**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| So Hee | TESOL | 27/01/2021 | 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** | | | |
| <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend>; worksheet; board pens; P.C. and audio equipment. | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 4 |
| **Detail** | This is a general English class and there is classroom dynamic in the classroom. Students are highly motivated and have ability to understand the conversation, which is spoken in English, but they still need some listening practices to make them to be accustomed to English conversation. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Unexpected audio machine malfunction prepare Bluetooth speaker to use with my smartphone or read out from the transcript.  Nervousness at the start of the lesson check all the equipment in the classroom is working; pre-practice the class; plan what to say to the class. | | | |
| **My Personal Aim** | | | |
| To demonstrate 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  2 min  1 min | T  S-S  T-S | Greet students and simply ask them whether they have the longest friends they have known and then pair them up to have time to talk about each other’s old friends.  “Tell your partner about your friend that you have known the longest”  Students start to talk to their partners. Monitor them discreetly while they are sharing their stories.  Ask students “who did you introduce as your oldest friend?” and “How often do you meet the friend?” |

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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 suing 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  10 sec  2 min  1 min | T-S  T-S  T    S-S  1 min | **Pre-teach keywords: swap.**  Elicit – What do we call the situation when having other’s things by giving them yours? (swap)  CCQ – Can we swap used merchandise in flea market? (Yes.)  Do we spend money when we swap something? (No.)    Drill – Listen and repeat 3 times together. (Gesture)  Nominate each student individually.  Board – Write swap on the left of the board.  “Where should we put the stress?” Draw a dot with red pen a letter of ‘a’.  Elicit – What do you call a day when you have been dating a couple for a year? (anniversary)  CCQ – When it is anniversary, is it something special or important? (Yes.)  How often do you celebrate your anniversary? (once a year.)  Is anniversary the same day that it happened last year? (Yes.)  Drill – Listen and repeat 3 times together.  Board – Write anniversary under the word ‘swap’.  “How many syllables does it have?” (5)  “Which part should we put the stress?” (3rd)  **Guiding Question**  “What would you talk about if you saw an old friend after a long time?” Talk to your partner. (Gesturing each partner)  Discuss with their partners.  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 test, to notice who the speakers 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: worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min 30sec  1 min  1 min | T  S  S-S  T-S  S-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Listen carefully what these two people are saying and try to answer those questions.  Do only exercise one. Not two and three.  **I.C.Q.** – Do you guys all have your pen or pencil to write? (Yes.)  Do we need to read the questions for exercise 2 and 3? (No.)  Hand out the work sheet and tell them to read the questions first before listening the conversation.  **Students listen for the 1st time and write answers on the worksheet.**  **Pair check.**  Compare your answers with your partner. (Gesture)  Monitor secretly.  **Feedback to check accuracy.**  Ask students for answers. If a student wrote the wrong answer, tell his/her partner to explain what the right answer is and why. (peer teaching) |

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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 they 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 30 sec  2 min  2 min  1 min | T  S  S  S-S  T-S | **Instructions.**  It is time for doing exercise 2. For this question, you need to focus on the way the speakers speak and try to think about the intentions of what they say.  No need to be rush because I will give you some time to think and write the answer.  **I.C.Q.** – Do we need to be in a hurry to write the answer? (No.)  Do we need to read the question for exercise 3? (No. only for exercise 2.)  Tell them to read the question first before listening the conversation.  **Students listen for the 2nd time.**  **Ask students whether they want to listen one more time or not. If they need, then replay the audio.**  **Pair check. Monitor.**  **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  5 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in group.**  “What do you usually do when you meet your old friend?”  “Have you ever had high school reunion? If yes, how was it, if no, do you want to hold it?”  **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.**  Next week we will listen audio of Selina and Patrick’s telephone conversation. I will text you the link of audio so, it would be good for you to listen the audio 2 times before you sleep.  **Set homework:** Listening the audio a few time is going to be your homework.  Dismissed. |

**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 ...

**Worksheet – Meeting an old friend**

**Exercise One: Listen and write the answer.**

1. What is his full name?
2. Did Patrick move to London?
3. How long has Patrick been married?
4. How many children does he have? And how old are they each?

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

1. Why did she come back from London? And Is Selina happy to live with her parents?

**Exercise Three: Talk to your partner freely about any of the questions below.**

1. What do you usually do when you meet your friends?
2. Have you ever had high school reunion? If yes, how was it, and if no, do you want to hold it?

**Answer Sheet – Meeting an old friend**

**Exercise One**

1. What is his full name? Patrick Eastwood.
2. Did Patrick move to London? No
3. How long has Patrick been married? 10 years
4. How many children does he have? And how old are they each? 2 children and they are five and eight years old.

**Exercise Two**

1. Why did she come back from London? And Is Selina happy to live with her parents?

Because her job did not fit her, and the land was too expensive. No, she is not happy to live with her parents as she hesitated for a moment when she said she was going to live with her parents.

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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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** |  |  |