**Listening Lesson Plan**

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| **Listening Class** **To access about specific topic different everyday life listen dialogue**  |
| INSTRUCTOR | S’s LEVEL | AGE GROUP | NO of S’s | LENGTH |
| Christina | Intermediate | College(20-27) | 20 | 50 min |
| **Materials:** Vocabulary flashcards, white board, markers, matching worksheet, question worksheet, audio files |
| **Aims:**For students to be able to identify and understand passages through listeningFor students to be able to recognize and utilize vocabulary words commonly used in news articles about the conflict in the Middle East |
| **Vocabulary skill:** Listening Students will listen to native speaker speed and pounce.Writing Students will writing worksheet when being answer by other students  and during their group study.Reading Students will read about worksheet and partner answer.Speaking Students will be discussing homework and questions with partners. |
| **Language System:** Discourse Students worksheet and homeworkLexis Students will be learn specific wordGrammar Students will be listening the correct grammar audio.Phonology Students will be listen the native speaker sound.Function To access and understand listen English about specific topic |
| **Assumption:** Students have a basic understanding of current events surrounding the war in the Middle East and have completed their homework prior to class??  |
| **Reference:** Goole |
| **Notes:** (this is where you write any other concerns or notes that the teacher has to think about when doing the lesson) |
| **PRETASK TITLE: Homework Check and Warm-up** |
| Aim: To check the homework and have the students begin thinking about the context and situations where the new vocabulary words would be used | Materials: Homework reports (students bring, will have written key points about the conflict in the Middle East and Iraq) |
| **Time** | **Set Up** | **Students** | **Teacher** |
| 10 min | Small Groups | Discuss report topics and content with their small groups | Checks homework,Monitors discussions (teacher look around in class) |
| Notes: If didn’t homework student for now conversation together |
| **Task Preparation Title: Vocabulary Introduction** |
| Aim: For students to understand and recognize vocabulary words | Materials: vocabulary flashcards, audio files, computer (to show pictures) |
| **Time** | **Set Up** | **Students** | **Teacher** |
| 3 min | Class | Try to guess vocabulary word based on the pictures | Show pictures, lead discussion |
| 3 min | Class | Learn the correct meanings of the vocal words | Show pictures and words, describe meaning |
| 5 min | Class | Listen and practice pronunciation | Play the audio recording |
| **Task Realization Title: Audio Listening Activity** |
| Aim: recognizing and understanding speech at different speeds | Materials: Audio recordings, worksheet (matching) |
| **Time** | **Set Up** | **Students** | **Teacher** |
| 3 min | Individual | Listen to the medium audio and select the matching paragraph | Set up the audio, Play the audio, Monitor |
| 3 min | Class | Students discuss listening answers and content | C.C.Q.Lead discussion |
| 3 min | Individual | Listen to the fast audio (native speaker pace) | Set up the audio, Play the audio, Monitor |
| Notes: before play the audio share the worksheet. |
| **Post Task Title: Listening and Speaking Practice Worksheet** |
| Aim: For students to be able to use and comprehend the vocabulary words effectively in conversation | Materials: worksheet (Questions), White board, Marker |
| **Time** | **Set Up** | **Students** | **Teacher** |
| 5 min | Individual | Students write questions using vocabulary words | Show example of questionMonitor |
| 10 min | Pairs | Students discuss questions with partners and write partner’s answers | Monitor |
| 4 min | Class | Students listen to fast audio and check the answers together | Play the audioLead discussion |
| 1 min | Class | Give papers to the teacher | Collect the papers and check for errors |
| Notes: Discussion time if student finish earlier than expectation Teacher immediately next plan and give more listen time or have a question like what do you writes the question and the answer. |