**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Maryam | TESOL | 01/08/2020 | Listening | PPP | 30 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; pictures; board ; audio. |
| **tudent Profile** |
| **Level** | Intermediate |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is a general class. The students are both Koreans, they like the visual learning mode and work in a group, they are motivated learners, their listening skills need developing. They participate actively in kinesthetic learning. |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| The audio equipment could fail → print an A4 size picture of my picture + the dialogue. Nervousness at the start of the lesson → check the equipment is working; 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 + Encourage myself to self-confidence and leave stress. |

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| **Stage Name:** Lead-in**Purpose of this stage:** To relax the students and the teacher ; to create interest in topic ; to give students something to talk about ; to be student-centred. |
| **Materials:** Picture |
| **Time** | **Interaction** | **Procedure** |
| 30 sec30 sec1 min | TT-SS-S | Organize seating arrangement, with one group of two seating together to see the picture well. Show the picture.Hello guys , look at this picture. What is the situation? What is their relationship? You have 1 minute.Gesture for student to begin talking to her partner.Student talks to Her partner. Monitor for any use of key words. |
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| **Stage Name:** Presentation**Purpose of this stage:** To help students understand the dialogue easily. Which includes teaching two key words using the C.C.C technique , and asking a guiding question to give them the opportunity to think and share their thoughts. |
| **Materials:** Pictures ; Board |
| **Time** | **Interaction** | **Procedure** |
| 2 min2 min20 sec2 min1 min | T-S T-S TST-S | **Pre-teach keywords :** Amazed ; Expensive**.**Elicit \_ Point to the picture. Look at her face, how does she feel? (she's amazed.)CCQ \_ Is she filled with great surprise?(Yes) Is she filled with wonder?(Yes)Drill \_ Listen and repeat 3 times together. (Amazed.) Nominate two students individually.Board \_ Write amazed on the left side of the board. How many syllables we have? (2) Mark with blue pen. Where's the stress? (1st) Mark with a red pen. What part of speech? (adjective)Elicit \_ hold up the black marker “how much would you spend to buy this?” ($1) “Yes, it is a reasonable price. If the price is $20 what word can describe that price? (expensive)CCQ \_ Is the pen worth $20? (No.) Is $20 too much money for the pen? (No.)Drill \_ Listen and repeat 3 times together (expensive) Nominate 2 students individually to repeat. Board\_ Write expensive under the previous word. How many syllables we have? (3) Mark with a blue pen. Where's the stress? (2nd) Mark with a red pen**.****Guiding Question**Talk to your partner. Would you like to rent a small, expensive flat in a big city, or, live with your parents in a small town for free? Explain why. You have two minutes. Student discuss with her partner. Feedback. Nominate two students individually to share their opinions. |

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| **Stage Name:** Practice - Literal Comprehension Listening **Purpose of this stage:** For students to listen for the first time, to understand the dialogue, to notice where they are; what are they talking about; and the responses must be short and objective. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 1 min3 min1 min2min | TSS-T/S-ST-S | **Instructions. Set the purpose for listening. Hand out worksheets.**Hold up the worksheet.Now you will listen to two people talking. As you listen, you must answer these questions in the exercise. When you catch the answer, write it down. Don't do exercise 2.I.C.Q. \_ Do you need to write your answers? (Yes) Do you answer the questions before or after listening to the dialogue? (After) Do you need to read the answers of the exercise 2? (No)Read the questions aloud for the students, and hand out the worksheet (Now i will read the questions to you, please pay attention)You have 1 minute to answer the questions. Play the audio.Students listen for the 1st time, and write answers on the worksheet.**Students listen for the 1st time to the dialogue, and write the answers on the worksheet.** Monitor from distance.**Pair check**. Now compare your answers with your partner (Students talk to each other and sharing answers.)**Feedback to check accuracy.** Ask students for answers, check if the other student has the same or different answer. Do you agree with her? How did you know they didn't meet for a long time? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening**Purpose of this stage:** Students listen again carefully, their answers need to be checked for accuracy, students are required to think about the why in order to support their answers. |
| **Materials:** Worksheet ; audio |
| **Time** | **Interaction** | **Procedure** |
| 1 min3 min2 min2 min | TSS-ST-S | Listen again. This time, answer exercise 2.These questions are more difficult, but if you listen carefully and think deeply you can find the answer. Write your answers next to the questions. I.C.Q \_ Do you need to check the 1st exercise again? (No) Do you need to listen carefully to the dialogue? (Yes)**Students listen for the 2nd time**, and answer the questions. Monitor (watch how they answer.)**Pair check**. Monitor if students need, then replay the audio a 3rd time.(Now share with your partner your answers to see if you got the same answers or some different answers. If you missed something i can replay one more time for you.)**Feedback to check accuracy**. Ask students for answers; check if the other student has the same or different answer. Do you agree with her? |

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| **Stage Name:** Production - Applied Comprehension Speaking**Purpose of this stage:** For the students to practice their fluency. It should last for 5 minutes to practice well. Give them 3 questions to help them communicate without intervention from teacher. |
| **Materials:** Worksheet |
| **Time** | **Interaction** | **Procedure** |
| 1 min5 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Now, turn over your worksheets.Talk with your partner about any of these questions. And remember to listen to your partner and give her questions. You have 5 minutes.I.C.Q \_ Do you need to write anything on the paper? (No)**Students discuss.** Monitor from a distance.**Feedback.** Students share their ideas with the class.Now share your ideas with us (which questions did you choose Paula? How about you Serina?) |

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| **Stage Name:** Wrap-up**Purpose of this stage:** To end the lesson once a positive note. And give students a sense of accomplishment, and encourage them to continue progressing ; Give them a lesson feedback and a homework . Inform students about the topic for the next lesson. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback.** Tell the class what they did well, and what they need to improve .**Set homework.** Alright guys. For homework: Write your experience with coincidence with an old friend, how did you react, and what happened between you two. It's due tomorrow.**Inform students about the topic of the next lesson.** Tomorrow we will do a reading lesson about " The three strangers". |

**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** |  |  |