

Background Information Sheet – Complete all sections accurately.

Name & Class	Date & Place	Lesson Type	Plan	Topic	Length	Level
(Name) Joanne & 144WD	30/11/2016 Gangnam	Listening	PPP	Sad Break Up	45 mins	Intermediate
<b>Class profile</b>						
<b>Number of students:</b> 10		<b>Age:</b> 20 - 40		<b>Nationality:</b> Korean		
<b>Motivations:</b> To practice listening to real-life speech and to be able to pick up details from real-life talk						
<b>Individual or class hobbies and interests:</b> Most students are interested in new and inspiring ideas related						
<b>Special considerations:</b> Long listening material may cause fatigue (early morning class)						
<b>Main aim</b> 1. Students will practice their listening comprehension skills using a bottom-up and top-down model.						
<b>Subsidiary aims</b> 2. Students will practice their oral fluency during the productive stage						
<b>Description of any language skills specifically used/practiced:</b> <input type="checkbox"/> Listening- to a conversation between two friends <input type="checkbox"/> Speaking- comparing and discussing answers with partner; presenting answers to the class <input type="checkbox"/> Reading- n/a <input type="checkbox"/> Writing- short answers to questions; note-taking				<b>Description of any language systems specifically used/practiced:</b> <input type="checkbox"/> Lexis- naïve <input type="checkbox"/> Discourse- change in topic, SS group and pair discussions <input type="checkbox"/> Phonology- practicing pronunciation of vocabulary		
<b>Anticipated difficulties with lesson activities and classroom management:</b> 1. Audio equipment may fail 2. Students may not understand the relevance of this lesson						
<b>How I can deal with these difficulties:</b> 1. Bring extra pair of portable speakers 2. Inform students that the goal is to practice listening to real-life speech and pick up details from real-life talk						
<b>Assumptions:</b> 1. Most students have been through a break up 2. Students already know who their partners are and who their group members are						
<b>Material(s) needed:</b> Computer with speakers, projector, whiteboard, whiteboard markers, scotch tape, audio File: <a href="http://www.talkenglish.com/AudioTE1/L180/practice/L180P3.mp3">http://www.talkenglish.com/AudioTE1/L180/practice/L180P3.mp3</a> (53 Seconds)						
<b>Checklist. Mark down those included in this lesson plan ✓ or N/A)</b>						
✓	model sentences for target language	✓	concept questions for target language	✓	analysis sheet for target language	
✓	stages clearly titled and separated	✓	purpose of each stage indicated	✓	anticipated timing included	
✓	interaction pattern marked	n/a	a board plan (if relevant)	✓	examples of all tasks used	
✓	answer sheet to all exercises	✓	Tape or text script	✓	all materials labelled and numbered	
<b>Personal aim :</b> To decrease TTT and increase STT						

### Stage 1: Lead-in

The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text.

Inter  
action

Time

Instructor's  
comments

1. Greet

- 1) "Hello everyone, did you hear the news? I heard Brad Pitt and Angelina Jolie broke up on Saturday."
- 2) Show [Picture 1]
- 3) "Wasn't it unexpected? So, here's a question for you all. What makes a break up a bad/sad one? "

T-S

20"

2. Instructions

- 1) "Let's quietly discuss your ideas of "what makes a break up a bad/sad one" with your partner for 1 minute before sharing your thoughts with the class."

T-S

10"

3. S-S discuss their ideas with partner

- 1) Monitor discreetly.
- 2) Answer students if they ask questions
- 3) Give time warning: 30 seconds left

S-S

1'

4. Feedback

- 1) Nominate and invite comments from 2 pairs
- 2) Write on the board some of the answers and encourage additional ideas
- 3) Expected answers: All, some, a few, etc...
  - Unexpected
  - Short notice
  - Out of the blue / random
  - Lots of fighting and crying
  - One person unwilling to break up
  - Stalking
  - Physical and verbal abuse

T-S

2'

### Stage 2: Presentation

The purpose of this stage is to make the listening less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.

Inter  
action

Time

Instructor's  
comments

#### 5. Instructions

- 1) "Today we will listen to a conversation of two friends talking about a sad break up. But first, we will learn some words and phrases the speakers use."
- 2) Pass out [Vocab Sheet 1]
- 3) "Now, look at the picture next to the box and fill out the worksheet while we elicit the word and its meaning."
- 4) Draw the cluster on the board and work together as a group with the students

T-S

30"

#### 6. Pre-teach vocabulary

##### 1) Naïve

- Elicit
  - 1) Look at the picture, what do you see? (a young child/girl; clouds; circus; rollercoaster; rose; hot air balloons)
  - 2) What is she doing? (eating candy; lollipop; thinking; imaging; being creative)
  - 3) What is the mood of the picture? (happy; calm; relaxing; free)
  - 4) If students are struggling give them hint: "adjective"
- CCQ
  - 1) Are you naïve if you lack understanding? (Yes)
  - 2) Does the word naïve have a positive connotation? (Yes)
- Drill
  - 1) Say the word and write the pronunciation on the board "/ nī'ēv /"
  - 2) Say the word
  - 3) Have students repeat out loud 3 times and to their partners out loud 3 times
- Boarding
  - 1) Write the word NAÏVE on the board
  - 2) Write the example sentences, definition, pronunciation, and part of speech on [Vocab sheet 1]

T-S

7'.

#### 7. Guiding question (Write on the board)

- 1) "What emotions might your friend feel?"
- 2) "What might you say to make your friend feel better?"
- 3) "Discuss with your partner"
- 4) "You have 1 minute"

T-S

20"

#### 8. S-S discuss their ideas with partner

- 1) Monitor discreetly
- 2) Take notes of language used for future error correction or language lessons
- 3) Answer students if they ask questions
- 4) Give time warning: 30 seconds left

S-S

1'

<p>9. Feedback</p> <ol style="list-style-type: none"> <li>1) Nominate 2-3 students who were observed to have a good answer for the questions.</li> <li>2) Expected answers: All, some, a few, etc... <ul style="list-style-type: none"> <li>• Sadness</li> <li>• Depression</li> <li>• Anger</li> <li>• He/she doesn't deserve you</li> <li>• It'll get better soon</li> <li>• I am here for you</li> <li>• Let's go for some beer</li> <li>• I can introduce you to my cousin</li> </ul> </li> </ol>	T-S	3'	
---	-----	----	--

### Stage 3: Practice - Listening for gist comprehension

The purpose of this stage is to allow the students to practice gist skills to identify the main idea of the text. Specific and authentic exercises designed to encourage this skill should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.

Inter  
action

Time

Instructor's  
comments

#### 10. Instruction

- 1) "Now I will play the audio"
- 2) Listen to the audio to see if the speaker is going through a bad/sad break up."
- 3) Play audio 1 time (53 seconds)
  - Ask students if they need to listen again
  - Yes→ Have them listen one more time
  - No → Have them share their thoughts with their partner for 1 minute
- 4) "Now discuss with your partner for 1 minute"
- 5) "In one sentence, say what the gist of the conversation is." (One friend got dumped / A friend is going through a bad/sad/tough break up)

#### 11. S-S discuss their ideas with partner

- 1) Monitor discreetly
- 2) Answer students if they have any questions
- 3) Give time warning: 30 seconds left

#### 12. Feedback

- 1) Nominate 2 students who was observed to have a good answer for the questions
- 2) Ask why clues or what they noticed to support their answer
- 3) Confirm answer (One friend got dumped / A friend is going through a bad/sad/tough break up)

T-S

1' / 2'

S-S

1'

T-S

2'

#### Stage 4: Practice - Literal comprehension

The purpose of this stage is for students to focus on literal understanding e.g. of facts, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.

Inter  
action

Time

Instructor's  
comments

13. Instruction

- 1) Pass out [Questions]
- 2) Read over all 3 questions on [Questions] together
- 3) "Put down your pens. Close your eyes"
- 4) (Literal Question) "Listen to the audio and think about question #1, 'what is the name of the girl who got dumped?'"

T-S

20"

14. ICQ

- 1) Can you take notes? (No)
- 2) What are you supposed to listen for? (The name of the girl who got dumped)

T-S

5"

15. Play audio (53 seconds)

- 1) Ask students if they need to listen again
  - Yes → Have them listen one more time
  - No → Have them share their thoughts with their partners for 1 minute

S

1' / 2'

16. S-S discuss their ideas with partner

- 1) Monitor discreetly
- 2) Answer students if they ask questions
- 3) Take notes of language used for future error correction or language lessons
- 4) Give time warning: 30 seconds left

S-S

1'

17. Feedback

- 1) Nominate 2 to 3 pairs to share their ideas
- 2) Confirm answer (Martha)

T-S

2'

<p align="center"><b><u>Stage 5: Practice - Interpretive comprehension</u></b></p> <p>The purpose of this stage is to allow student to listen intensively for inference. Discriminating between fact and opinion and understanding the writer's true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context.</p>	<p align="center"><b><u>Inter action</u></b></p>	<p align="center"><b><u>Time</u></b></p>	<p align="center"><b><u>Instructor's comments</u></b></p>
--	--	--	---

18. Instructions
  - 1) "Now listen to the audio again"
  - 2) "And answer question #2, 'how are the speakers feeling', as you listen"
  - 3) "Work individually"
19. ICQ
  - 1) Are you going to answer question #2? (Yes)
  - 2) Are you working alone? (Yes)
20. Play audio (53 seconds)
  - 1) Let students write the answer as they listen
  - 2) Ask if they need to listen again
    - Yes → Have them listen one more time
    - No → Have them share their thoughts with their partners for 30 seconds
21. Instructions
  - 1) "Now, briefly check your answers with your partners"
  - 2) "You have 30 seconds"
22. S-S discuss their ideas with partner
  - 1) Monitor discreetly
  - 2) Answer students if they have any questions
  - 3) Take notes of language used for future error correction or language lessons
23. Feedback
  - 1) Nominate 3 pairs to share their ideas
  - 2) "What clues show that the speakers felt that way?"
  - 3) Confirm answer (Martha is feeling heartbroken/sad/devastate. Friend is feeling sorry for Martha and wants her to feel better. )

T-S
T-S
S
T
S-S
T-S

10"
5"
1' / 2'
5"
30"
3'

\_\_\_\_\_

<p align="center"><b><u>Stage 6: Production - Applied Comprehension</u></b></p> <p>The purpose of this stage is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students' background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition.</p>	<p align="center"><u>Inter action</u></p>	<p align="center"><u>Time</u></p>	<p align="center"><u>Instructor's comments</u></p>
--	---	-----------------------------------	--

24. Instructions
  - 1) "Now in your groups, discuss question #3,
  - 2) 'Did the friend do a good job of making the other friend feel better?'
  - 3) 'What would have you said or done to make that friend feel better?'
  - 4) "You have 2 minutes"
25. ICQ
  - 1) Are you working in pairs? (No)
  - 2) For how long? (2 minutes)
26. S-S discuss their ideas with partner
  - 1) Monitor discreetly
  - 2) Answer students if they have any questions
  - 3) Take notes of language used for future error correction or language lessons.
27. Feedback
  - 1) Have every group present their answers
  - 2) Acknowledge positive points
  - 3) Offer suggestions when needed

T-S
T-S
S-S
T-S

20"
5"
2'
3'

--



### Stage 7: Wrap-up

The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students' participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such as collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.

Inter  
action

Time

Instructor's  
comments

#### 28. Wrap up

- 1) Today we practiced listening to real-life speech
- 2) Picking up details from real-life talk
- 3) Learned the difference between "naïve" and "ignorant"

T-S

10''

#### 29. Feedback

- 1) How was the listening? Difficult? Easy?
- 2) What did you enjoy the most?
- 3) What can be changed to make our next lesson more enjoyable?
- 4) Did you like sharing your ideas with your partner/class?

T-S

1''

#### 30. Homework

- 1) I want you to create a short 1 minute dialogue on "giving advice"
- 2) Detailed instructions will be emailed to you right after class
- 3) Everyone did very well and I enjoyed listening to your ideas!
- 4) Have a great day everyone!

T-S

10''

#### 31. Class dismissed

**Instructor's Final Comments**

**Overall strengths of this lesson (planning and teaching)**

**Areas to work on**

**Overall comment**

For this stage of the course, your lesson today was

☐ Above standard

☐ To standard

☐ Below Standard

**Instructor:** ..... **Date:** ...../...../.....



Joanne 144WD  
Listening Lesson Plan  
Questions

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Questions

1. What is the name of the girl who got dumped?
2. How are the speakers feeling?
3. Did the friend do a good job of making the other friend feel better? What would have you said or done to make that friend feel better?

**Definition:**

**Part of Speech:**

**Pronunciation:**

**Example:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Vocab Sheet 1  
144WD





**Definition:** (of a person or action) natural and unaffected; innocent

**Part of Speech:** Adjective

**Pronunciation:** / nī'ēv /

**Example:** When he was young and naïve, he had dreamed of becoming the King of England.

She is too native and trusting to be living alone in a big city.



**Language Analysis Sheet - Vocabulary**

Item: <b>Naive</b>	Anticipated Problems	Possible solutions
<b>Meaning:</b>  (of a person or action) natural and unaffected; innocent	Students may confuse the word naïve with ignorant.	Clarify confusion by comparing situations and by CCQ
<b>Form:</b> Adjective	Misunderstanding of connotation	When comparing the word ignorant and naïve, the word ignorant has a strong negative connotation. Naïve has more neutral connotation. Have students create a short role play of how naïve may be used.
<b>Pronunciation:</b> / nā' ēv /	Students may mispronounce as / nā ēv /	Drill the pronunciation by having students repeat after me and have students repeat it to each other

A: "Martha. What's wrong? Why are you crying?"

B: "Jake just broke up with me."

A: "I'm sorry. When did this happen?"

B: "Yesterday. I didn't even know it was coming. He just told me he found someone else."

A: "What a jerk. He doesn't deserve you."

B: "But it still hurts. I thought I loved him."

A: "He didn't treat you that well either. Maybe you don't want to hear this, but I think you can do better."

B: "Better or worse, it doesn't matter. I had a lot of feelings for him. I really liked him"

A: "It must be really painful. I remember when Josh and I broke up. I was crying for a week."

B: "I know I'll get over him. My first break up was painful because I was naive."

A: "Exactly. You'll find someone again. You should get your mind off of this. Let's go shopping."

B: "Maybe tomorrow. I don't feel like it tonight."

A: "How about coffee down the street?"

B: "Sure."