

Title

"Neighborhood"

Context

Intermediate Low/Elementary school students- 6th grade

Time

50 minutes

Aim

By the end of the activity, students will be able to ask and answer the questions about the places they heard in the story of neighborhood by using modal verb "can" and vocabulary "noun" of places.

Materials

1. Listening text – about the places where Mary take her friends on trip to her neighborhood.
 Mary lives in a small town. There are so many places to go in her neighborhood.
 Mary first takes her friends to the town center a mile away from her home.
 There is a fountain in the middle of the center.
 They can enjoy hanging out by touching and looking at the water.
 There is a market on the right side of the town center.
 The outdoor market carries toys, fruit, clothing, breads and doughnuts.
 They can buy many things at the market.
 Also, there is a café next to the market.
 At the café, they can eat some cakes and sand witch as they drink some coffee.
 There is a town library in the middle of the bus station and shopping center.
 At the library, they can read some books, such as comics, fish, or farming.
 There is a shopping center next to a town library.
 At the shopping center, they can spend time doing the shopping.
 There is a bank on the left side of town center.
 At the bank, they can take out some cash.
 Next to the bank, there is a bus station.
 At the bus station, they can buy a ticket and wait for the bus.
 Also, there is Johnson Park and a post office a half mile away from the town center.
 At the park, they can enjoy the weather and watch people doing some activities.
 At the post office, they can mail a letter to someone.
 So, Mary and her friends can enjoy many things looking around in her neighborhood.
2. Flash Cards: Fountain, Outdoor Market, Café, Bank, Library, bus station, shopping center, Park, Post office
3. Worksheet A
 Please listen and circle the objects you hear.



4. Worksheet B

Once Ss describe their neighborhood with the partner, draw the places they can go.

Description of My Neighborhood

Draw the places you can go

5. Power Point: Information that contains several pictures of story and questions regarding listening text.

Pre-Listening

• T asks Ss to look at the picture and predict what the story is about. Using PPT slide# 1, T tells the topic "neighborhood" and let Ss talk about who they think people are in the picture and why they are in town to activate background knowledge (Top-down processing). T writes Ss' idea and add vocabulary words from the picture.



• T asks Ss to contextualize their neighborhood. Ss get in group of 3 to categorize neighborhood into the places they have. Then, Ss match the pictures with correct words and repeats each word in English. Next, Ss answer what it means in Korean. T puts up PPT slide# 2 with the pictures and word bank.



Post Office, Bus Station, Shopping Center, Park, Outdoor Market, Fountain,

Set up and run the activity

• T tells the class that T is going to tell the story. Ss listen for main ideas and choose an answer in a set of multiple choice questions on PPT slide# 3.

- (1) What is the story about?
 (A) Family trip (B) The places in neighborhood (C) Going on a picnic
- (2) Where does Mary live?
 (A) A small town (B) A big town (C) an island
- (3) What is the first place Mary can take her friends in her neighborhood?
 (A) A lake (B) Town center (C) Library

And then, T gets Ss to check with their partner and go over the answer together.

• Using worksheet A, Ss circle all the objects they hear as T reads the text. Ss check with their partner asking a question about what they circle. Ss focuses attention on small part of language including words, sounds, or letters (bottom-up)

• Ss follow when T commands and demonstrates TPR. Then, T commands and S follow. Next, Ss get into group of 3 to lead the activity and show understanding through action. Example is as follows on PPT slide# 4:

T: Go to the Café, Choose the menu, Eat Sand witch, Drink Coffee.

S: Perform the action.

• Ss listen to the story again to write true or false:

- 1) Mary and her friends can enjoy their time in Lake Lansing Park. _____
- 2) Mary can take her friends on a trip to Okemos Lake in her neighborhood. _____
- 3) Mary can go to the post office a half mile away from the town center. _____
- 4) Mary and her friends can eat sand witch at bakery in her neighborhood. _____

T puts up PPT slide# 5 and ask Ss choose an answer. Then, T encourages Ss to correct false statements.

• T reads a text again and checks if Ss understand the story they heard by using flash cards. Ss answer the questions about the places Mary and her friends can go by using modal verb “can” and vocabulary “noun.” T begins the chain by asking a question to a particular student and then turn to the student next to him. If Ss choose wrong answer, they correct the noun of place. T holds up the picture to elicit correct words from Ss. Examples are as follows:



- 1) T: Can Mary and her friends go to the library in her neighborhood?
S: Yes, they can go to the library in her neighborhood.
- 2) T: Can Mary and her friends go to the swimming pool in her neighborhood?
S: No, they can go to the café in her neighborhood. (T holds up the picture of “cafe”)
- 3) T: Can Mary and her friends go to the gym in her neighborhood?
S: No, they can go to the shopping center. (T holds up the picture of “shopping center”)

• Ss make group of 4 and do picture sequencing activity. Each group receives 9 picture cards recycled by T. Then, Ss put each picture in a correct order and talk about what Mary and her friends can do in each place. One of the members in each group volunteers sharing it with the whole class.

Close, feedback and post-activity

- Based on the listening text, T asks Ss to describe their neighborhood. Using PPT slide 6, an example is as follows:
I live in a small town in Gwangju. There are many places in my neighborhood.
There is the market near my home. At a market, I can buy some groceries.
There is a coffee shop a half mile away from home. At the coffee shop, I can drink Americano and read a book.
Using worksheet# B, Ss work with the partner to share the description of neighborhood. Then, Ss draw the places they can go and share them with the partner.

Name and student number
