**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Joelle | 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** | | | |
| PPT: <http://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend>;  worksheet; board pens; P.C. and audio equipment | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | adults | **Number of Students** | 7 |
| **Detail** | This is general English class and students are highly motivated leaners. The students are all Koreans, and enjoy their real-life experience. 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 sec  1 min  30 sec | T  S-S  T-S | Organize seating arrangements so everyone has a partner, with one group 2-2-3 sitting together,  And all can easily see the screen. (ex) Desk arrangement: Horse Shoe.) Show PPT1.  Hello guys, look at this picture. Talk to your partner about the picture. For example, what they are doing, where they are. What usually do you say if you meet old friends? You have 1 minute.  Gesture for students to begin talking to their partners.  Students 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** |
| 1min  1 min  1min  10 sec  2 min  1 min | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords: work out, predictable, swap**  Elicit – When something is happened in a particular way, how to say? (work out)  CCQ –Is it a similar word with happened? (Yes.)  Is it happen in a particular way? (Yes.)  When something didn’t work out well, did you feel bad? (Yes)  Drill – Listen and repeat 3 times together. (Gesture)  Nominate 2 or 3 individually.  Board – Write “work” out on the left of the board.  Elicit – If you can expect something before it happens, how could you say? (Predictable)  CCQ – Do you say this word after something happened? (No)  Is it good to prepare something if it’s predictable? (Yes)  If you watch predictable ending movie, is it interesting? (No)  Drill – Listen and repeat 3 times together. (Gesture)  Board – Write “predictable” on the left of the board.  How many syllables? (4 syllables)  Where is the stress? (2nd)  Elicit – Show PPT2 and Mime two things exchanged.  When we want to exchange something each other, how to say?  (Swap)  CCQ – Is it a one way? (No)  If you get something without giving, can we say is it “swapping”? (No)  Do you swap the phone number when you meet business partner? (Yes)  Drill – Listen and repeat 3 times together. (Gesture)  Board – Write “swap” on the left of the board.  How many syllables? (2 syllables)  Where is the stress? (1st)  **Guiding Question**  Talk to your partners. When you meet your friend after a long time, what usually do you say?  Students discuss with their partners.  Feedback. Nominate a few students to share their ideas. |

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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 short, objective, and are only a surface understanding. This is an accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Hold up the worksheet.  Now it’s time to listen to a story about meeting old friends.  As you listen, you must answer these questions in exercise one only.  When you catch the answer, write it down next to the question.  Don’t do exercise 2.  **I.C.Q** – 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? (Yes)  Read each question aloud for the students. Hand out the worksheet.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.** Compare your answer with your partner. Monitor.  **Feedback 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:** Students 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 piece of information, or a single statement to explain the unspoken, intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  4 min  2 min  2 min | T  S  S-S  T-S | Listen again. This time, answer exercise 2.  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.  I.C.Q – Do you need to rush to answer these questions? (No, we will have time afterward to write.)  **Students listen for the 2nd time, and write their answers.**  **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 min  6 min  2 min | T  S-S  T-S | Make 3 groups of 2-2-3 students.  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.  I.C.Q – do you need to write anything? (No)  **Students discuss.**  **Feedback. 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  …………. |

**Transcript**

**Time: 2 min 24 seconds**

**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 ...



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**Worksheet1 – Meeting old friends**

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

1. Did Patrick and Selina meet each other before?
2. What’s the name of Patrick wife?
3. How long haven’t they met each other?
4. Does Selina live in London?
5. How many years has Patrick been married?

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

1. Why did Selina say “The dream job wasn’t really a dream.” ?
2. Why did Selina doesn’t live in London?

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

1. If you meet “old friends” , how do you feel?
2. If your situation is not so good, can you say your situation to your old friend?
3. What’s your dream job?
4. Are you a predictable person?

**Answer Sheet – Meeting old friends**

**Exercise One**

1. Did Patrick and Selina meet each other before? (Yes, They’re old friends.)
2. What’s the name of Patrick wife? (Marigold)
3. How long haven’t they met each other? (At least fifteen years)
4. Does Selina live in London? (No, she doesn’t live in London anymore)
5. How many years has Patrick been married? (10 years)

**Exercise Two**

1. Why did Selina say “The dream job wasn’t really a dream.” ?

(She didn’t like her job even though her job was her dream job.)

1. Why did Selina doesn’t live in London?

(Because London is so expensive, she doesn’t live in London.

**Instructor’s Comments and Assessment**

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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** |  |  |