**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sung | 223WD | 20/07/2021 | Listening | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Bumping into an old friend |
| **Main Aim** | Students will practice their listening comprehension with the interpretive and literal knowlege |
| **Secondary Aim** | Students will enhance their speaking fluency |

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| **Materials and References** | | | | | |
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| **Level** | Intermediate | **Gender** | Mixed | **Nationality** | All korean |
| **Age** | 13~15 | **Number of Students** | | 4 | |
| **Detail** |  | | | | |
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| **Stage Name:** Lead-in  **Purpose of this stage:** introduce the topic smoothly | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| ALL  1min | T  T-S  T | Make sure everyone has a partner and all the seat are well arranged to talk readily.  Greet. Hello guys.  T: ‘Do you guys know the film, 건축학개론?  S: No, but I heard it  T: 건축학개론 was really popular when released.  it’s about a woman and man who meet again for the first time in 15 years.  This time the audio we are going to listen to is also about that kind of a situation. |

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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 tet more easily. This offer consists of the key words by using C.C.C technique and 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 scheme when comprehending a text. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 15sec  4min  2min  1min | T  S-S | **Guiding Question**  T: Let's simulate a very interesting situation just like the scene of the film  ‘let’s say, what if you and your partner happen to meet somewhere 15 years later  How would it be like? I want you to simulate the situation!!  Students simulate the situation with a partner. If they are quiet, hesitant about what to say, help them talk. Teacher specifies the situation more if the conversations are not going well.  **Key words : predictable, swap**  Elicit - <https://www.youtube.com/watch?v=5M0-WMRc7Xg> Up to 0:34  if these kinds of events happen a lot in a drama, how do we call this drama? Adjective please. (Predictable) we can call it predictable.  C.C.C.- If it is predictable, do you know what will happen? (Yes)  If a drama is predictable too much, is the drama interesting? (No)  If a person is predictable, is he or she interesting? (No)  \* Plus, if you add ‘the’ in front of any adjectives.  You can intend a person or people who have the trait of the adjective.  for example, the predictable means a predictable person or people  Drill - listen and repeat with me  “predictable” “predictable” “predictable” “predictable”  Individual drills for each student.  Board  Elicit - A Behavioral demonstration. : Swap “Can you give me something?”  a student gives me the stuff  “i will give this for you”  How do we call this action? Verb  S: Exchange  T: Exchange is also right, but there’s another one to describe it. We can also call it ‘swap’  C.C.C- is it a give and take? (Yes)  Drill, Board |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** this is an accuracy focused stage. To understand the surfacial meaning of the conversation.. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  2min    2min  2min | T  S  S-S  T-S | **Now it’s time to listen to a conversation about meeting an old friend.**  **Hands out worksheets. After all students get the worksheets**  **Listen carefully and answer exercise A.**  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.**  **Ask an answer to each student.**  **Feedback to check accuracy.** |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** students should be able to undestand things in real conversations like overall situation, tone of voice, interjecton, mutiple pieces of information or a single statement to explain the unspoken, intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30  sec  2min  2min  2min | T  S  S-S  T-S | **Set the purpose for listening.**  this time, listen carefully once again and answer exercise B. Remember you have to find some clues for the answer from the conversation  **Students listen for the 2nd time.**  Wait till students seem to finish with answering the question.  **Pair check.**  **Ask a student from each group about the answer.**  **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. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5min  2min | T  S-S  T-S | let’s move on to exercise C, turn over your worksheets  Talk with your partner about this topic.  ‘Would you like to have a safe and predictable life or a challenging life?  Please think freely and talk freely so that you can use your own English a lot.  **-back up question for time management**  ‘talk about your dream job to your partner  **Students discuss. Monitor from a distance**  **Feedback. A student from each group shares 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.**  **Homework should be also given to students to encourage them to improve their English. Self-study is very important.** | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Set homework :** for homework, please do page 60 and 61 of the textbook and summarize the writing in the pages  **Dismissed.** |

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

**Exercise A**

**Listen the audio carefully and answer the questions**

1. Did Selina get her dream job? ( Y / N )
2. How long has it been? Since she came back home
3. How long has Patrick been married?
4. How many kids does Patrick have?

**Exercise B.**

**Infer the answer based on the audio.**

1. How does Selina’s life in the town look like?

**Exercise C.**

**Think freely about the topic and talk freely to your partner**

“Would you like to have a safe and predictable life or a challenging life?”

**Answer Sheet**

**Exercise A**

1. Did Selina get her dream job? ( Y / N )

* Yes

1. How long has it been? Since she came back home

- Almost 5months

1. How long has Patrick been married?

* 10 years

1. How many kids does Patrick have?

* He has two kids

**Exercise B.**

How does Selina’s life in the town look like?

* She thought over what to say with err.... and said interesting.

Interesting here doesn’t like very good considering her situation giving up her dream job and living with parents at her age. And she seems to want to change the subject by asking about Patrick right away.