|  |  |  |  |
| --- | --- | --- | --- |
| Reading Lesson Plan | | | |
| Title: Listening Skills | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| MINO | intermediate | 12 (adults) | 50 mins |
| Materials: **Worksheet A** (cut into strips and mix the order for warm-up activity)  **Handout B** (whole original paragraph but title for task preparation)  **Worksheet C** (original text with several blanks for task realization) | | | |
| Aims: To provide Ss with chances to look into the sequence of sentences  To raise awareness of the relationship between paragraph arrangement and better understanding  To give Ss the chance to differentiate key parts of a paragraph from general parts. | | | |
| Language Skills: Reading: Ss read a paragraph to figure out the original order of sentences.  Speaking: Ss rephrase the given paragraph with their own words and join in several sessions of discussion.  Listening: Ss listen to what other Ss speak aloud and rephrase the given paragraph.  Writing: Ss predict words in blanks and create new sentences to deliver the same meaning of the paragraph with their own words. | | | |
| Language Systems: Phonology: listen to the sounds when other Ss and teacher speak.  Lexis: learn new words and expressions from the given paragraph  Grammar: unknowingly learn grammar from reading and speaking a paragraph  Discourse: actively join in several sessions of group discussion.  Functions: exchanging conversation, arguing, asserting, presenting | | | |
| Assumptions: Ss must be interested in the topic of the given paragraph because they all now focus on learning English.  Ss are adults at the intermediate level, so they must be at the right timing for sequence ordering and rephrasing. | | | |
| Anticipated Errors and Solutions: Ss might feel difficult in ordering sentences   * Give Ss more hints in order to more easily lead Ss to the accomplishment.   Ss might feel difficult in rephrasing a paragraph.   * Give Ss the required key words and expressions to better deliver the same meaning. | | | |
| References: [www.britishcouncil.org](http://www.britishcouncil.org)  busyteacher.org | | | |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Pre Task | | | |
| Title: sequence ordering | | Aims:To raise awareness among Ss of the importance of sentence arrangement | Materials: **Worksheet A** |
| Time | Set Up | Students | Teacher |
| 7  Mins  3 mins | Group of 4  Whole class | Cooperate with other Ss in the same group to find the right order of mingled sentences through group discussion.  Present the result. If the results are different among groups, the concerned group can give their reasons to support their own decision. | Encourage Ss to actively involve themselves in the group warm-up activity and give Ss some hints if needed while checking their discussion but hardly being interrupted.  Elicit Ss to actively present what they discussed and share the result and reasons of their decisions. |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Task Preparation | | | |
| Title: Creating Questions and deciding what the title is | | Aims:To improve Ss’ ability to figure out what is the stressing part of a paragraph through creating questions | Materials: **Handout B** |
| Time | Set Up | Students | Teacher |
| 6  Mins  4 mins | Group of 4  Whole class | Create three key questions (similar to concept checking questions) and a title that can well represent the given original full paragraph through group discussion.  One student from each group comes out and writes down the three questions and the title they created, and share them with other groups. Focus on the differences among groups. | Distribute **Handout B** to Ss.  Encourage Ss to focus on the key stressing points of the given paragraph in order to create the smartest sharp questions and the title to pierce the key meaning of the paragraph. (ICQ: How many questions should you create?/ How long are you given for this?)  Encourage Ss to find out which difference brought the difference in result, eliciting more answers and more thinking from Ss about sentences, paragraphs, and full texts. |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Task Realization or Practice | | | |
| Title: Fill the blanks and rephrase | | Aims:To develop Ss’ ability to have careful looks when they read and to deliver what they read exactly with their own words | Materials: **Worksheet C** |
| Time | Set Up | Students | Teacher |
| 4  Mins  3 mins  13 mins | Group of 4  Whole class  Whole class | Fill the blanks. Unknowingly they get more familiar with the words and expressions, preparing themselves to rephrase the paragraph.  Share the result with other group members.  One student from each group (three Ss in total) comes out and rephrases the paragraph with their own words in the order decided by ping-pong balls. | Take Handout B back, and deliver **worksheet C** to Ss.  Elicit their deeper reading while finding the right words.  Encourage Ss to compare the results, having discussion with other Ss based on good reasons.  Encourage Ss to have some courage to step forward for presentation before pointing out a student. After rephrasing, elicit praises from Ss to the presenter and encourage Ss to get some lesson from the presentation for their own rephrasing. |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Post Task or Production | | | |
| Title: Read the paragraph with right stress. | | Aims:To raise awareness of the importance: know the right stressing points of sentences and paragraphs. | Materials: |
| Time | Set Up | Students | Teacher |
| 7  Mins  3 mins | Whole class  Whole class | One student from each group stands up and read the given paragraph with right stress.  Wrap up time! | Offering Ss the chance to compare any difference between reading a familiar text and an unfamiliar text.  Before wrapping up, give them the lesson: the faster they get to figure out the key stressing parts of a text, the faster catch the main point of the writing and have its better understanding. |
| Notes: | | | |

# Worksheets, handouts and lesson materials

**Worksheet A**

**<Title>**

Do you have good listening skills? Listening happens to be a key strength of good communicators. If you want to develop good listening skills, there are some steps you have to follow:

1. It would help if you feel empathy for the other party when you are listening.

You will be able to absorb what the other person is saying better if you have empathy because the content will be close to your heart.

1. Empathy is also important because if you have empathy, you will be able to form an association between knowledge you value in your head and the content of the message of the other person.

Look for the deeper meaning people express behind the words they use and you will find commonality in values, opinions and outlook.

1. Avoid judging the delivery of the message and the person delivering the message, if possible.

This allows you to focus on the content of the message rather than on the style of delivery.

1. You can rely on some techniques to improve your level of comprehension of a spoken message.

For example, you can ask the other person to repeat his message or certain parts of it.

Then you can rephrase the message content your own words and ask the other party if what you understand is correct.

1. Maintain an active body state.

If you are alert, it will be easier to fight any distractions that would prevent you from comprehending the message.

**Handout B**

Do you have good listening skills? Listening happens to be a key strength of good communicators. If you want to develop good listening skills, there are some steps you have to follow:

1. It would help if you feel empathy for the other party when you are listening. You will be able to absorb what the other person is saying better if you have empathy because the content will be close to your heart.
2. Empathy is also important because if you have empathy, you will be able to form an association between knowledge you value in your head and the content of the message of the other person. Look for the deeper meaning people express behind the words they use and you will find commonality in values, opinions and outlook.
3. Avoid judging the delivery of the message and the person delivering the message, if possible. This allows you to focus on the content of the message rather than on the style of delivery.
4. You can rely on some techniques to improve your level of comprehension of a spoken message. For example, you can ask the other person to repeat his message or certain parts of it. Then you can rephrase the message content your own words and ask the other party if what you understand is correct.
5. Maintain an active body state. If you are alert, it will be easier to fight any distractions that would prevent you from comprehending the message.

**Worksheet C**

**How to shine in Conversation with Listening Skills**

Do you have good listening skills? Listening happens to be ( ) of good communicators. If you want to develop good listening skills, there are ( ) you have to follow:

1. It would help if you feel ( ) the other party when you are listening. You will be able to ( ) what the other person is saying better if you have empathy because the content will be close to your heart.
2. Empathy is also important because if you have empathy, you will be able to form an ( ) between knowledge you ( ) and the content of the message of the other person. ( ) the deeper meaning people express behind the words they use and you will find ( ) in values, opinions and outlook.
3. Avoid ( ) the delivery of the message and the person delivering the message, if possible. This allows you to focus on the ( ) of the message rather than on the ( ) of delivery.
4. You can ( ) some techniques to improve your level of ( ) of a spoken message. For example, you can ask the other person to repeat his message or certain parts of it. Then you can ( ) the message content your own words and ask the other party if what you understand is correct.
5. ( ) an active body state. If you are alert, it will be easier to fight any ( ) that would prevent you from comprehending the message.