

## Listening Lesson Plan

*Why do we enjoy sports*

**Instructor:**

**Level:**  
Level 3

**Students:**

**Time:**  
90 minutes

### **Materials:**

- Board
- Laptop
- Sentencies for broken telephone activity

### **Aims:**

- To understand the meaning –new words
- To practice underlined words
- To understand the use of can/can't in various situation

### **Language Skills:**

- **Reading** – Board, Broken telephone activity (read the words on the cards)
- **Listening** – Teacher talk, Drills, Activities
- **Speaking** – Drills, Activities
- **Writing** – practice with text book, Home work

### **Assumptions:**

- Students are familiar with
  - simple present, past, future tense
  - simple model verbs
  - this class/ style of lesson
- Class consists of 12 international students
- Students can understand 70 percent of the content
- Students can get information from the content and apply to their comprehension worksheets.

**Anticipated Errors:**

- Students may be confused with the activity.
- Monitor and assist when it is necessary
- Students may pronounce can/can't incorrectly.
- Praise them for trying and correct it
- Students may have difficulties thinking of vocabulary or expressing themselves during the activities.
- List some word and examples on the board,
- Some strong students may dominate the class
- Elicit from quiet students
- Give shy students more eye-contact
- Students might not talk a lot because of fear making mistakes
- Give them lots of positive praise and remind them making mistakes is not shameful. It is the part of learning

**References:**

[www.englishclub.com/grammar/verbs-quiz.htm](http://www.englishclub.com/grammar/verbs-quiz.htm)

*Q skill for success listening and speaking.*

*Third edition Jaimie Scanlon*

**Presentation**

**Materials:** English only zone sign, Board,

<b>Time</b> 10 minutes	<b>Set-up</b> Whole class	<b>Procedure:</b> <ol style="list-style-type: none"> <li>1) <b>Greet students</b> <ul style="list-style-type: none"> <li>- Greet students and say can/can't sentence as a lead-In. (For example, Hello Everyone. How are you? Listening class!!! Don't worry. We can do it! What did I say? We can do it!)</li> <li>- Write down the lead – In sentence on the board so that students can see it.</li> </ul> </li> <li>2) <b>Present the meaning of new words (also pronunciation) – using "I"</b> <ul style="list-style-type: none"> <li>- As a similar example, open/close the blinds in the class and say "I can/can't see outside."</li> <li>- Point out the "English only sign board" "we can't say Korean"</li> <li>-</li> </ul> </li> <li>3) <b>Concept Check Questions</b> <ul style="list-style-type: none"> <li>- Teacher shows the video</li> <li>- Students will ask after watching the video</li> </ul> </li> </ol>
<b>Practice</b>		
<b>Materials:</b> Board, sentences for the Broken Telephone,		
<b>Time</b> 5 – 7 minutes	<b>Set-up</b> Whole class	<b>Teacher will give unit question .</b> <b>What sports are popular in your country</b> <b>Look at the photo</b> <b>Students will answer the special questions</b>

10 minutes	Group work	<p><b>2) "The Broken Telephone Game"</b>          Divide the students in two groups.          One student from each team comes to the teacher to hear a sentence silently.          The student whispers to the next member of the group.          The last student needs to come to the teacher to say what he/she heard.          If they have a correct answer, let them write down the sentence on the board. (3)</p> <p>If the number of Ss is not even number, pick up one student help the teacher to write down sentences on the board.</p> <p><b>CCQ Ss</b>          -can you say it loudly?          -what is the last student going to do?</p> <p><b>Practice with students on pg 99-105</b></p> <p>Ask students read Pg 100          Then the teacher checks the true/false together</p>
10 minutes	Whole class	<p>The teacher asks students fill in the blanks on pg 41          The teacher checks answers together          Ask a student reads two sentences with answer.</p>
10 minutes	Whole class	<p>The teacher gives some examples          "Don't use can for future ability when they are talking about things you learn"          Ex; when we finish this class, I'll be able to speak English well. (O)          I can speak English well..... (X)</p>

**Production**

**Materials:**

Don't use could for a single event in the past  
Ex; my grandfather was able to walk last night without any help.(O)  
In 2002, they were able to win in the word cup.(O)



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