

# Listening Lesson Plan

How much is it?

Instructor:  
Emma

Level: Upper  
Pre-Intermediate

Students: 10

Length: 50 minutes

## Materials:

- White board, markers
- MP3 file, MP3 player and speaker
- Pictures (for eliciting)
- Worksheets (10 copies)
- Big paper (2 pieces)

## Aims:

- SWBAT acquire common English expressions related shopping by listening mp3 file, writing and drawing the shopping situation.
- To learn vocabularies related shopping by listening mp3 file, filling in blanks on the worksheet and checking the answer with partners.

## Language Skills:

- Reading: Reading the dialog on the worksheet, Ss' examples and stories.
- Writing: Writing the key sentences or words in a big paper, filling in the blanks on the worksheet.
- Listening: Listening to the Talks/dialogs from the Mp3 file, Ss' idea and stories
- Speaking: Sharing their experience and discussing for the answer with partners.

## Language Systems:

- Lexis: new vocabularies related shopping
- Phonology: monitoring Ss' pronunciation
- Function: use expressions in a role playing and create new sentences for smooth conversation.

## Assumptions:

Students can already;

- The Ts style of teaching and the pace of the course.
- How the class is set up and run.
- Students are High school students. (Gender ratio\_5:5).
- Students can express their simple ideas and opinions simply. .
- Students are kinesthetic and auditory learners.
- Students get along with each other.

**Anticipated Errors and Solutions:**

- If some students have some difficulties to share their shopping experience
  - > T involve in the conversation and share T' experience first slowly and clearly.Ss can listen and copy some words that they can use to make their stories.
- If some students can't find the answer on their worksheet.
  - > Let the other team members help them.
  - > Play mp3 one more time
- If time is short
  - > Skip writing the key expressions on the board, but Ss just underline the important expressions on the worksheet.
- If Ss finish their tasks earlier than expected
  - > Have a Role playing, read the dialog on the worksheet.
  - Ss can put other words what they want to make new within the blanks.

**References:**

- Joann Rishel Kozyrev (2002) *Talk It Up*- Student Book 1, Unit 3
- Listening file and script at <http://www.esl-lab.com/>

Lead-In		
Materials: Pictures, Board and Markers		
Time  5min	Set Up  Whole class  Ss are seated in two groups.	<b>Procedure:</b>  <b>&lt;Greeting&gt;</b>  <i>T: Good morning everyone! How are you feeling today?</i> (T begins by smiling and making eye contact, T can have a small talk in just 1 minute. It's doesn't matter if all students don't give attention to Ts' talking.)  <b>&lt;Eliciting&gt;</b> <i>T: OK, Let's keep talking today. I want you all to tell me what comes to your mind about this picture.</i> (T Attaches the picture on the board. Ss can speak all thing about it then, T repeat their answers and led them to talk freely)  <i>T: Can you guess that is the topic for today?</i> (Anticipate Ss to answer, "shopping!") (If they not guess at first, give another picture that really show the topic directly. Ss might catch the topic easily.)

Pre-Activity		
Materials: (None)		
Time  4min	Set Up  S-S        Whole class	<b>Procedure:</b>  <b>Sharing experience.(Discussion) _ CLM</b> <b>T Instructions</b> <i>I'm sure you guys pretty like to go shopping. I'd like you to share your own experience with your partner. A question is... What is the best item among that you have bought? How did you get it?</i>  T can write the questions on the board. After 4minutes that they share their experiences, T shares her own experience with all Ss first. And then, Ask them to share their story with all, too.

Main Activity		
Materials: MP3 file, player, 2 pieces of big paper, 10 copies of worksheet, markers, white board		
Time	Set up	<b>Procedure:</b> Set up the MP3 player
3min	Whole class	<b>Activity 1_ Listening without any action</b> Set up the big paper to each group and markers on the desk. But let them do nothing with that.  <b>T Instructions</b> <i>You two group have a big paper that you can write or draw anything. But, in this time just put your hands down, and just listen. You will listen a short conversation one time and please imagine the situation in your mind. You don't need to speak or discuss about it.</i>  (T be ready to press Play button.)  <CCQ> - Do you have to write down something about dialog now? ( No.) - Can you talk about the dialog with your partners? (No.) - How many time will you listen this MP3 file? (Just one!)
15min	Group working	<b>Activity 2_ Listening with drawing and writing</b> Play the listening file one more time. While listening, Ss can draw and write all things that they imagine about the conversation. Ss Use colorful markers and are given enough time to fill the big paper.  <Give Example> _ Realia T shows a example paper that a pre-class has done with the second activity but, different dialog. Just take off after short instruction. T need to help Ss to do work it their own way.  <b>T Instructions</b> <i>Have a look at it. Now You are given enough time to do anything about the dialog in the paper. Work together in your group.</i>

10min	Whole class	<b>Activity 3_ Explaining and comparing the work of each team.</b> <b>T Instructions</b> Now come out and attach your each paper on the board. I want you to compare each work. So, who want to come out and explain the dialog in your paper?  T can correct the spelling or sentences on the paper after S explains it. But it doesn't need to be perfect in contents.
5min	Pairs	<b>Activity 4_ Filling out blanks on the worksheet.</b> Let Ss listen the mp3 in third time and give time to fill out the worksheet. Working in pairs is better.  <b>T Instructions</b> <i>Play the dialog one more time. In five minutes you fill in the blanks on your worksheet and make your choice in all questions. Ready? Go.</i>  <CCQ> - How many minutes do you have to do it? (5 minutes!) - Should you hide your answer from your partner? (No.)  If Ss do it slow then you thought, you can just skip giving the answers since the questions are easy and they can correct each other. Or T can look over and help each student to be right in 5 minutes
<b>Post Activity</b>		
Materials: White board, Markers		
Time	Set up	<b>Procedure:</b>
5min	Whole class	<b>Activity_ Getting some key sentences and words.</b>  <b>T Instruction</b> <i>Good job, guys! During your work I'm sure you catch some sentences and words that are very useful and important in Shopping situation. Now you have 5minutes, everybody stand up and write the things on the board. Useful and important sentences and words, please. Here is marker.</i>

4min	Whole class	<p>&lt;CCQ&gt; Can you write about watching movie? (No.)</p> <p>Ss can remind the sentences and words from the dialog or can make new one. As Ss write the answer on the board, they can check the others answers and take a note in their student book.</p> <p><b>Conclude lesson</b> Take a look the white board and the big paper that they have worked.</p> <p>&lt;Get feedback&gt; _ making Ss relax and back on the lesson. - <i>Could you catch the key expressions that you can use for shopping?</i> - <i>Are you going to use these English expressions when you go shopping?</i> - <i>Did you have a fun today?</i></p> <p><i>So I hope you enjoy your shopping in English after this time. Good job everyone! See you tomorrow!</i></p>
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