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| **Listening Lesson Plan** | | | | |
| **TITLE** | Pet peeves | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| A-RA CHO | Intermediate | 10 | Adult | 50 min |

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| **MATERIALS** |
| * Audio file and audio file players with speaker or computers with Internet access * Listening activity worksheet (10 copies)   #1: Vocabulary list and Fill in the blanks  #2: Listening Comprehension Questions  #3: Speaking challenge   * Script of the interview (10 copies) * Writing worksheet (SOS plan or homework - 10 copies) * White board and board markers |

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| **AIMS** |
| * To practice listening to interview of people from different countries. * To learn vocabulary and idioms used in real-life by completing the fill in the blanks worksheet. * To enhance listening comprehension skills by answering comprehension questions on a worksheet. * To practice speaking by sharing their own pet peeves with partners. * To predict or guess classmate’s pet peeves by comparing with their own experiences. |

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| **LANGUAGE SKILLS** | |
| Listening Reading Speaking  Writing | Dialogue of two persons about pet peeves and other student’s own pet peeves.  All exercises in the worksheets and a script of the interview.  Verbally answering questions during pair or group work.  Answering worksheets and doing an extra activity (SOS plan or homework). |

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| **LANGUAGE SYSTEMS** | |
| Lexis Phonology Function | Words and idioms commonly used in describing emotions and situations. New vocabularies and pronunciation during listening and speaking exercises.  Complaint about student’s own feelings and sharing their experiences. |

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| **ASSUMPTIONS** |
| 1. Students have bad feelings as well as good or positive emotions. 2. Students might not know the exact meaning of the word ‘pet peeve’ or they have never heard about it before. 3. Students as adult learners have previous experiences complaining about what bothers them a lot and express their own suffering. 4. Students already know the teacher’s style of teaching and the pace of the course. |

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| **ANTICIPATED ERRORS AND SOLUTIONS** |
| 1. Students may have hard time coming to think of their real pet peeves  * Start with explaining and giving some examples or clues.  1. Students may not be able to pick up details from listening  * Chunk the listening (pause-play-pause-play) after playing the whole audio file first.  1. If time is short and students might need more time  * Cut post-activity short and only ask 2 or 3 students to share their experiences about pet peeves.  1. If students finish their activities earlier than expected  * Teacher makes a Plan B like using the SOS plan to foster student’s writing skills. |

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| **REFERENCES**   * www.google.com * [www.elllo.org](http://www.elllo.org) * http://learning.blogs.nytimes.com/2009/11/16/cant-complain-writing-about-pet-peeves/ |

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| **LEAD-IN** | | |
| **MATERIALS**  White board, white board markers | | |
| **TIME** | **SET UP** | **PROCEDURE** |
| 5 min | Whole class | Hello everyone, how was your weekend?  Last week, we’ve learned about what we like the most and our preferences. (reviewing the previous topic)  (Elicit the negative expressions about feelings and situations from student’s past experiences)  So today, we are going to listen to interview about ‘pet peeves’. Have you heard about that word? Ok, don’t worry about it. You’ll get it after this class. Before we listen to dialogue, we will learn some vocabularies and Idioms the speakers use. |

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| **PRE-ACTIVITY** | | |
| **MATERIALS** Listening worksheet - #1: Vocabulary list and fill in the blanks, White board, white board markers | | |
| **TIME** | **SET UP** | **PROCEDURE** |
| 3 min | Whole Class | Instruction  (Distribute the vocabulary worksheets and introduce the task.)  First of all, guess the meaning of the vocabularies. And then match the right words or idioms within the sentence. You have 7mins to read and fill in the blanks.  Demonstration  Look at No.1. “When you get mad or crazy, what are you going to do? You try to… right, control yourself!” So put ‘control myself’ in the box in that sentence.  -Elicit the meaning from the student.  -Explain the meaning if necessary  CCQ  How much time do you have?  What do you write in the empty box? |
| 7 min | Individually | Monitor discreetly. Answer students if they ask questions.  Give time warning : 30 seconds left  Be flexible with time to give extra minute if they need it.  Check answers. |

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| **MAIN ACTIVITY** | | |
| **MATERIALS** Audio file, Listening worksheet - #2: Listening Comprehension questions, #3: Speaking challenge | | |
| **TIME** | **SET UP** | **PROCEDURE** |
| 8 min | Whole Class | 1.Listening for the main idea(general understating)  Instruction  Put your pens down and focus on listening to the speakers once. Imagine the situation that speakers talking about and describe it in your mind.  CCQ  What are you supposed to do now?  How many times do you listen to?  (Play the whole audio file once) |
| 12 min | Individually | 2.Listening for details  Instruction  Do you want to listen again? OK, now listen to the speakers one by one this time. Answer the questions on the worksheet as you listen.  (Distribute the comprehension question sheet)  CCQ  What are you going to do now?  (Play the audio file again, in chunks (pause-play-pause-play) for students to add more information and allow them to take a note if necessary.) |
| 10 min | Pairs | Now compare the answers with your partner.  Discuss and share your own experience about the topic each other. Before you start, think about the response of the questions on a speaking challenge sheet.  (Distribute the speaking challenge sheet)  CCQ  Whom are you going to discuss with now?  Before you start, what do you have to think about?  -Monitor actively by participating in the pair discussions.  -Encourage students to make their own dialogue making use of the vocabulary that they’ve learned today. |

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| **POST-ACTIVITY** | | |
| **MATERIALS** Script, writing worksheet(SOS plan or homework) | | |
| **TIME** | **SET UP** | **PROCEDURE** |
| 7 min | Whole Class | 1.Free production  Instruction  What did you find out through the discussion? What is the difference between you and your partner? Do you have an experience in common with your partner? Now you discuss with your whole group. You have 3 minutes.  CCQ  How long are you going to discuss?  -Monitor actively by participating in the group discussions.  -Share students’ opinions and ask for feedback.  2.Conclude lesson  Elicit today’s vocabularies for students.  Give homework  Make students use sentences with idioms learned today.  Good job today! See you tomorrow and have a nice day! |

**Listening worksheet #1**

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| **VOCABULARY** |

**Pet peeve**

-Can you tell us some of your pet peeves?

A pet peeve is something that bothers you. An irritating experience caused by others in which you cannot control. Notice the following:

1. My pet peeve is people not washing their hands before they touch food.
2. Checking your phone while talking to someone is one of her pet peeves.

**Control myself**

-I can barely control myself when I’m in these situations.

When you control yourself, you control your temptations or anger. Notice the following:

1. I was so upset I could not control myself.
2. I really want that chocolate, but I can control myself.

**drive people mad**

-The bus situation can really drive people mad

When you drive people mad, you bother them with your behavior. Notice the following:

1. It drives me mad when people talk when chewing.
2. It drives her mad when her roommate does not clean the kitchen after cooking her dinner.

Note: Drives me crazy = Drives me mad.

**get under my skin**

-It just get under my skin.

When something gets under your skin, it annoys you or upsets you. Notice the following:

1. His comments are getting under my skin.
2. It is very easy to get under her skin.

**make or break**

-It’s simple bus etiquette that can make or break your day.

*Make or break* refers to outcomes that determine if something succeeds or fails. Notice the following:

1. Getting a seat on the bus can make or break my day.
2. Passing this test will make or break my ability to get into college.

**common courtesy**

-Why are they ignoring common courtesy?

A common courtesy is a polite action all people are expected to do. Notice the following:

1. Sending a thank-you note for a gift received is common courtesy.
2. Holding the door open for people behind you is a common courtesy.

**common sense**

-You would think it’s common sense.

Common sense is something everyone is expected to know. Notice the following:

1. It is common sense that the mall is busy during holidays.
2. His lack of common sense cost him his job

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| **FILL IN THE BLANKS** |

Work individually to fill in the blanks with the correct vocabulary words.

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| make or break • drives me • control myself  under my skin • pet peeve • common courtesy |

양식의 맨 위

1. I try to  when I get mad.
2. People smoking near kids  mad.
3. She like to get .
4. Saying thank you is a .
5. This deal can  our business.
6. My biggest  is people who talk too loud.

**Listening worksheet #2**

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| **LISTENING COMPREHENSION QUIZ** |

양식의 맨 아래

Answer the following questions about the interview.

1) He gets mad at people talking \_\_\_\_\_ . http://elllo.org/english/1301/blank.gif

a) loudly  
b) to him  
c) on their phone

2) It bothers him when people do not \_\_\_\_\_ . http://elllo.org/english/1301/blank.gif

a) share their seat  
b) exit quickly  
c) move to the back

3) He spends about \_\_\_\_\_ on the bus. http://elllo.org/english/1301/blank.gif

a) thirty minutes  
b) an hour  
c) ninety minutes

4) Abidemi has \_\_\_\_\_ pet peeve. http://elllo.org/english/1301/blank.gif

a) a different  
b) the same

5) They talk about common \_\_\_\_\_ . http://elllo.org/english/1301/blank.gif

a) sense  
b) courtesy  
c) knowledge

**Listening worksheet #3**

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| **SPEAKING CHALLENGE** |

Answer and discuss the following questions with the class.

Q1 What is your pet peeve?

A1

Q2 What else drives you mad?

A2

Q3 Are you good at controlling yourself?

A3

Q4 Who can get under your skin?

A4

Q5 Will knowing English make or break your career?

A5

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| **WRITING(SOS PLAN or HOMEWORK)** |

Write your views on the following questions.

1. Describe the most annoying situation that you have ever suffered from.

2. What do you usually do when you encounter a scene that makes you irritated?

3. Where do you want to go in order to escape from the situation you mentioned above?

4. Do you have any special way to deal with your pet peeve? How?

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| **SCRIPT(2:30 min)** |

**Abidemi**: So Jeremy, can you tell us some of your pet peeves, things that people do that drive you crazy?

**Jeremy:** Well, I would say I’m, for the most part, a pretty positive person and pretty open-minded. But there are some situations that sometimes I can barely control myself when I’m in these situations. And one of these situations is riding local transit. So either a subway or a bus. I spend a long time in Vancouver, in Canada. And the bus situation there is something that can really drive people mad because it’s simple bus etiquette that can make or break your day.

And things like people talking on their phone or people clipping their toenails on the bus or people not moving to the back of the bus so that there’s no room and people don’t get on the bus because the bus driver doesn’t ask them to move back. It’s just a non-stop list of things that just get under my skin when it comes to the bus. And it seems like a small thing but I don’t have a car and I rely on the bus to get to and from work every day. So it’s a place where I spend more than an hour of my time. And that’s an hour of my time that can either be spent in relaxation and maybe thinking or sleeping. Or it’s an hour where I can spend just sort of having these really, really, nasty thoughts go through my head about why are people oblivious, why are they ignoring common courtesy.

So for me, I know it’s a small thing but it’s something that can really either make or break my day.

**Abidemi:** I think I know what you mean when you mentioned about people not moving to the back of the bus. You would think it’s common sense but like somebody said, common sense is not so common anymore. Maybe that’s it because that just drives me crazy too. I’m like, “Just move back. If you were outside the bus, you would want to get on too, wouldn’t you?” So yeah, I definitely—I understand what you mean on that one.

**Jeremy:** Yeah. I think it’s a matter of before you get on the bus then, it’s almost chaos to get on the bus but once you’re on the bus then it’s all over then you’ve made it and now, you don’t have to care about other people anymore.

**Abidemi:** That’s true.

**Jeremy:** Yeah.

**Abidemi:** Thank you.