**Listening Lesson Plan**

Name: Brianne Length of lesson: 60 minutes

Students: Students in the Northeast of Thailand; age 16; mix gendered class

Reason(s) of lesson: To live or stay in the English-speaking neighborhood in the near future

Place and time: At the English-language classroom offered in the first period of October

Setting: Public school, daily class a few hours in the morning or afternoon

Available facilities: Large classroom provided the individual desks grouped in six, a computer connected to the internet, a projector and a whiteboard

Main skill area(s): Listening, speaking and writing

ACTFL level: Pre-intermediate

Theme: Neighbors and problem of noisy neighbors

Materials: Computer with PowerPoint, a large and a small whiteboard and some markers, Neighborhood nuisance news video (https://www.youtube.com/watch?v=JVt5iGmQJto) and listening text (http://www.breakingnewsenglish.com/listening.html), and Question and Answer sheet for teacher only

Objective(s): By the end of the lesson, students will be able to show understanding of the Neighbors through listening for details and identifying a forms of Adjective Clause in the news video, and create the role-play about the problem of noisy neighbors and solutions using the English language.

I assume that the students already know some of the vocabulary needed to understand the listening text, the forms of Adjective Clause and the interest in living or staying in the English-speaking neighborhood.

I anticipate that students will have problems with the pragmatic use of new vocabulary and Adjective-clause forms and some confusion or problems with the subject matter: Neighbors and problem of noisy neighbors

To solve or avoid the problems I plan to have the students listen for details from the news video of Neighbors, list the forms and the sentences of Adjective Clause from the text, work in pairs to peer-correct and create the role-play about the problem of noisy neighbors and solutions.

How I access the students is controlling and gathering feedback during the while-activity: Questions and Answers (students develop the text.).

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| **Time** | **Lesson Stage** | **Procedures/Steps** | **Beliefs underlying your choices** | **Materials and Aids** | **Comments after teaching** |
| 10 minutes | **Pre-listening*** motivation
* prediction
* personalization
* pre-vocabulary
 | Teacher shows the photos of his neighborhood and posts them on the whiteboard.Ask students to make predictions of the photos with the questions: "What is this photo about?", "Who are they?", "Where are they?" and "What are they doing?" Elicit the main vocabulary using the photos: * "What is John's turning up the radio at the highest volume?"

Target vocabulary: *nuisance, problem*Elicit the vocabulary needed for a conclusion: *inferred, inference, briefly*Ask students a question again: "Have you ever had a problem of nuisance from your neighbor?" If students say "Yes", keep asking them to explain how it is.Tell students that they will watch the news video about the neighbors and nuisance.Turn on the news video for students to watch and check their understanding with the group discussion:* In the video, what is the man's problem?
* What annoys him most in his neighborhood?
* How does he avoid that problem?
 | Students will be more interested in staying or living in the English-speaking neighborhood and deal with the problems of the neighbors. Teacher and students' relationship will be built with the personalized questions and opinions. | Computer and projector with PowerPoint, photos and main vocabulary on cards for whiteboard.News video of neighbor*(https://www.youtube.com/watch?v=JVt5iGmQJto)* |  |
| 20 minutes | **While-listening*** making a conclusion
* listening for details
 | **Mind-mapping:**Teacher tells students to get into groups of five by numbering 1-6.Give a piece of paper and a marker to each group, tell them to conclude what the news is about and turn on the listening text.Tell each group to say the conclusion to the class.**Question and Answer:**Teacher groups 5 students for each team. (There are T1,T2,T3,T4,T5 and T6) Tell each team to make a circle and get the small whiteboard and a marker for writing the answers.Turn on the sound of questions about the listening text (question by question) and give 1 minute to each team to write the answer. | Students will be given a chance to listen in a variety of ways; encourage students to listen for comprehension (what is being said) and practice listening for details. | Computer with speakers, pieces of paper and markersListening text *(http://www.breakingnewsenglish.com/listening.html)*Computer with speakers, small whiteboard and markers |  |
| 30 minutes | **Post-listening*** Personalization
* Structure and usage
* Role-Play
* Wrap-up
 | Teacher asks students to work in a group of six and give them the discussion topics: What is a big problem of your neighbor?, How do you feel about staying or living in that kind of neighborhood? and What would you cope with the problem? Teacher asks students to create the role-play script written both about the neighborhood problem(s) and with the Adjective-clause forms.Students work in group to develop what the neighborhood problem is, how you avoid that and how you deal with that. Students do the role-play about the neighborhood problem and solutionsDiscussion: How do you stay or live in the undesired neighborhood?, What kind of problems don't you want to see and why? and How do you stay or live happily with your neighbors?  | Students will personalize and internalize the discussion topics. Students will get used to the structure that they may use in the future and use it accurately in all four English skills.Students will have a chance to practice speaking through the role-play activity. They will know not only what to say but how to say it fluently and accurately.Students will be able to review what they learn from the lesson. | Discussion topics and markersPieces of paper and markersComputer , projectorsome settings and clothes  |  |