**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jiyeon Kim (Joy) | TESOL | 28/10/2019 | Listening | PPP | 30 min |

|  |  |
| --- | --- |
| **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. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Materials and References** | | | |
| **PPT;** [**https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend**](https://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** | 8 |
| **Detail** | This is a general English class for Koreans and students are highly motivated learners to improve their listening and speaking skills. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. | | |
| **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 am to demonstrate is the ability to write out a complete, detailed lesson plan. | | | |

|  |  |  |
| --- | --- | --- |
| **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: PPT1** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min | T  S-S  T-S | Organize seating arrangements so everyone has a partner, with one group of 2 sitting together, and all can easily see the screen. Show PPT 1.  Hi everyone, look at this picture. Talk to your partner about them. For example, what does their relationship look like, how do they feel, what they say. You have 1 minute. Now you can begin.  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.” |

|  |  |  |
| --- | --- | --- |
| **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: Board pens** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  40 sec  1 min  20 sec  1 min  1 min | T-S  T-S  T  S-S  T-S | **Pre-teach keywords: predictable; swap.**  Elicit – Draw an apple on the board. What is this? (apple) Do you know which alphabet apple starts with? (a) Then which alphabet would be next? (p) So on… Can you know which alphabet would be the last? (e) This is called.. (predictable).  CCQ – Is it expected? (Yes)  Do you know what will happen next? (Yes)  Is it unusual or interesting? (No)  Drill – Listen and repeat 3 times all together. (Gesture.)  Nominate 3 or 4 individually.  Board – Write predictable on the board.  How many syllables? (4) Mark with a blue pen.  Where is a stress? (2nd) Mark with a red pen.  What type of word? (Adj.)  Elicit – Mime to give a pen to a student. Gesture for the student to give his/her pen to me. Do I give a pen and am I given a pen instead? What do you call it? (swap)  CCQ – Do you give something to someone? (Yes)  Do you get something in return? (Yes)  Drill – Listen and repeat 3 times all together. (Gesture.)  Nominate 2 or 3 individually.  Board – Write swap on the board.  What type of word? (V.;N.)  **Guiding Question**  Do you keep in touch with old friends? How often do you do? If you meet an old friend by chance, what would you say? Talk to your partner.  Students discuss with their partner.  Feedback. Nominate a few students to share their ideas. |

|  |  |  |
| --- | --- | --- |
| **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 surface understanding. This is an accuracy focused stage. | | |
| **Materials: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Now it’s time to listen to a story about old friends.  As you listen, you must answer these questions in exercise 1 only.  When you catch the answer, write it down next to the question.  Don’t do exercise 2 yet.  **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 a 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 answers 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? |

|  |  |  |
| --- | --- | --- |
| **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 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: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  4 min  2 min  1 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 afterwards to write.)  Read the questions aloud for the students.  **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.** |

|  |  |  |
| --- | --- | --- |
| **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: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  1 min | T  S-S  T-S | Make 2 groups of 4 students. Wait for students to move.  Now, turn over your worksheets.  Talk to your partners about any of these questions.  You should talk freely, and remember to listen and ask questions to your partners.  You have 6 minutes.  **I.C.Q.** – Do you need to write anything? (No.)  **Students discuss.** Monitor from a distance.  **Feedback. Students share their ideas with the whole class.** |

|  |  |  |
| --- | --- | --- |
| **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** |
| 1 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 listening lesson about Arriving late to class.  Dismissed. |

****

**Transcript**

**Time: 2 minutes 7 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 ...

**Worksheet – Meeting an old friend**

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

1. How long haven’t they seen each other?
2. How long was Selina in London?
3. Did Patrick also go to London?
4. What is Patrick’s wife’s name?
5. How old are Patrick’s children?

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

1. Why was Selina surprised by Patrick’s news?
2. Why does Selina say “The dream job wasn’t really a dream”?

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

1. What does “old friend” means to you?
2. When you hear of your old friend’s bad news, what would you say and why?

**Answer sheet – Meeting an old friend**

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

1. How long haven’t they seen each other? More than fifteen years
2. How long was Selina in London? A couple of years
3. Did Patrick also go to London? No.
4. What is Patrick’s wife’s name? Marigold
5. How old are Patrick’s children? Five and eight years old

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

1. Why was Selina surprised by Patrick’s news?

Patrick was called predictable but he was married and got 2 kids since they haven’t seen each other. Selina could somewhat feel it is unpredictable.

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

Her living in London might be different than she expected. She could do what she wanted but she couldn’t afford to cover enough her expenses in London.

**Instructor’s Comments and Assessment**

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