**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seri Park | TESOL | 20/05/2021 | Listening | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Meeting an old friedn |
| **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**](https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend)  **PPT; P.C.; audio equipment; smart phone; work sheet and board pens.** | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adults | **Number of Students** | 6 |
| **Detail** | This is an English class and learners are driven by the urge to learn new things. All students belong to English Speakers of Other Languages group and they are from different ethnic groups. Although they are familiar with group work, there is a need for creating a friendly environment to promote free communication. Despite the effectiveness of visual learner mode in this class, it is also essential to develop auditory learning. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment (P.C) 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 lessons -> check the equipment is working; to start the lesson, sit down and follow the planned teacher talk | | | |
| **My Personal 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 ides 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 | Greet. Instructions.  Organize seating arrangements to everyone has a partner, with one group of 2 pairing sitting together, and all can easily see the screen.  Hello guys, “Do you have any childhood friendships that are still strong today?” Tell your partner about it. You have 2 minutes.  Gesture for students to begin talking to their partners.  Students talk to their partners. Monitor them.  Gesture to a few groups and ask – share their stories. |

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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 next 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:** PPT 1 | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  30 sec  2 min  1 min | T-S  T-S    T  S-S  T-S | **Pre-teach keywords: flat and surprised**  Elicit – Point to PPT 1. What do you see? What do we call this kind of buildings?  We can say it’s a **flat.**  CCQ – Is a flat a set of rooms for living in? (Yes)  Is a flat another term for an apartment? (Yes)  Is a flat a set on rooms for living in a large building in one floor? (Yes)  Drill – Listen and repeat 3 times together. (Gesture)  Nominate 2 or 3 individually. (for correct pronunciation)  Board – Write flat on the left of the board.  How many syllables? (1)  Where is stress? (1st) Mark with a red pen.  What part of speech is flat? (noun)  Elicit – Ask question. What would happen of your friends organized your birthday without your know- how? **Surprised**  CCQ - If your friends bring you a present without your know-how would you be surprised? (Yes)  If you found your girlfriend/boyfriend is your relative, would you be surprised? (Yes)  Drill - Listen and repeat 3 times together. (Gesture)  Nominate 2 or 3 individually  Board - Write surprised on the left of the board.  How many syllables? (2, sur/prised) Mark with a blue pen.  Where is stress? (1st) Mark with a red pen.  It is used as verb.  **Guiding Question**  Talk to your partners. Do you have a longtime friend who happened to go abroad for study or employment? If you do, what would ask him or her of you met. Please share with your partners what would you talk about.  Students discuss the question with a partner.  Get feedback, and choose a few students to share their narratives, if necessary. |

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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 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  3 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 a conversation between 2 people. Listen carefully and answer your worksheet questions in exercise one only.  **I.C.Q.** – Do you have a pen or pencil to write? (Yes)  Do you need to read the questions for exercise 2? (No)  Only exercise one, right? (Yes)  Hand out the work sheet and tell them to read the exercise one questions before listening the conversation.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.**  Compare your answers with your partner. Monitor them. Gesture for them to work together.  **Feedback to check accuracy.**  Ask students for answer, checking if others have the same or 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 fats. 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 thing 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** |
| 30 sec  4 min  1 min  2 min | T  S  S-S  T-S | **Instructions.**  Listen again. This time, answer exercise 2.  This question would be more difficult, but if you listen carefully, you can find the answer. After listening, write your answers under the question. I will give you time to think and respond to questions.  **I.C.Q. –** Did I ask you, to listen carefully and respond to the questions? (Yes)  Do you need to hurry to answer questions? (No, I’ll give you time afterwards.)  Read questions aloud for the students.  **Students listen for the 2nd time and respond to the questions.**  **Check the pair. Assess students’ needs and replay the audio for the 3rd time.**  **Give students feedback to assess their accuracy.** |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** For student 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 communication without intervention from the teacher. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  5 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Please check exercise 3 on your worksheet. Talk to your partners about these questions.   * “What do you usually do with your friend?” * “How many people do you consider your "best friends?"   You have 5 minutes to talk and don’t need to write the answers.  **Students discuss.**  Monitor from a distance.  **Feedback. Students share their ideas with the class.**  Choose one or two students to share their answers. |

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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 learners how good they have done, and what they need to improve.**  You did a good job for today. Did you enjoy?  **Set homework.**  For homework, I want you to listen and read the “Meeting an old friend”. Each group will do the role play tomorrow based on meeting an old friend. I will text you the link of audio on a group chat. If you have any question regarding homework feel free to text me.  **Inform students about the topic for the next lesson.**  Next time, we will do another listening lesson. |

**PPT 1**

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Transcript

Time: 1 min. 57 sec.

**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.

**Worksheet – Meeting an old friend**

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

1. What is Patrick’s last name?
2. How long Patrick and Sellina have not met each other for?
3. Selina really liked her job in London. True or False
4. Selina is living with her parents now. True or False
5. How long Patrick has been married for?
6. After the meeting, is Selina surprised that Patrick is married?

True or False

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

1. Why did Selina come back from London?
2. Do you think Selina is happy to live with her parents?

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

1. What do you usually do with your friend?
2. How many people do you consider your "best friends?"

**Answer Sheet – Meeting an old friend**

**Exercise One**

1. What is Patrick’s last name? Eastwood
2. How long Patrick and Sellina have not met each other for? 15 years
3. Selina really liked her job in London. False
4. Selina is living with her parents now. True
5. How long Patrick has been married for? 10 years
6. After the meeting, is Selina surprised that Patrick is married? True

**Exercise Two**

1. Why did Selina come back from London?

Because her dream job in London did not work out and the rent for flats is way too expensive for her.

1. Do you think Selina is happy to live with her parents?

She is not happy to live with her parents because she used to live alone in London. Selina also hesitated when Patrick asked her.

**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** |  |  |