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| Listening Lesson Plan | | | |
| Title: Traffic jam | | | |
| Teacher | Student Level & Age | No of Students | Length |
| JUN | Intermediate & Adults | 10 students | 50mins |
| Materials: -White board  -Two pictures  -Listening file, player  -Worksheets(13copies) | | | |
| Aims: -To learn expressions about bad traffic by listening and fill in the blanks  -Will be able to ask and answer the questions about traffic jam during rush hour by discussion and demonstration | | | |
| Language Skills: Listening: listen to the dialog what they are talking about  Speaking: discuss about general topic and make demonstration  Reading: read the worksheet  Writing: answer the worksheet and make demonstration | | | |
| Language Systems: Phonology: listen repeatedly what they are talking about  Lexis: the vocabulary in traffic jam situation  Grammar: find out related word in sentences during fill in the blanks  Discourse: find out the general idea which word is used in particular situation  Functions: make demonstration by using vocabulary or sentence in particular situation | | | |
| References: -Everyday English 365 2nd ver. pp. 230-231  <http://www.ebse.co.kr/ebs/flz.AlnReviewArticle.laf?articleId=000000000097976&bpage=1&courseMediType=1&index=zzzzzzzzzzzzzzzzzzzz&courseId=null&mid=79&clscd=null&forumId=ER2009G0EES01ZZ_002&fstepId=null&ttype=null&page=4>  <http://en.wikipedia.org/wiki/File:Peak_hour_traffic_in_melbourne.jpg>  <http://www.shutterstock.com/pic-72295642/stock-photo-executive-in-a-hurry-late-for-his-appointment-with-a-mess-suitcase.html> | | | |

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| Pre Task | | | |
| Title:What happens in the picture? | | Aims:-To make students think by showing them the pictures-Draw out imagination from students and discuss about the pictures | Materials: Two pictures on the board |
| Time | Set Up | Students | Teacher |
| 5mins | Whole class  In pairs | -Think about the pictures on the board what the situation is  -Discuss in pairs  -Speak what they think about and related their experiences to the pictures | -Make students elicit about the pictures on the board  -Make students discuss in pairs  -Let students speak to the other students  -Draw out the connecting with two pictures form students |

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| Task Preparation | | | |
| Title: Get into the traffic jam | | Aims:-To find out the general idea by listening and discussion | Materials: Listening file, player |
| Time | Set Up | Students | Teacher |
| 10mins | Whole class  In pairs | -Listen to the dialog carefully  -Discuss what the general idea is with partner  -Answer the question to teacher | -Set the player 2 times and make students discuss about the general idea in pairs  -Ask students what they think about  -Set the player again |

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| Task Realization | | | |
| Title: Getting wet in the traffic jam | | Aims:-To find out what they listen by fill in the blanks -To be able to learn vocabulary and expressions | Materials: -Listening file, player  -Worksheets  -White board |
| Time | Set Up | Students | Teacher |
| 15mins | Whole class  Individually  In pairs | -Listen and fill in the blanks  -Match the blanks in pairs  -Ask what they don’t know or couldn’t catch to teacher  -Discuss that they didn’t know or new vocabulary anything about the dialog with all together  -Listen to the dialog last time to understand | -Give the worksheet each students  -Set the player until students want to listen again to fill in the blanks(not over 5 times)  -Let students match the blanks in pairs  -Get the answer from the students  -Make students ask anything about dialog and discuss with them to find out the answer  -Set the player last time to make students understand |

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| Post Task | | | |
| Title: Get into the new world | | Aims:-To be able to use in specific situation by demonstration -To make sure students understand clearly | Materials: -Worksheets |
| Time | Set Up | Students | Teacher |
| 20mins | Whole class  In pairs | -Make the new situation by using the vocabulary or sentence in the dialog in pairs  -Can make conversation with key sentence, explain the new word to the other students or any activity with the dialog  -Be sure understand that they learned  -Demonstrate in front of the class | -Let students make activity with using the dialog in pairs  -Get the questions while they make conversation and check they understand well or not  -Make students demonstrate in front of the class  -Make sure they understand clearly |

# Worksheet

**Have you ever been late because of bad traffic?**

Brian: Sorry, I’m late. It took me forever to get here. I was \_\_\_\_\_ \_\_ \_\_\_\_\_\_ for two hours.

Gina: That’s how it is on Friday evenings.

Brian: Tell me about it. \_\_\_ \_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the way.

Gina: Yep, the \_\_\_\_\_\_\_\_ get \_\_\_\_\_\_\_\_\_\_ during \_\_\_\_ \_\_\_\_.

Brian: Besides, there was an accident on one of the bridges. That was slowing down traffic even more.

Gina: Really? I guess that made it worse.

Brian: I’ll definitely leave a little earlier next week.

Gina: You should try to do that. If you leave an hour earlier, you’ll be able to \_\_\_\_ \_\_\_\_ \_\_\_\_ traffic.

Brian: Good point. So, shall we get started?

Gina: Don’t you want to \_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_ first? Help yourself to a cup of coffee.

Brian: Thanks. I’ll \_\_\_\_ \_ \_\_\_ real quick.

**Make your something to demonstrate using the dialog with your partner.**

# Materials

[](http://upload.wikimedia.org/wikipedia/commons/3/3c/Peak_hour_traffic_in_melbourne.jpg)

[](http://www.shutterstock.com/subscribe.mhtml)