

Listening Lesson Plan

How to Pump Your Own Gas

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LST Lesson Plan

Material #1: Vocab Sentence & Picture Matching Worksheet

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Lesson Title: “How to Pump Your Own Gas”

Overview: Ss will listen to/watch Howcast’s “How to Fill Up a Gas Tank”

Age/level of students: Chinese adults in a community-based ESL program in Chinatown; intermediate-level.

Time: 75 min.

Target Language:

(gas) tank	(un-)screw	squeeze	lift
(gas) station	(gas) pump	(gas) nozzle	(gas) cap

Language Skills: Listening: Ss will listen for the main ideas in “How to Fill Up a Gas Tank”

Student Learning Objectives (SLO): **By the end of the lesson, SWBAT:**

1. Recognize the target vocabulary by matching them with corresponding images
2. Demonstrate their comprehension of the order of the listening passage by piecing together each of the steps (in both written and visual formats) in the order that they hear them

Preliminary Considerations:

- a. What do your students already know in relation to today’s lesson?
Currently in a unit about transportation, thus far in the unit they have learned about vehicles of transportation and how to give & follow directions (locative).
- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
Mostly the vocabulary; there might be several words that can be difficult to explain without direct translation into Ss L1.
- c. How will you avoid and/or address these problem areas in your class?
By using visual support for certain concepts at first, and then allowing Ss to check their understanding of the concepts by reviewing the concepts with their classmates.

Materials:

Computer & Projector

White board

Flashcards & Worksheets/Handouts

Procedure:

Time (min)	Stage	Procedure/Steps	Intrctn	Purpose of Activities
5	P	1. Greet Ss and briefly review content of previous lessons (unit: transportation) related to this lesson by having Ss answer questions such as: <i>What do you find different about driving in China and the US?</i> etc. in groups of 2-3	Ts-Ss	<ul style="list-style-type: none"> ▪ Top-down approach ▪ Advanced organization <ul style="list-style-type: none"> ○ Why it is important to attend to this message ▪ Personal Elaboration; Socioaffective
10	P	<p>Introduce Vocab</p> <ol style="list-style-type: none"> 1. One T distributes vocab matching worksheet while the other T explains and models the activity for Ss 2. Worksheet lists 8 sentences (each containing one of 8 vocabulary words) and 8 pictures that each correspond with the meaning of one of the sentences 3. Based on the sentences, Ss work together in pairs to guess what the words mean, match the words that they hear with the corresponding picture, and write the picture's designated letter in the blanks provided <p><u>Vocabulary Matching Worksheet</u></p>	Ts-Ss Ss-Ss	<ul style="list-style-type: none"> ▪ Top-down Approach ▪ Task-based; familiarizing Ss with the content ▪ Learner Strategy ▪ Contextualizing the situation with the vocabulary ▪ Reactive; elicitation & repetition
10	P	<p>Vocabulary Practice</p> <ol style="list-style-type: none"> 1. Whole class goes over the answers to the vocab matching worksheet—Ts provide sentences and their corresponding images on projector 2. Ts pronounce each of the sentences for the Ss to hear, and all students together say the sentences back aloud 3. Ts provide further explanations if needed 	Ts-Ss Ss-Ss	<ul style="list-style-type: none"> ▪ Bottom-Up Approach ▪ Reactive; Elicitation & Repetition <ul style="list-style-type: none"> ○ No meaning generated
15	D	<p>First Listening Task</p> <ol style="list-style-type: none"> 1. Ts explain and model the picture matching task: T has deck of 7 cards with screencaps from listening passage's video that depict each step and a sheet with 7 card-sized rectangles numbered 1-7. T matches one card with the corresponding step number, and places the card on top of that step's rectangle 2. Ts have Ss watch the video once to get them acquainted with the look and sound of the material 3. Ts separate Ss into pairs and distribute one set of cards and one worksheet to each pair 4. Ss listen to the audio (no video), and match the pictures with the step numbers 5. Ss check their answers with the other pairs 	Ts-Ss S-S Ss-Ss	<ul style="list-style-type: none"> ▪ Checking comprehension <ul style="list-style-type: none"> ○ Choosing; listener selects from pictures

		<p>around them</p> <p>6. Ts show answers on projector for Ss to check</p> <p><u>Picture-Ordering Cards & Worksheet</u></p>		
10	D	<p>Second Listening Task</p> <ol style="list-style-type: none"> Ss are told to set aside their picture cards and worksheets Ts explain & model the fill in the blank activity by filling in the first blank in step one on the relevant activity worksheet Ts distribute the fill in the blank worksheet and have Ss listen to the audio recording (no video) and fill in the blanks provided individually Ts break Ss up into pairs and then have Ss compare their answers with one another Ts have some pairs volunteer their selected answers for each of the blanks by asking them to read the entire step aloud Ts show answers on projector for Ss to check <p><u>Fill in the Blank Worksheet</u></p>	<p>Ts-Ss S-S Ts-Ss</p>	<ul style="list-style-type: none"> ▪ Bottom-Up Approach
15	D	<p>Third Listening Task</p> <ol style="list-style-type: none"> Ts ask Ss to flip over their picture cards so that the side with the sentences are facing up Ts play video, and Ss listen and put the steps in order on the same worksheet they used for the previous activity Ss check their answers in pairs, switch to new partners, and check answers again Ts show answers on projector for Ss to check <p><u>Sentence-Ordering Cards & Worksheet</u></p>	<p>Ts-Ss S-S Ss-Ss</p>	<ul style="list-style-type: none"> ▪ Checking comprehension <ul style="list-style-type: none"> ○ Choosing; listener selects from text alternatives
15	P	<p>Post-Listening Task</p> <ol style="list-style-type: none"> Separate Ss into pairs, and pretend that one of the partners is new to the USA and does not know how to pump his or her own gas Tell the other S to explain the steps in their own words that must be taken in order to fill their gas tanks After they are finished, the listeners will find a new partner and then walk their new partner through the steps Ss can then volunteer (or be selected by Ts) to show their classmates how they explained/acted out their instructions 	<p>S-S Ss-Ss</p>	<ul style="list-style-type: none"> ▪ Checking comprehension <ul style="list-style-type: none"> ○ Modeling & conversing; listener engages in a conversation related to the content of the lesson

Sentence & Picture Matching

Match each sentence with one of the pictures below, and write its letter next to the sentence.

- _____ 1. I **unscrew** the bottle cap.
- _____ 2. I lift the **gas nozzle** from the pump.
- _____ 3. He needs to get gas at the gas **station**.
- _____ 4. She is filling up her **gas tank**.
- _____ 5. Take off the gas **cap** before pumping your gas.
- _____ 6. You **lift** up the telephone to answer the call.
- _____ 7. He must **squeeze** the handle in order to pump his gas.
- _____ 8. You can fill up your gas tank at the **gas pump**.



Fill in the Blank

Use the words in the box below to fill in the blanks as you listen to the recording.

gas tank	unscrew	squeeze	pump
station	gas nozzle	screw	

Step One: Check to see what side of your car the _____ is and pull up to the gas pump accordingly.

Step Two: Place the car in park, and turn off your car.

Step Three: Pay at the _____ with your credit card or pay the attendant inside the _____.

Step Four: Open the door to your gas tank and _____ the cap. Lift up the _____ and select the octane level you want for your gas.

Step Five: _____ the gas nozzle and fill up your gas tank on slow mode.

Step Six: _____ the gas cap back on and shut the door.

Material #3: Picture Matching Cards



<p>Pay at the pump with a credit card or pay the attendant inside the station.</p>	<p>Squeeze the nozzle and fill up your gas tank on slow mode. Turn your head away so as to not breathe in the fumes.</p>
<p>Place the car in park, and turn off your car.</p>	<p>Remove the nozzle from the gas spout and place it back into position once the tank is full.</p>
<p>Screw the gas cap back on and shut the door.</p>	<p>Check to see what side of your car the gas tank is on and pull up to the gas pump accordingly.</p>
<p>Open the door to your gas tank and unscrew the cap. Lift up the gas nozzle and select the octane level you want for your gas.</p>	

1	2
3	4
5	6
7	