#### Listening Lesson Plan

**Shopping**

Length:

**50 minutes**

Students:

**10**

Level: **Pre-intermediate**

Instructor:

**Inkyoung**

**Materials:**

White board and board markers

Audio clip

Script (10 copies)

Answer the question worksheet (10 copies)

Fill in the blank worksheet (10 copies)

Students’ own clothes and shoes

**Aims:**

Students improve their listening skill by listening to real-life conversation

Students learn new vocabularies and expressions about the topic

Students learn how to use the vocabularies and expressions in their real-life situation

Students practice speaking in English by talking about the topic with a partner

**Language Skills:**

Speaking : repeating the script after the teacher, talking about their own experiences with partners

Reading : reading the script and the worksheets

Listening : listening to the audio clip and the teacher

Writing : answer the question worksheet, fill in the blank worksheet

**Language Systems:**

Lexis : words used in the script

Phonology : practice to pronounce clearly by repeating the script

Function : ask about opinions and express what i want

Discourse : commonly used expressions when someone is shopping

**Assumptions:**

All Students are adults

Students have had many experiences of shopping

Students know the teacher's teaching style and pace

**Anticipated errors and solutions:**

Ss may not be able to catch details from listening the audio clip

 >>> give them some time after listening one sentence (press "pause" button")

Ss may not be able to fill in the blank at once

 >>> have them listen again and again until most of them fill in the blank

some of shy Ss may not express that they didn't understand what teacher said

 >>> give them comprehension check questions

if the time is short (Ss need more time to do their worksheets)

 >>> cut off the time for asking individual questions to every S. instead of that, give Ss some time to ask and answer questions with partners

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| **Lead - In**  |
| Materials: Students’ own clothes and shoes |
| Time4 minutes | Set UpWhole Class | Procedure:Good Morning, everyone. How are you today? All of you look great. (Pick one student)Jina, your shoes look nice. Where did you buy them?(Pick another student) Emy, when did you buy those jeans? Jenny, how often do you go shopping? (may continue for a minute)Interesting! Now can you guess what today’s topic is? What is today’s topic? Yes, today’s topic is shopping. We all enjoy shopping, don’t we? And even if we don’t, we often have to shop to buy things we need. Today, we are going to listen to a conversation which commonly used when you go shopping. You will learn many useful words and expressions. And it will help you to find your size or favourite colour more easily at the shop. Before we start listening to the conversation, we will have a look at some new vocabularies and expressions. CCQ  >>> What are we going to do now?  |

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| **Pre - Activity**  |
| Materials: White board and markers  |
| Time7 minutes5minutes | Set UpWholeClassPairs  | Procedure:**Introduce new vocabulary and expression** Here are some new words we use when we go shopping. (Write on the board) I want all of you to repeat after me. (After drilling) (Ask questions to elicit meanings of words from Ss)>>> Can you guess what “voucher” means? It is something we use for getting discount. >>> Can you guess what “haggle” means? We can see a lot of people haggling over price when we go Dongdaemoon shopping center. Here are some expressions. Repeat after me, please.<Asking for information>* Do you have them in black?
* Where is the changing room?
* Do you have the next size up?
* How much are these?
* Can I get some discount?

<Expressing what I want or what I think>* It feels too tight.
* It’s expensive.
* I will take these.

**Demonstration** Now, work in pairs, ask and answer questions to your partners using the expressions on the board. You have 5 minutes. CCQ >>>Are you working alone? >>>How much time do you have? (Walk around and monitor students carefully. If there are some students still hesitating, help them to start the activity. If someone pronounce wrong, correct it immediately.) |

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| **Main Activity** |
| Materials: Audio clip, worksheets, script  |
| Time3 minutes8 minutes5minutes3minutes12minutes | Set UpWhole ClassIndividuallyIndividuallyPairPair | Procedure:**Listen once: for general idea** InstructionEveryone, we have learnt related vocabularies and expressions, now put your pen down and listen carefully what they are talking about. You don’t have to write anything, just listen carefully and check if you can hear vocabularies and expressions we just learnt. CCQ >>>What do you have to check while you are listening? >>>Do you need a pen? (Play the audio clip once without pressing pause) (Ask some questions before giving out the worksheets)* Did you hear any words or expressions we had learnt? If you did, can you tell us what it was?
* Did you get the main idea of conversation? What was it?
* What are they doing?
* Where do you think those two people are?

(If students hesitate answering, pick up a few students)Very good. Now it’s time for the details. (Give out the fill in the blank worksheets)Ok, now I am going to play the audio clip one more time. I want you to fill in the blank while you are listening. If you can’t fill in a blank, it’s ok. Don’t worry about it, just move to the next one. We will work this together later.CCQ>>>What do you need to do while you are listening the conversation? >>>What should you do when you couldn’t fill in a blank? Do you have to keep thinking about it? (Play the audio clip again. Walk around and monitor the students to check if they can fill in the blank easily. If they can not, play it sentence by sentence using “pause” button)Has everyone finished to fill in the blank? (Give out the answer the question worksheets)Now we have listened the conversation and filled in the blank. We know the main idea and the detail of this conversation. There are 10 questions on the worksheet and I want you to write down the answers. Work individually, you have 5 minutes. CCQ >>>What do you have to do with this worksheet?>>>How much time do you have? >>>Are you working with your partner? (Walk around and see if the students get most of answers right)Has everyone finished? Ok, let’s check the answers together. Work in pairs, compare your answer with your partner. You have 3 minutes. (When the students finish comparing the answers with partners, give out the script. Have each student read a sentence loudly with correct pronunciation)Now I want you work with your partner to write a short dialogue about what would happen when you go shopping. You have to use vocabularies and expressions we learnt today. By doing this activity, you will learn how to use those vocabularies and expressions well in the real situation. When you finish writing a dialogue, take a role (customer or staff) and practice with your partner. Use your imagination. You have 12 minutes. CCQ>>>Are you working alone?>>>How much time do you have? >>>What do you have to use in the dialogue? (Walk around and monitor if they use the vocabularies and expressions properly. Check if there is anyone struggling. And correct errors immediately) |

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| **Post-Activity** |
| Materials: |
| Time3 minutes | Set UpWhole class | Procedure:**Close the lesson** **Today, we have learnt about various words and expressions for shopping. What we have learnt today is very useful in our real life and you can start using it from today. Why don’t you go shopping today or tomorrow? And tell me what happened when you come to my class next time. You don’t have to buy anything. Go window shopping as usual, and try to use what you have learnt today as much as possible.** **All of you have done a great job. See you next week.**  |

<Script>

Customer : Excuse me.

Staff : Hi, can I help you?

Customer : I'm looking for a pair of jeans. Do you have jeans?

Staff : Sure, what type of jeans would you like?

Customer : Just simple and slim-lined jeans.

Staff : How about these?

Customer : Oh, they look nice. Do you have them in black?

Staff : Wait a second, I will just check. What size do you usually wear?

Customer : I usually wear 26.

Staff : Here you are.

Customer : Where is the changing room?

Staff : The changing room is at the back of the mirror.

Customer : Thanks.

<Short pause>

Staff : So, how do they feel?

Customer : They feel fine. And I think I look slimmer with these jeans!

Staff : Yes, you really do! It suits you.

Customer : I will take these. And actually, I'm also looking for a jacket.

Staff : Oh, jackets are just over there. Is there any particular colour you have in your mind?

Customer : Umm.. maybe yellow or brown.

Staff : Why don't you try this on?

Customer : Oh, that one looks nice. I will try that on.

<Short pause>

Staff : Do you like it? How does it feel?

Customer : Umm..I don't know. It feels a little bit tight.

Staff : Oh, you don't have to be worried about it. It looks better when you wear it tight.

Customer : But it's too tight. Do you have the next size up?

Staff : Sure, here you are.

Customer : Yes, now I can breathe. It fits perfect now. I think I will take this one too. How much are these together?

Staff : It will be 250 dollars.

Customer : It's too expensive! Can I get some discount?

Staff : I’m so sorry, but we can not give you a discount unless you have the voucher.

Customer : Actually, I think I have one!

Staff : That’s great!

<Answer the question worksheet>

**Listening comprehension questions**

Q1. Where do you think these two people are?

Q2. What type of jeans is the customer looking for?

Q3. What size of jeans does the customer usually wear?

Q4. Where is the changing room?

Q5. How does the customer feel when she wears the jeans?

Q6. Does the customer want to buy the jeans?

Q7. What colour of jacket does the customer want?

Q8. How does the customer feel when she first wears the jacket?

Q9. What does the customer think about the price?

Q10. What does the customer need to get a discount?

< Fill in the blank worksheet>

Customer : Excuse me.

Staff : Hi, can I help you?

Customer : I'm looking for a pair of jeans. Do you have jeans?

Staff : Sure, what type of jeans would you like?

Customer : Just \_\_\_\_\_\_ and slim-lined jeans.

Staff : How about these?

Customer : Oh, they look nice. Do you have them in \_\_\_\_\_\_?

Staff : Wait a second, I will just check. What size do you usually wear?

Customer : I usually wear \_\_.

Staff : Here you are.

Customer : Where is the \_\_\_\_\_\_\_\_\_\_\_?

Staff : The \_\_\_\_\_\_\_\_\_\_\_ is at the back of the \_\_\_\_\_\_.

Customer : Thanks.

<Short pause>

Staff : So, how do they feel?

Customer : They feel fine. And I think I look slimmer with these jeans!

Staff : Yes, you really do! It \_\_\_\_\_ you.

Customer : I will take these. And actually, I'm also looking for a jacket.

Staff : Oh, jackets are just over there. Is there any particular \_\_\_\_\_\_ you have in your mind?

Customer : Umm.. maybe \_\_\_\_\_\_ or \_\_\_\_\_\_.

Staff : Why don't you try this on?

Customer : Oh, that one looks nice. I will try that on.

<Short pause>

Staff : Do you like it? How does it feel?

Customer : Umm..I don't know. It feels a little bit \_\_\_\_\_\_.

Staff : Oh, you don't have to be worried about it. It looks better when you wear it tight.

Customer : But it's too tight. Do you have the next size \_\_\_?

Staff : Sure, here you are.

Customer : Yes, now I can breathe. It fits perfect now. I think I will take this one too. How much are these together?

Staff : It will be \_\_\_\_ dollars.

Customer : It's too \_\_\_\_\_\_\_! Can I get some \_\_\_\_\_\_\_?

Staff : I’m so sorry, but we can not give you a discount unless you have the \_\_\_\_\_\_.

Customer : Actually, I think I have one!

Staff : That’s great!