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| Listening Lesson Plan | | | |
| Title: Night work could damage your health | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Darae Sophie Jeon | Intermediate& University students | 15 | 50 mins |
| Materials: Board and markers, computer and speaker, hardcopy of pictures related to the topic (20 copies), key words worksheet(20 copies), dictation worksheet (20 copies), T/F worksheet (20 copies), | | | |
| Aims: To help the students practice listening to pronunciations, accents, and intonations from the native speaker on the article  To help the students learn new vocabularies related to the topic through working with worksheets  To help the students develop speaking skill through discussing with group members  To help the students are able to catch the main idea clearly through the activities with worksheets | | | |
| Language Skills: Listening: The speaker’s narration on the article “Night work could damage your health” and the group members’ thoughts  Speaking: Sharing experiences and comparing the answers of worksheets with the group members  Reading: Dictation worksheet and key words worksheet  Writing: Dictation worksheet and T/F worksheet  Grammar: making the sentences with using the new vocabularies | | | |
| Language Systems: Phonology: pronunciations related to the script and its vocabularies  Lexis: vocabularies related to the article  Discourse: sharing experiences about working or studying at night | | | |
| Assumptions: The students already know how the class is set up and run (3 or 4 students group together at each tables)  The students already know each other fairly well  The students already have the experiences related to the article that working and studying at night; they would understand the group member’s experiences in order to have similar experiences. | | | |
| Anticipated Errors and Solutions: The students may not be able to pick up the details clearly from listening such as numbers and terms   * Chunk the listening by repeating pause and play   The students may take more time for doing T/F worksheet   * After giving 6 minutes, let the students have a discussion for sharing the answer so they are able to understand and correct the answers better with the group members   Only few students are going to fill out all the blanks on a dictation worksheet   * Repeating pause and play once more, and then let the students have a discussion for sharing the answer so they are able to correct the answers themselves | | | |
| References: <http://www.telegraph.co.uk/science/science-news/10584723/Why-night-shift-and-jet-lag-make-you-feel-so-bad.html>  <http://www.breakingnewsenglish.com/1401/140123-night-work.html>  <http://www.google.com> | | | |
| Notes: | | | |

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| Pre Task or Warmer | | | |
| Title: Lead-In | | Aims:To help the students understand what the teacher is going to talk about To help the students pay attention | Materials: Board and markers |
| Time | Set Up | Students | Teacher |
| 3mins | Whole class | The students listen to what the teacher says and predict what they are going to discuss. | The teacher monitors the students discreetly.  The teacher introduces what the students will discuss through using the bottom-up model.  CCQ |
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| Task Preparation or Presentation | | | |
| Title: Pre-activity | | Aims:To help the students have more clear idea on the main topic To help the students practice their listening and speaking  skill through sharing their own experiences related to the main topic | Materials: Hardcopy of pictures related to the topic (20 copies) |
| Time | Set Up | Students | Teacher |
| 13mins | Whole class / Group | The students look at the pictures on the sheet and thinking for a moment, then share their individual experiences related to the pictures with the group members.  The students get together to work in groups of 3 or 4 people. | The teacher monitors the students discreetly.  The teacher gives the instruction to the students for what they have to concern about the pictures.  The teacher stimulate the students are able to guess what the main idea is going to be.  Elicit experiences related to the topic from the students  CCQ |
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| Task Realization or Practice | | | |
| Title: Main activity | | Aims:To help the students practice listening to pronunciations, accents, and intonations carefully from the native speaker on the article To help the students learn new vocabularies related to the topic through working with worksheets | Materials: Dictation worksheet and key words worksheet (20 copies each) |
| Time | Set Up | Students | Teacher |
| 18mins | Whole class/  Group/  Individual | The students develop their listening skill through chunk the listening by repeating pause and play on the dictation worksheet.  The students compare their answers of dictation.  The students do the exercise individually and learn the new vocabularies through a key words work sheet   * Guessing the meaning of the key works and discuss with the group members about the idea * Creating the sentences with each of the new vocabularies | The teacher monitors the students discreetly.  The teacher gives the students one more chance to listen to the article carefully, and then make them discuss their answers on a dictation worksheet.  The teacher gives the students open questions as eliciting on the key words (new vocabularies) and then makes them have a discussion with the group members.  CCQ |
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| Post Task or Production | | | |
| Title: Post activity | | Aims:To help the students get the clear idea, concept, and the content of the article | Materials: T/F worksheet (20 copies) |
| Time | Set Up | Students | Teacher |
| 15mins | Individual/ Whole | The students work on the worksheet individually first, and then would discuss with the group members about the answers. | The teacher monitors the students discreetly.  CCQ |
| Notes: | | | |