Listening Lesson Plan

Hey! Taxi!

Instructor: Grace Lee	Level: Upper intermediate	Students: 8	Length: 50 minutes

Materials:
A picture (for eliciting)
A CD and a CD player
Comprehension questions (a table chart) & Vocabulary pre-check sheets (8 copies)
A map and a script for demonstration
Sheets including two giant boxes for drawing a map and making a dialogue(4 copies)

Aims:
SWBAT…discuss transportation and apply it to their actual life by listening to the conversation, describing what happens between a taxi driver and a passenger and making dialogues on their own.
SWBAT…guess key information contained in the recording.
SWBAT…identify some vocabularies in terms of transportation use
SWBAT…use filler words naturally only to have an authentic conversation in real-life situation

Language Skills:
Reading: Reading the vocabulary description and the script for demonstration that the instructor has already made firsthand.
Writing: Writing information of what learners have listened in the table, filling proper vocabularies in the blanks, and creating a conversation dialogue.
Listening: Listening to the talk from the recording, and the teacher instruction and students' ideas.
Speaking: Discussing what happens in the recording, sharing Ss' ideas about making their own dialogue and presenting it in front of classmates.

Language Systems:
Function: Information about the taxi fare and Recommendation of a fancy place to a passenger
Lexis: Learning new words and grouping verbs with appropriate prepositions
Phonology: Monitoring Ss' pronunciation

Assumptions:
Students already know
➔ All Ss are at an upper intermediate level.
➔ Ss can make a full sentence in writing.
➔ Ss already know teacher's teaching style
➔ Ss can have a short English talk each other.

Anticipated Errors and Solutions:

Making a dialogue might be tough and burdensome for students. To solve the problem, the teacher will suggest some interesting situations.

Just in case some students do vocabulary pre-check activity wrong way, the teacher could monitor how they work it on and if they do, the teacher may correct the errors.

If time is running out but students are yet to be done, let students know time is short and get it done as quick as possible.

If the teacher and students have time on their hands even though going all the contents through, the teacher could make a short review and ask about students' taxi ride experience.

References:

Listening scripts & activities : DavisRandall. (1998-2015). "esl-lab". Randall's ESL Cyber Listening Lab: http://www.esl-lab.com/taxi1/taxird1.htm

Listening activities :
Jo McDonoughShaw, Hitomi MasuharaChistopher. (2013). "Materials and Methods in ELT" (third edition). West Sussex, UK: WILEY-BLACKWELL.

Lead-In		
Materials: A PPT slide, Screen, One picture (Taxi Ride)		
Time	Set Up	**<Procedure>** Before class, T checks all the settings for the class are well prepared. (*Listening class description on the board, Screen & Remote control operation, Blown-up PPT slide, Activity materials, a Horeshoe seating arrangement.*)
40seconds	T-S	**<Greetings>** T starts with a smile and makes eye-contact, waiting until Ss stop chatting and get attention to T. T: " Good morning, How are you today?"
	S-T	Some Ss would respond positively, but others wouldn't (*T nods and confirms if Ss are quite okay.*)

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3minutes	T-S Ss are seated in a horseshoe seating arrangement.	**<Eliciting>** T shows a blown-up image on a PPT slide to Ss. T: "Let's take a look at the screen first. Can you see a taxi driver and a passenger? (*Ss nodding*) As you see, what do they seem to talk about?
	Whole class	(*One S response : maybe about the place a man wants to get?*) Yes, it could be (T puts what S says onto a board. Another S response : They seem to talk about the taxi fare?. This way, T leads Ss to bring out their imagination)
	T-S	T: "I think we have enough. We'll move on a next stage."

Pre-Activity		
Materials: Vocabulary pre-check sheets (regarding the Listening passage)		
Time	Set Up	**Procedure:**
2minutes	T-S	I . Vocabulary Pre-Check **<instruction>** (*Distribute vocabulary pre-check sheets which lead contextual guessing with sentences including blanks, a list of words in a box and some related pictures.*) T : "We are going to have a sentence and vocabulary Matching . Fill in the blanks by looking over a list of words and discussing how to match with the words and sentences. You guys should do group work (*gesture for making two groups*) four of you and four of you. Alright. You'll have 5 minutes. Just to clarify, I don't recommend you to look up a word on a dictionary. Let's start."
3minutes	T-S	**<demonstration>** T: "Before you guys get it on, Let's have a look at no.1 as an example. You see the picture? the man who's skiing"
	S-T	(*T asks one student to read out no.1 sentence.*) S: "My brother has skiing _____. His posture seems very professional and he has never fallen on a ski slope."

	T-S	T: Ok, so, what idiom should be put in this blank? (*some of Ss have some time to think of it and the others say words randomly. It happens one of them who knows the word would say the answer, "down to an art".*) (*T gives praising and brings another example sentence for contextual guessing onto the board.*)
	Whole class	**<ICQ>** Do you have 7minutes in group work? (*No.*) I said, you guys should look up a word on a dictionary, right? (*No.*)
5minutes	S-S	(*Ss discuss it and fill in the blanks.*) (*T monitors how they work it on and if some have questions about words, T could give them synonyms of the words.*)
3minutes	T-S	T : "Ok, please wrap up what you're doing now and let's just share the answers." (*T reads out a sentence and Ss respond the anwer for it instantly. If it's not a correct answer, T could make it right with an explanation. This way, T keeps working on the rest of the sentences.*)

Main Activity

Materials: a CD, A CD player, Board, Comprehension questions sheets (8copies)

Time	Set up	**Procedure:**
	The recording (1:39)	Set up a CD player. T puts two guiding questions on a board. <u>Ⅰ. Listening to the recording</u> **<Guiding Questions>** 1. What time National Museum of Art closes? 2. How much the taxi fare would it be except for a tip?
1minute	T-S	**<Instruction 1>** T: "This time, you'll listen to the recording about taxi ride. Before that, please look at these two guiding questions. You are able to predict what a taxi driver and a passenger would talk about, considering these questions. Let's get it started."
	Whole class	**<ICQ>** The conversation happens between a bus driver and a passenger, right? (No.)

2minutes		Do you need to know the taxi fare including a tip? (No.) Does the National Museum of Art close? (No./We don't know it yet.) *(After listening to the recording(1:39), T asks the questions on the board to Ss and they answers for them on the spot.)*
1minute	T-S	<u>Ⅱ. Comprehension Questions</u> **<Instruction 2>** *(T passes comprehension questions sheets to Ss.)* T: "You'll see a table chart. The first row is arranged with comprehension questions. Accordingly, You need to fill with the answers in the second row. You'll do group work again. You'll have 5minutes. Let's start now."
5minutes	Whole class	*(5 minutes later, T replays the recording, pause it at some point and ask students what answer is.)*

Post Activity

Materials: PPT slide with a map and a script for demo , Sheets containing two giant boxes for drawing a map and making a dialogue(4 copies)

	Set up	**Procedure:**
1minute	T-S	<u>Ⅰ. Drawing a Map and Creating a Dialogue</u> **<Instruction>** *(T distributes 4 copies of sheets to Ss.)* T: "This time, you'll all create your own dialogue imagining you get in a taxi. So, the first thing you should do is with your partner, to search for where one person in each pair group live by a google map. Plus, draw a simple map in the fisrt box on the paper, mark where to go and make an interesting conversation in another box. Also, you should have within 6 lines in your dialogue. It's completely okay to use some expressions we've learned. You'll have 13minutes. Let's do it."
2minutes	T-S	**<Demonstration>** *(T shows a blown-up PPT slide to have a map and a script for demonstration. T asks two students to act out with the script.)*
	S-S	A Taxi driver : where to?
		A passenger : I actually want to get Cherry blossom movie

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		theater. Is it available?
		A taxi driver : Hop in! I'll surely let you get there.
		A passenger: Thanks, hwww....... It's the hottest weather I've ever had today.
		A taxi driver : I know. It's horribly hot. By the way, you have a date there? You seem dressed up.
		A passenger: Oh yeah. This is my very first date entire life. I mean, it's like once in a lifetime chance for me. So, I've booked two tickets for horror movie, "Walking dead" and I'll actually escort my girlfriend to Burger king to eat some burgers.
	Whole class	**<ICQ>** Do we draw a picture of a taxi driver and a passenger?(No.) Do we have 13 minutes? (Yes.)
13minutes	S-S T-S	(*Ss look up their place on a google map and share ideas.*) (*T monitors how they work and T suggests interesting situation for help to some students who doesn't seem to work well.*) (*T lets them know one minute has left.*)
6minutes	Whole class	(*T asks Ss to do role-play with their dialogues. Ss would be up front, present their production by acting and share feedback one another.*)
1minute	Whole class	Ⅱ. Conclude Lesson **<CCQ>** When we pull over a car, we continue on driving it, don't we? (*No, we stop the car actually.*) Do we call the tallest building in a city as skydiving? (*No, it's skyscraper!*) T: "Alright. You all thumbs-up! Tomorrow we will go for a speaking class! Thanks all!"

Listening Script

Passenger: Hey Taxi! Ah great. Thanks for pulling over.

Driver: Where to?

Passenger: Well, I'm going to the National Museum of Art, and . . . .

Driver: Sure. Hop in. No problem. Hang on!

Passenger: Uh. Excuse me. How long does it take to get there?

Driver: Well, that all depends on the traffic, but it shouldn't take more than twenty minutes for the average driver. [*Oh*]. And I'm not average. I have driving down to an art, so we should be able to cruise through traffic and get there in less than twelve minutes.

Passenger: Okay. Uh, sorry for asking [Yeah?], but do you have any idea how much the fare will be?

Driver: Oh, it shouldn't be more than 18 dollars . . . not including a . . . uh-**hum** . . . a tip of course.

Passenger: Oh, and by the way, do you know what time the museum closes?

Driver: Well, I would guess around 6:00 O'clock.

Passenger: Uh, do you have the time?

Driver: Yeah. It's half past four. [*Thanks*] Uh, this IS your first time to the city, right?

Passenger: Yeah. How did you know?

Driver: Well, you can tell tourists from a mile away in this city because they walk down the street looking straight up at the skyscrapers.

Passenger: Was it that obvious?

Driver: Well . . .

Passenger: Oh, before I forget, can you recommend any good restaurants downtown that offer meals at a reasonable price?

Driver: Umm . . . Well, the Mexican restaurant, La Fajita, is fantastic. [*Oh*] It's not as inexpensive as other places I know, but the decor is very authentic, [*Okay*] and the portions are larger than most places I've been to.

Passenger: Sounds great! How do I get there from the museum?

Driver: Well, you can catch the subway right outside the museum. There are buses that run that way, but you would have to transfer a couple of times. And there are taxis too, but they don't run by the museum that often.

Passenger: Okay. Thanks.

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Vocabulary Pre-Check (A Sentence and Vocabulary Matching)

Pulled over	Cruised
Décor	
Fantastic	Down to an art
Skyscraper	

1. My brother has skiing _____. His posture seems very professional and he has never fallen on a ski slope.

2. The teenagers _____ around town in their dad's new car last night.

3. The museums in this part of the city are _____. You'll love them.

4. The taxi _____ and let us out near the train station.

5. This restaurant's _____ is very authentic. Everything - the tables, wall hangings, and lightening - looks so real.

6. The city has decided to build a new _____in the downtown area.

Vocabulary Pre-Check (A Sentence and Vocabulary Matching)

Answer Sheet

1. down to an art

2. cruised

3. fantastic

4. pulled over

5. décor

6. skyscraper

Comprehension Check (a table chart)

A Taxi Driver	How much time can he get the National Museum of Art?	How could he know a passenger is a tourist?	What does he actually say about which transportation the most accessible to the Mexican restaurant is?
A Passenger	Why does he ask about how much the Taxi fare would be?	Why does he use a taxi to get the museum except for other transportations?	How does he feel when a taxi driver says, "This is your first time to the city, right?"

Comprehension Check (a table chart)

Answer Sheet

A Taxi Driver	How much time can he get the National Museum of Art?	How could he know a passenger is a tourist?	What does he actually say about which transportation the most accessible to the Mexican restaurant is?
	Less than 12 minutes	A passenger may be looking out the window to see skyscrapers in a taxi.	The subway
A Passenger	Why does he ask about how much the Taxi fare would be?	Why does he use a taxi to get the museum except for other transportations?	How does he feel when a taxi driver says, "This is your first time to the city, right?"
	He may be worrying about the expensive fare. / He may want to give him the fare at a reasonable price.	Because he is a tourist, the way to go museum is quite new for him. / He may think the museum would close soon.	He may feel a little embarrassed.

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Creating Conversation
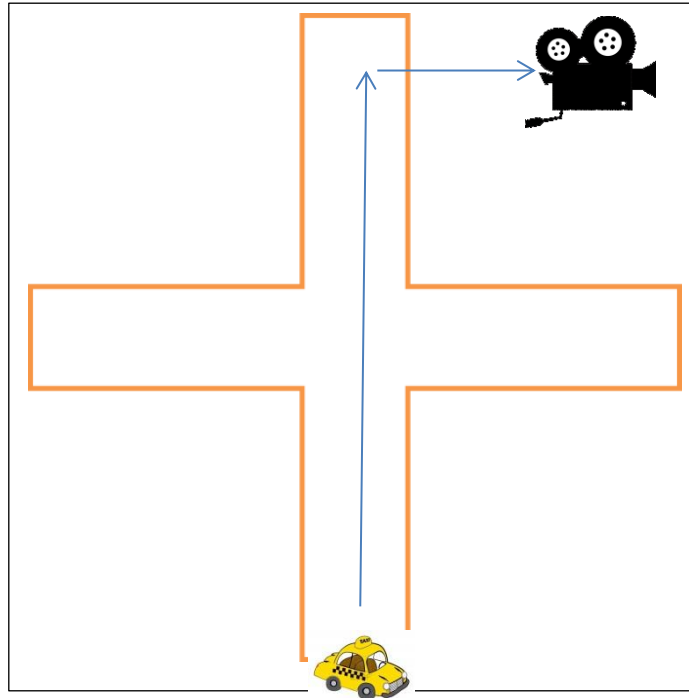
A taxi driver : where to?

A passenger : I actually want to get Cherry blossom movie theater. Is it available?

A taxi driver : Hop in! I'll surely let you get there.

A passenger: Thanks, hwww. It's the hottest weather I've ever had today.

A taxi driver : I know. It's horribly hot. By the way, you have a date there? You seem dressed up

A passenger: Oh yeah. This is my very first date entire life. I mean, it's like once in a lifetime chance for me. So, I've booked two tickets for horror movie, "Walking dead" and I'll actually escort my girlfriend to Burger king to eat some burgers.

Creating Conversation