

Lesson Plan

Business/Materials	Lesson Objectives			
Listening materials (recording of the Archers chapter) Paper with questions	Listening Part: Learn to catch spoken and understand words when they are spoken Learn to distinguish the differences in spoken language (the accent and different aspects of speech depending on the age of the speaker). Speaking part: Learn how to speak about what has been heard and support students' ideas about that topic.			
Warm-up and Objective Discussion				
Listening Part: Ask students if they like listening to a radio or music, what do they prefer listening and are they good at catching spoken words. Ask students to make a group of two and make a short dialog about their favorite radio program. Give them 5 minutes to do the task and 5 minutes to check the task. Speaking part: Ask students to give their own ideas about the listening activities they have just heard from their classmates. Make a short debate where everyone should take part and state their point of view.				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
Listening Part: Tell students that we are going to listen to a radio program – The Archers – and try to listen to it very carefully, because we have some work to do to fill the question task. Give students a task with questions projected on the board about the listening part with some words missing for the first half of the recording. And later another task, to fill the paper with answers to the questions written on the blackboard for the second half of the recording. And give students a blank paper to put down the answers to the questions written on the blackboard. If students have any questions help them and make meaning of the words or sentences clear. Speaking part: Ask students to give their own ideas about the answers they have just heard from their classmates. Make a short debate on the correct or incorrect answers, everyone should take part and state their point of view.				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
As for intensive listening practice: Listening Part: Give students 5 minutes to read the task with questions projected on the board and get ready to listen to the – The Archers –. Turn on the recording for the first half of the recording and listen to it. Listen two times the recording. (15 minutes for the listening of the first part two times 7 minutes is the length of the first half) After the listening to the recording ask students to fill in the task with questions projected on the board with some words missing and read the sentences to the class and check if the answer is correct. (5 minutes) Speaking part: Ask students if they feel difficult the listening and how do they feel about the pace of the speech and what interesting aspect have they found in the characters` speech. (5 minutes) Elicit the ways the characters pronounce words and endings of the words, how they use regionalisms and accent. Put their ideas on the blackboard. If students have any questions help them and make meaning of the words or sentences clear. Put all the words and sentences unknown to students on the blackboard to help them make the meaning clear.				

Independent Practice R W L S

As for the extensive listening practice:

Listening Part:

Put on the blackboard 5 questions about the second half of the recording, let students read them and get ready to put their answers. Turn on the second half of the – The Archers –. The recording goes for 5 minutes. Listen two times for the recording. (10 minutes).

Ask students to fill the papers (5 minutes) and check their answers.

Speaking part:

Receive and give feedback on their answers.

If students have any questions help them and make meaning of the words or sentences clear. **Put all the words and sentences unknown to students on the blackboard to help them make the meaning clear.**

Assessment R W L S**Listening Part:**

Ask students about their opinion about the recording, what have they found difficult and what they liked.

Ask if everything was clear or not.

Speaking part:

Give feedback on the recording, what do they think might happen next.

Ask students to make a recording of three participants using the new words and the new accent information and regionalisms. Make the recording pronouncing the accent of a French and English (Britain English), German, Russian and Italian.