**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hong Yeni | TESOL | 17/05/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Film Reviews |
| **Main Aim** | Students will practice listening and catch important information. |
| **Secondary Aim** | Students will speak and share their ideas with their partners freely. This will help in speaking fluently. |

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| **Materials and References** | | | |
| [**https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/film-reviews**](https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/film-reviews)  worksheets, board, pens, computer and audio speakers. | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 7 |
| **Detail** | This is an English Class with Korean students. They are eager to learn. Most of the lesson will contain communications with their partners. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Computer could fail – download into my phone (+ portable speaker)  Too much teacher talk / might talk out of topic – read my lesson plan notes before starting the class | | | |
| **My Personal Aim** | | | |
| My personal aim is to write a detailed lesson plan before class so that I don’t talk too much and lead my students to talk freely within the time given. | | | |

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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  2 min | T  S-S  T-S | **Organize the seating arrangement** to 2 groups of 2 and 1 group of 3.  (will be partnered in strong- weak students)  “Hi Guys, what is the worst movies you ever watched? Or maybe movies that you were really excited about but in the end, it disappointed you. Talk with your friends. You have 5 minutes.”  **Students talking to their partners. Listen and monitor**.  **Feedback.** Ask 2 students about what they have discussed about.  “Tell me your worst movie. “ |

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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 min  1 min  1 min  10 sec  3 min  2min | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords : Sequel / sympathy / expectation**  **Elicit** – (Point to the PPT)  What is this? What do you call these books and films? (It is called a sequel)  **CCQ**- Does it continue from the previous books and films? (Yes)  Does it continue from the same movie or any movie? (Same movie)  **Drill** - Listen and repeat 3 times (Gesture)  Nominate individually  **Board**- (Write on the right side of the board)  How many syllables? (2)  Where is the stress? (1st)  What type of speech? (Countable noun)  **Elicit** – How do they look? (Sad) What is he doing? (Sympathizing)  **CCQ**- Is it being sad or happy? (Sad)  Does he look sorry for him? (Yes)  **Drill**- Listen and repeat 3 times (Gesture)  Nominate individually  **Board**- (Write on the right side of the board)  How many syllables? (3)  Where is the stress? (2nd)  What type of speech? (Noun)  **Elicit**- Yeni wanted a new phone for Christmas. She told her parents every month.  On the day of Christmas what was Yeni doing? (She was expecting to get a new phone, Expectation)  **CCQ**- Is it your belief? (Yes)  Is it in the future or in the past? (Future)  **Drill**- Listen and repeat 3 times (Gesture)  Nominate individually  **Board**- (Write on the right side of the board)  How many syllables? (4)  Where is the stress? (1st )  What type of speech? (Noun)  **Guiding Question**  Talk with your partners. What would you do if the film you watch was disappointing? Do you tell your friends to not watch it?  **Students discuss the question with a partner.**  **Feedback.** Ask 2 students about what they have discussed about.  “Tell me what you have discussed. “ |

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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** |
| 2 min  2 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Hold the worksheet so all the students can see.  Listen to the audio. As you listen, write down the answers in exercise 1 only.  Do not do exercise 2.  **ICQ-** Do you only listen? (No)  Do you answer exercise 2? (No)  Read the questions out loud 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 partners.”  **Feedback to check accuracy.** Ask the students for the answers.  Check if there are any different answers. “Does anyone else have a different 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 pieces of information, or a single statement to explain the unspoken, intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  2 min  3 min | T  S  S-S  T-S | **Instructions.** Listen again. This time answer question 2.  These questions are more challenging, so listen carefully and think.  Think and write down your answers next to the questions.  I will give you time to think and write.  **ICQ** – Do you need to rush to write down your answers? (No, time will be given)  **Students listen for the 2nd time.**  **Pair check. Monitor.** “Compare your answers with your partners.”  **If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** Nominate students and ask for their answer. |

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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 few questions to help them communicate without intervention from the teacher. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Look at exercise 3 in your worksheets.  Talk freely to your partner about this question.  You have 5 minutes.  **ICQ** – Do you write or talk? (Talk)  **Students discuss Teacher monitor**  **Feedback. Students share their ideas with the class.**  “Tell me your ideas.” |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To the 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 un the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **(Some ideas)**  You guys did very good. Some questions were tough but you guys did well.  Each of you were so eager to speak about your thoughts.  I hope you enjoyed and learned something.  Watch English movies. It will help you with your English listening and try repeating how they speak, it will help your pronunciation.  **Inform students about the topic for the next lesson**  In our next class, we will talk more about the sequel books. |

**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- Film Reviews

Exercise 1: Listen carefully and write down the answers.

1. Which film did the speaker watch?
2. Was the speaker’s expectation low or high towards the film?
3. What scene does it start with?
4. What other film did she suggest to watch?

Exercise 2: Listen carefully and write down the answers.

1. Why did the director take the characters on tour?
2. Why did the speaker say “the world doesn’t need three of these films”?

Exercise 3: Don’t write. Talk to your partners freely about the questions below.

1. What scenes would you make if you run out of ideas as a director?

Worksheet 1- Film Reviews

Exercise 1: Listen carefully and write down the answers.

1. Which film did the speaker watch? Fun in the City
2. Was the speaker’s expectation low or high towards the film? Low
3. What scene does it start with? Wedding scene
4. What other film did she suggest to watch? Twilight Mirror

Exercise 2: Listen carefully and write down the answers.

1. Why did the director take the characters on tour?

Director was out of ideas and he is not interested in making the film interesting.

1. Why did the speaker say “the world doesn’t need three of these films”?

Fun in the City is a sequel film. First and second film was boring enough.

Exercise 3: Don’t write. Talk to your partners freely about the questions below.

1. What scenes would you make if you run out of ideas as a director?

Transcript

Time: 1 min 45 sec

Obviously, this is the sequel to Fun in the City, which is a film I didn't like so it's fair to say my expectations were low. So, you could say I wasn't disappointed, as it met my expectations. It was awful! It was so awful, I'd rather not spend any more time on it by talking about it. But, that wouldn't be a film review and I think I owe you all a review to save you wasting your money going to see it.

So, it starts off with this big wedding scene. And, I won't go into why, but the whole scene is just there so they can make this one joke. It's not even a funny joke ... it's just, ah, it's just terrible. It's got nothing to do with the rest of the film. Anyway, it starts there. Then, instead of the characters and the plot staying in New York where the original film was set, one of them wins a ticket to India and decides to take all her friends. It's what directors do when they've run out of ideas … let's take our characters on tour!

Anyway, they gossip, cry and shop, and they repeat this until the end. No real people would ever act like this. I didn't have any sympathy for their problems or even care what happened to them. Don't go and see it, you'll only encourage them to make another sequel. The world doesn't need three of these films. Please save your money and go and see the other big film this week: Twilight Mirror.