

Lesson Plan for Integrate Listening & Speaking Basic 1

Class Time: 50 mins
Unit: Unit 2 Farming with AI - **Lesson A**
Academic Objective: Understand the role of workers and public servants in society.
Listening Type: News broadcast
Listening Function: Listening for information
Listening Skill: Final “s” sounds (/s/ & /z/)
Key Words: future, robot, crop, change
Bonus Words: grow, invent, dangerous, pest

Lesson Section	Activities	Page	Time
Introduction	-Greeting and attendance Unit Intro Pages -Activate prior knowledge on the topic, by reading the topic, and understanding the academic objective -brainstorm vocabulary related to title and picture -Read the questions at the bottom of the right page aloud and have students create responses; write responses on the board	pp.20-21	5 mins
	Warm-up -Read the questions in the box aloud and have students create responses; write responses on the board	p.22	5 mins
Pre-listening	Key Words -Ask students to look at each picture and discuss what they see -Read the words and listen to the audio (track 015) then have students match the words to the pictures and write the words -Explain words that may still be unfamiliar to students	pp. 22-23	5 mins
	General Listening Section -Establish the context of the listening by looking at part A and playing the audio (track 016). -Personalize the context and ensure understanding by asking students to report if they have any personal experiences with the type, place, and topic. -Have students take turns reading aloud, the general listening questions in the note taking section, then discuss with students to ensure understanding of each question -Instruct students to take notes for each question while they listen to the audio to ensure students are prepared for targeted listening and note taking	p.23	5 mins
General Listening	General Listening Section -Play the audio (track 017) and let students take notes. -Discuss students note taking after listening to the audio by having some students read their notes aloud, and asking the class to compare their notes. Assess and if necessary repeat the audio one more time. General Listening Questions -Play the audio (track 018) and then check answers together as a class - <u>Optional:</u> Ask students to calculate how many answers they got correct and incorrect (4/4, 3/4, 2/4, 1/4, 0/4)	pp. 24-25	10 mins

<p>Detailed Listening</p>	<p>Detailed Listening Section -Review and discuss the detailed vocabulary section. Discuss the words, pictures, and sentences so that students can use that context to infer the meaning of each word. (Bonus: ask if students can recall how each word was used in the audio) -Ask students to independently and silently read the detailed listening questions in the note taking section, then discuss with students to ensure understanding of each question -Instruct students to take notes for each question while they listen to the audio to ensure students are prepared for targeted listening and note taking -Also notify the students that (unlike with the general listening section) this time you will move directly from the note taking activity to the comprehension questions activity, without any discussion -Play the audio (track 019) and let students take notes. -Play the audio (track 020) and then check answers together as a class --Optional: Ask students to calculate how many answers they got correct and incorrect and combine this with their performance in the general listening section (8/8, 7/8, 6/8, etc.) then quickly assess the general accuracy of listening comprehension -Turn to page 107 have students take turns reading parts of the listening transcript aloud as a class</p>	<p>pp. 24-25, p. 107</p>	<p>10 mins</p>
<p>Listening Skill</p>	<p>Listening Skill Section -Write the word “grapes” on the board and then write the word “words” on the board. Ask the students how both words are spelled. Then ask them if the “s” at the end of each word sounds the same or different. (Different) Ask them how each “s” sounds (grapes = /s/, words = /z/) -Draw the students attention to part A, ask the students to silently read along as they listen, and play the audio (track 021) -Quickly discuss and ask the students to make the “s” sound and “z” sound according to the examples given on the page -Play track 022 and have students mark their answers and then check the activity together as a class (Play the audio twice if needed)</p>	<p>p. 25</p>	<p>5 mins</p>
<p>Closure</p>	<p>Homework - Assign and explain homework in the workbook</p>	<p>pp. 8-9</p>	<p>5 mins</p>

Lesson Plan for Integrate Listening & Speaking Basic 1

Class Time: 50 mins
Unit: Unit 2 Farming with AI - **Lesson B**
Academic Objective: Understand the role of workers and public servants in society.
Speaking Type: News broadcast
Speaking Function: Giving information
Speaking Skill: Linked sounds (Consonant + Consonant)
Key Words: future, robot, crop, change
Bonus Words: grow, invent, dangerous, pest

Lesson Section	Activities	Page	Time
Introduction	<ul style="list-style-type: none"> - Greeting and attendance - Provide copies of vocabulary test to students. While they do the test, check completed homework 	-	5 mins
Pre-speaking	<p>Warm-up</p> <ul style="list-style-type: none"> -Read the questions in the box aloud and have students create responses; write responses on the board <p>Listening Skill Review</p> <ul style="list-style-type: none"> -Have students match the words to complete the chart and then check the activity together as a class with the audio (track 023). 	pp. 26-27	5 mins
Speaking	<p>Speaking Skill Section</p> <ul style="list-style-type: none"> -Have students look, listen, and read along as you play the audio (track 023) for part A to understand the concept of the speaking skill. -Have students look at part B. Play the audio (track 024) pause the audio after the first example and ask students to repeat. Restart the audio and pause it again after the first sentence and have students repeat. Do this again for the second example and sentence. -After listening to the audio, ask students to repeat the examples in part B aloud one more time -Ask students to complete activity C, check answers together as a class -Practice the speaking skill 	p. 27	5 mins
Integrating IT	<p>Integrate IT</p> <ul style="list-style-type: none"> -Tell the students that you will play the video twice. The first time they should listen and fill in the blanks. The second time they can watch and understand the contents of the video, check their answers, and try to guess the meaning of the useful phrase. -Play the video twice and follow the prescribed procedure. Discuss the video and correct answers together as a class. <p>Discussion</p> <ul style="list-style-type: none"> - After watching the video, invite students to share thoughts, opinions, and questions they may have about the video. <p>Consolidation</p> <ul style="list-style-type: none"> - Turn to page 107 and have students take turns reading parts of the video transcript aloud as a class 	p. 28, p. 107	15 mins
Consolidation	<p>Create A News Report</p> <ul style="list-style-type: none"> -Review the context and fluency focus together with the students. Let them work with a partner or in a small group and allow student to use the transcript on page 107 as an example. -Have students write their own news report -Have a few students share and read their report aloud 	pp. 28-29, p. 107	15 mins
Closure	<p>Homework</p> <ul style="list-style-type: none"> - Assign and explain homework in the workbook 	pp. 10-11	5 mins