Brazil | Aims:Learn background information about Brazil, such as its location with the map, culture, and what it is famous for. | Materials: Map beside the white board, word search worksheet, board, board marker. |
| Time | Set Up | Students | Teacher  |
| 9mins | In pairs of 2Whole class | **Step 1- Pre-teaching and reviewing Vocabulary**Listen to the instructions and see the demonstration.Find the vocabularies with the word search worksheet and get familiar with vocabularies.**Step 2- Feedback: Eliciting vocabulary – Checking comprehension**Check answers: discuss using these new terms by answering questions. Respond in full sentences using the new vocabulary words.  | **Step 1- Pre-teaching and reviewing Vocabulary**Pair up Ss& distribute worksheet.InstructionWork in pairs and search for vocabularies indicated in the word bank that will be used in today’s class. The words are vertically and horizontally written. 4 mins.DemonstrationThe word ‘dancing’ is horizontally written on the first line on the very left side. Circle or highlight it and move on to the next vocabulary.**Step 2- Feedback: Eliciting vocabulary – Checking comprehension**Check answers: Guide into a discussion using these new terms by asking the students questions. Have them respond in full sentences using the new vocabulary words. Then give the exact definition if necessary. Repeat this process one by one.  |
| Notes:Exact definition for some vocabulary in word search:-Samba: Brazilian dance and musical genre originating in Bahia, Brazil, and with its roots in Rio de Janeiro. Recognized as the symbol of Brazil and the Brazilian Carnival.-Sambadromo: Exhibition place for the Samba Schools in Brazil. Generally consists spectator viewing areas surrounding a long alley for the schools to parade down. |

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| Task Realization or Practice |
| Title:Brazil Carnival | Aims:Skim and Scan listening comprehension | Materials: Video clip (0:00-3:00), computer, projector, board, board marker. |
| Time | Set Up | Students | Teacher  |
| 19mins | Whole class | **Step 1- Listen for the gist (skimming)- Discussion**Watch the video without taking notes.Talk with groups of 4 about the video.**Step 2- Listen for details (scanning)-Technique- True/False**Solve the T/F questions based on what they heard. Compare the answers with colleagues, discuss and make corrections. Find out correct answers for false statements.**Step 3- Listen for details- Listening to answer multiple choice questions**Answer questions in part B individually and share the answer as a whole class. | **Step 1- Listen for the gist (skimming)- Discussion**InstructionsPut your pens down. Watch the video and try to catch the big ideas of it.Play the video once without stoppingForm groups of 4 to discuss what they watched.Elicit: Carnival, Rio de Janeiro, Samba**Step 2- Listen for details (scanning)-Technique- True/False****Hand out worksheet.**InstructionAnswer the true or false questions in part A as you listen. Work individually. 4mins. Play the video again. Play it once more if necessary. After they answer, guide them to compare the answers with the group members and come up with one answer. Then each group write their answers on the board.Check answer: With Ss check one by one and correct the false statements.**Step 3- Listen for details- Listening to answer multiple choice questions**InstructionAnswer the multiple questions in part B. Work individually. 3mins. Ask if they need to hear the video again. Play if necessary. Check answers: Check as a whole group. Elicit answer from Ss. |
| Notes:\*Have the video clip downloaded. |

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| Post Task or Production |
| Title:The Carnival that I dream | Aims:Speaking and writing skills by summarizing the video clip and coming up with their own carnival that they want to be in. | Materials: Paper for students to write summaries on (If needed) |
| Time | Set Up | Students | Teacher  |
| 18mins | Group of 4IndividuallyGroup | **Step 1-Speaking:Reporting**Talk to the group what remains most in their minds after watching the clip.**Step 2- Speaking skill: Personalization**Write individually about a carnival (parade) that you would like to watch or participate in. It can be an already existing one or one of your imaginations.Then talk to the group and volunteer to talk about it to the whole class. | **Step 1-Speaking:Reporting**InstructionSummarize what you remember most from the video clip in your own words and share it with your group. 3 mins.**Step 2- Speaking and writing skill-Personalization**InstructionWrite about a carnival (parade) that you would like to watch or participate in. It can be an already existing one or one of your imaginations. Then talk to your group about it. 12 mins. After discussion, ask volunteers to talk about it or recommend any good ideas that they heard from their group. |
| Notes: |

# Worksheets, handouts and lesson materials

