**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seongmin Hong | TESOL | 20/11/2019 | Listening | PPP | 35 min |

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| **Lesson** |
| **Topic** | Meeting an old friend |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening model |
| **Secondary Aim** | Students will practice their speaking fluency |

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|  **Materials and References**  |
| <http://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend>**Materials needed: worksheet; board pens; P.C. mobile phone and speaker** |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Teens | **Number of Students** | 7 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans and enjoy They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but auditory learning still needs developing. |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| The audio equipment could fail 🡪 bring a set of portable speakers to use with my smartphone, print an A4 size picture of my PPT. Nervousness at the start of the lesson 🡪 check the equipment is working to start the lesson, sit down and follow the planned teacher talk. |
|  **My Personal Aim**  |
| What I aim to demonstrate is the ability to write out a complete, detailed lesson plan. |

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| **Stage Name:** Lead-in**Purpose of this stage:** To relax both the students and the teacher; to increase student talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 30 sec1 min1 min | TT-S/S-ST-S | Greet. Instructions.Organize seating arrangement so everyone has a partner, with one group of 2 sitting together, and all can easily see the screen. Show PPT1Hello Guys, look at this picture. Talk to your partner about him. For example, do they appear as friends or strangers? What can you tell about their face expressions?Gesture for students to begin talking to their partners.You have 1 minute.Student talk to their partners. Monitor for any use of key words.Feedback. Gesture to a few groups and ask – “Tell me about your ideas.” |

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| **Stage Name:** Presentation**Purpose of this stage:** To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching from 1 to 4 key words using the C.C.C. technique, and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending a text. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 1 min1 min10 sec2 min1 min | T-S T-S T S-S T-S | **Pre-teach keywords: Predictable, Swap**Elicit – Point to PPT2. Can you guess what the next number and a letter will be?CCQ – check if students properly understand the meaning1. If Patrick ordered spaghetti from Monday through Thursday, would it be easy to predict what he will order on Friday?
2. Is Patrick a spontaneous person?
3. Is it easy to guess what Patrick might be doing next?

Drill – choral and individual drilling for correct pronunciationBoard – highlight special areas of pronunciation Write Predictable on the left of the board How many syllables? (4) Mark with a blue pen Where is the stress? (3) Mark with a red penElicit - Point to PPT3. Do you swap something if you exchange something? (Yes)CCQ – Check students properly understand the meaning1. Do you exchange something if you swap?
2. When you swap do you give something and be given something else instead?
3. If you swap your phone number with someone, are you giving someone a phone number and getting someone’s phone number in exchange?

Drill – choral and individual drilling for correct pronunciationBoard – Write Swap on the left of the board How many syllables? (2) Mark with a blue pen Where is the stress? (3) Mark with a red pen **Guiding Question**Talk to your partners. How do you respond if you saw an old friend? What kind of questions do you ask?Students discuss the question with a partner.Feedback. Nominate a few students to share their ideas, if necessary. Draw out from students what they talk about when old friends meet and how they usually try to catch up on what happened before and what they are doing now. |

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| **Stage Name:** Practice - Literal Comprehension Listening **Purpose of this stage:** For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text; to notice who the speakers are; where they are; and perhaps why they are speaking. The responses are not short, objective, and are only a surface understanding. This is an accuracy focused stage. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 1 min2 min1 min1 min | TSS-ST-S | **Instructions. Set the purpose for listening. Hand out worksheets.**Hold up the worksheetNow it’s time to listen to a dialogue between two friends.As you listen, you must answer these questions in exercise one only.When you catch the answer, write it down next to the questionDon’t do Exercise 2ICQ: Do you need to write your answers? Yes Do we need to read the questions for exercise 2? No Do you have a pen or pencil ready? YesRead each question aloud for the students. Hand out the work sheet.Students listen for the 1st time, and write answers on the worksheet.Pair check. Compare your answers with your partner. MonitorFeedback to check accuracy. Ask students for answer, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer?  |

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| **Stage Name:** Practice - Interpretive Comprehension Listening**Purpose of this stage:** Student listen a second time, more carefully, to infer or interpret meaning of the literal facts. This is still an accuracy focused stage – answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like the overall situation, tone of voice, multiple pieces of information, or a single statement to explain the unspoken, intended meaning. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 1 min4 min2 min2 min | TSS-ST-S | Instructions. Set the purpose for listening. Hand out worksheets.These questions are more difficult, but if you listen carefully and think about what you know, you can find the answers.Write your answers next to the questions.I will give you time afterwards to think and write.ICQ: Do you need to rush to answer these questions? No, we will have time afterwards to writeRead the questions aloud for the studentsStudents listen for the 2nd time.Pair check. Monitor. If students need, then replay the audio a 3rd time.Feedback to check accuracy. |

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| **Stage Name:** Production - Applied Comprehension Speaking**Purpose of this stage:** For students to practice their speaking fluency. Therefore this stage should be no less than 5 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher. This is a fluency focused stage. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 1 min6 min1 min | TS-ST-S | Make 3 groups of 2 students. Wait for students to move.Now, turn over your worksheets.Talk to your partner about any of these questions.You should talk freely, and remember to listen and ask questions to your partner.You have 6 minutes.ICQ: Do you need to write anything? (No)Students discuss. Monitor from a distanceFeedback. Students share their ideas with the class. |

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| **Stage Name:** Wrap-up**Purpose of this stage:** To end the lesson on a positive note. This will give students a sense of accomplishment, encourage students to continue progressing and realize how to improve in future. A teacher may also get valuable feedback from students regarding the activities used in the lesson. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | Lesson feedback. Tell the class what they did well, and what needs to improve.Inform students about the topic for the next lesson. Tomorrow we will do a reading lesson about John Carter’s adventure on Mars.Dismissed |

**Instructor’s Comments and Assessment**

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|  **Pros** |
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|  **Cons**  |
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|  **Change**  |
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|  **Overall Comments**  |
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|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**Worksheet 1 – Meeting an old friend**

**Exercise one: Listen and write the answer next to the question.**

1. How long has it been since they last saw each other?
2. How many years did Selina stayed in London for?
3. How long has Patrick been married?
4. How old are Patrick’s daughters?
5. What is Patrick’s last name?

**Exercise Two: Listen carefully, think and write your answer.**

1. Is Selina happy to live with her parents?
2. Are they happy to see each other?
3. Were they close friends before?

**Exercise Three: Talk to your partner freely about any of the questions below. No writing!**

1. Which type of person do you prefer? Predictable type or unpredictable type?
2. Do you have an old friend that you would like to reach out and if there is why?
3. Can you be close friends with an opposite gender?

**Answer Sheet – Meeting an old friend**

**Exercise one: Listen and write the answer next to the question.**

1. How long has it been since they last saw each other? It’s been at least 15 years since they last saw each other.
2. How many years did Selina stayed in London for? Selina stayed in London for 2 years.
3. How long has Patrick been married? He’s been married for 10 years.
4. How old are Patrick’s kids? Patrick’s kids are fine and eight years old.
5. What is Patrick’s last name? His last name is Eastwood.

**Exercise Two: Listen carefully, think and write your answer.**

1. Is Selina happy to live with her parents? It didn’t work out for Selina in London and it is not her first choice to live her parents.
2. Are they happy to see each other? They ask each other quite a few questions and Patrick asks Selina to stop by means they are happy.
3. Were they close friends before? By listening to their dialogue it can be inferred that they were close friends before.

**Exercise Three: Talk to your partner freely about any of the questions below. No writing!**

1. Which type of person do you prefer? Predictable type or unpredictable type?
2. Do you have an old friend that you would like to reach out and if there is why?
3. Can you be close friends with an opposite gender?

**Transcript:**

Selina: Patrick? Is that you?

Patrick: Selina! Hello!

Selina: Well, well. Patrick Eastwood. How have you been?

Patrick: Good. Great, actually. How are you? I haven't seen you for ... how long?

Selina: It's been ages. At least fifteen years. Wow.

Patrick: Yeah. Wow.

Patrick and Selina: So, what are you doing here?

Selina: Sorry, you go first.

Patrick: OK. What are you doing here? I thought you'd moved to London.

Selina: I was in London for a couple of years. But it didn't work out.

Patrick: Oh, I'm sorry to hear that. Are you ... OK?

Selina: I'm fine! The dream job wasn't really a dream, you know? Um ... and London is great but it's so expensive. I mean, just the rent on a flat is ... uh … crazy expensive.

Patrick: I see.

Selina: So, I came back. I've been back now for almost five months. Living back home with Mum and Dad. Which is err ... interesting. Um ... but anyway, what about you?

Patrick: Me? Oh, nothing new. You know me – 'Patrick the predictable'. I never left here.

Selina: Oh. And is that ...?

Patrick: Oh, I'm very happy. I'm married now. We've just celebrated our tenth anniversary.

Selina: No way! You? Married? To …?

Patrick: I don't think you know her. Her name's Marigold. And we've got two kids. They're five and eight years old.

Selina: Married and with two kids? Wow!

Patrick: Don't look so surprised!

Selina: No, no … I'm just amazed how time flies! I'm happy for you. I really am.

Patrick: Thanks. You should really come round to the house one day.

Selina: That would be great. Let's swap numbers and ...