



LISTENING AND GRAMMAR PRACTICE

(LEARNING AND PRACTISING PREPOSITIONS WITH AUTHENTIC AUDIO-VISUAL MATERIAL)

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1. Lesson content – Introduction of the topic; Topic and method relation:

Learning and practising prepositions with authentic listening material using audiovisual input. Since listening to authentic songs can easily be done by using the Audio-Lingual Method, this method is significantly used here. In the second part Ls utilize Project-work. For the project they should use ICT techniques to collect pictures and write descriptions of the pictures using as many prepositions as possible. Then they design and edit their own handouts for peer-teaching. Finally, they compile their own projects using the pictures and the prepositions, and show them to other students to correct and evaluate them.

2. Competences to improve:

Personal competences

Self-esteem, confidence, self-control, adaptability to L2 environment, external and internal motivation

Social competences

Empathy, cooperativeness, communicative rationality, team-building

Cognitive competences

Critical thinking, analytical skills, higher order processes of application and evaluation, cultural adaptability to L2 environment

3. Target group:

Primary and secondary school students. Ages: 12-18. Grades: 7-12.

4. Preliminaries:

Elementary, pre-intermediate, and intermediate groups. (Impossible for beginners.) (A2; B1; B2)





5. Teaching materials and equipment:

CD or multimedia player, a board (or a flipchart or SMART board), plenty of markers, handouts (or a projector).

6. Comments and remarks:

In the case of elementary L2 learners it is vital to follow the steps in the video. Doing so, the class should be a double lesson, at least. For intermediate-level L2 learners, however, the listening exercise might be merely a warming-up task and the focus may be shifted onto the idiosyncratic language use, the peer-teaching sessions and the project-work.

7. Lesson plan

Pre-Tasks



Task 1

Read the lyrics of the song on the handout very quickly. What is the task? (Warming-up: T distributes the handouts. Ls try to find out what the task really is.)

Anastacia: Paid my dues

*You can say what you want me
Wanna do what you want me
But you can not stop me*

I've been knocked
It's a crazy town
Even got a punch the face LA
Ain't nothing the world
That you keep me doing what I wanna do
'Cause I'm too proud, I'm too strong
Live the code that you gotta move
Feel excited yourself
and got nobody no way





Chorus:

so I...
(Held my head high)
Knew I (Knew I survive)
Well I made it (I made it)
I don't hate it (Don't hate it)
That's just the way it goes
Yeah
I done made it
Stand my own two
I paid my dues, yeah
Tried to hold me
You can't stop me now
I paid my dues

So straight
You cannot stop me
I paid my dues

Now I'm still trusted every day
people try to mess Anastacia
gotta nothing common
cause I handle mine
and I thought I better let you know
I'm no punk I can't get
I don't give a damn who's
that was just fine now...



Task 2

Try to guess the missing prepositions.



Task 3

Listen to the song and fill in the missing prepositions.



Task 4

While listening, fill in the remaining gaps, then check the words and correct them.
(Listening can be done twice or three times if necessary.)





Tasks



Task 5

Check the task. Copy the correct prepositional phrases on the board into your exercise books. (After the second listening, T and Ls check the task together while T is writing the correct prepositional phrases on the board using the proper vocabulary.)



Task 6

Read through the lists of different prepositions and try to put them into different categories. (T distributes handouts containing lists of different prepositions.)



Task 7

Try to name the categories in pairs. (Ls should establish and name the categories, dividing them into prepositions of place, time, and means or manner. Ls should read through the lists of prepositions thoroughly. T should explain the new items using L2 preferably.)



Task 8

Write the different prepositions under the different headings on the board.



Task 9

Check the task on the board. (T emphasises some prepositions which might be problematical for Ls.)



Task 10

Write a couple of sentences about yourselves using the prepositions of place.



Task 11

Write a couple of sentences about yourselves using the prepositions of time.



Task 12

Write a couple of sentences about yourselves using prepositions of manner and means.



Task 13

What other categories can you find?



Task 14

(This part is usually done as homework or one additional class in the computer lab)
Collect 10 pictures at home or in the computer lab. Then choose 3 of them and write descriptions of the pictures. Finally, omit the prepositions, but mark their places with dotted lines. Then print them out.



Task 15

(This is the peer-teaching session) Write in the missing prepositions in the handouts prepared by your classmates. (The producer of the handout should check the task and correct the mistakes.)



Task 16

Listen to the story of a dog and look at the pictures. T tells the story of a dog using pictures and as many prepositions as possible.





Task 17

Put your pictures onto a sheet and write a story of your own choice to produce your project, which should contain as many prepositions as possible. (Ls write their own story using their imagination, their pictures and prepositions. This way it is a real project-work done with peers.)

Post-Tasks



Task 18

Show the class your projects and give a short speech on it. (T works merely as a facilitator.)



Task 19

Listen and write down your ideas on little post-it notes to correct mistakes in the project. (T works merely as a facilitator.)



Task 20

Stick the little cards onto the project to highlight the correct version. (Ls evaluate using post-it notes for correcting mistakes. T works merely as a facilitator.)



Task 21

Study the problem points. Discuss them in class.

8. Visuals:



There is a detailed illustration of the class-work and a wide range of activities with examples in the video.

9. Evaluation and assessment:

A great way of mastering how to collect information through ICT technique, synthesize information, enhance aural skills using authentic material, practice grammar and expand vocabulary through peer-teaching.

10. Related Works:

1. Anastacia, Greg Lawson, Damon Sharpe, LaMenga Kafi. Paid My Dues. Epic, 2001.
2. Anastacia: Paid My Dues from: <http://www.youtube.com/watch?v=9iUTRUovNb0>
3. Buck, G.: Assessing Listening: Cambridge: CUP, 2001.
4. Geddes, M.: The Use of Semi-scripted Simulated Authentic Speech and Listening Comprehension. Audio-Visual Language Journal Issue: XVI/3: Winter, 1978
5. Porter, D and Roberts, J.: Authentic listening activities. ELT Journal Volume 36/1 October 1981.
6. Richards, J.C.: The language teaching matrix. Cambridge: CUP, 1990.
7. Widdowson, H.: Aspects of language teaching. Oxford: OUP, 1990.

