**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jinny | 191st | 27-03-2019 | Listening | 40 min |

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| **Lesson** | |
| **Topic** | Making an appointment (Dialogue) |
| **Main Aim** | Ss will practice their listening comprehension. |
| **Secondary Aim** | Ss will practice their speaking fluency. |

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| **Materials and References** |
| **https://www.teachingenglish.org.uk/dialogues**  **Whiteboard, coloured markers, eraser, smartphones, earphones** |

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| **Student Profile** | | | |
| **Level** | elementary | | |
| **Age** | 10 years old | **Number of Students** | 10 |
| **Detail** | There are 5 females and 5 males. Kate is from china; Martin is Canadian; the rest are native Koreans. Everyone can speak Korean. Most students are outgoing, only few students are shy but they can hang out with other student very well. They are having fun speaking English in class. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| This class has learned the words about making an appointment before and they are familiar with the words. Luckily, they can all operate smartphones, take notes, and work well as a team. They are always energetic during the class. Chris can speak with accurate pronunciation. They all show active participation while they are doing any kind of activities. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| \*Absence, lateness - this activity is planned around 5 groups of 2. I would need to make 4 groups of 2 and 1 group will be set with me at first. But, class captain Jessica will support the mini group member throughout the lesson. The latecomer should join with the last group of 1.  \*Technical issues – Ss will use their smartphones to listen. Send a message on group chat to bring their phone chargers and earphones to class.  \*Use of L1 – Remind students of the English only rule, and give penalty card if they don’t follow. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to write out a detailed-lesson plan. | | |
| **Stage Name:** Lead-in  **Purpose of this stage:** to relax both the students and the teacher; to start the lesson in a natural way; to focus the attention of the students; to involve students and allow them to share ideas related to the topic. | | |
| **Materials:** teacher, 10students, 1 appropriate size of (A4) picture  Additional preparation: Arrange the desk and seating arrangement and text the audio file before the lesson starts. | | |
| **Timings**  **(3 min)** | **Interactions** | **Procedure** |
| 20 sec  30 sec  30 sec  1 min  40 sec | T  T-S  T-S  S-S | “Hello everyone, look at this picture.”  Show them a picture with two people talking through the cellphone and point once then ask the class. “What are they doing?”(Ss will answer like: making calls, talking to each other, speaking! etc..)  Ask again “What do you do when you make an appointment with your friends?” (Ss will answer: call their cellphone, call their house, meet and talk directly etc..)  Ask Ss to make 5 groups of 2. “Let’s make a group first.”  “Ask your partner what do you do when you want to make an appointment with your friends?”(Ss will ask & answer each other.) |

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| **Stage Name:** Presentation  **Purpose of this stage:** Before getting into the real lesson, prepare for the unknown word and make Ss get used to today’s topic. Pre-teach Ss. | | |
| **Materials:** Board, 3 coloured markers, erasers, picture which can elicit the word “attend” | | |
| **Timings**  **(7 min)** | **Interactions** | **Procedure** |
| 3 min  4 min | T-S  T-S  T-S  T-S  S-S  T-S | Pre-teach keyword ”attend” (elicit, ccq, drill, board).  -Elicit  Show class the picture some people are all seated in the meeting. Lots of people in the party and close up someone entering the door.  “What are they doing now?” ( Ss: seating, meet together, go inside the door etc…) elicit the word “attend” to Ss.  -CCQ  1) If you have an important meeting, should you go there? (Yes)  2) Are they supposed to sit in the chair? (Yes)  3) Are they seeing each other and all at the same time? (Yes)  -Drill  “YES, ATTEND” Repeat after me “attend”  Gesture to the half of Ss “This side repeat after me, attend“  Gesture to the other half of Ss.”Now, this side, attend”  Gesture big circle and “All the class, attend, attend, attend“  “attend a meeting” (Ss: attend a meeting)  -Board it  Write the word “at/tend” in front of Ss.  And ask them “How many syllables are there?” (Ss: 2~~)  NEXT,indicate particular stress.  “Which part should we speak in stress?” (Ss: Second part especially at t sound~~)  Ask them “Which part of speech is this?” (Ss: VERB! )  “GREAT JOB.(Hand clap twice)  -Guiding question given.  “Where do you usually meet your friends in town when you make an appointment? Is there any place special to hang out?”  Ss may discuss with a partner or brainstorm ideas as a class. (May not be necessary to write ideas down.)  -Disscuss with your partner first  -Tell me about it. Is there any special location you guys meet freely?  “Oh, cool. I would like to go there too.”  “Watch this” and point the script which I prepare before the class. |

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| **Stage Name:** Practice Detailed Listening – Literal Comprehension  **Purpose of this stage:** Ss practice listening to details. Checking their accuracy is needed. | | |
| **Materials:** Smartphones, earphones, battery charger, 10 sheets of transcript | | |
| **Timings**  **(5 min)** | **Interactions** | **Procedure** |
| 30 sec  1 min  30 sec  2 min  1 min | T  T  S-S  T-S | “Now, we’re going to listen our audio files with each partner. Share the earphone and one person play start. go”  Let’s listen first.  Students listen for the 1st time.  “this time, I’ll give you two questions before we listen again”  “1st, what time are they going to meet? ”(2 o’clock in the afternoon)  “2ND, Where is the place they agree to meet?” (at mouth restaurant)  Pass out the script I prepare before.  Ss will listen for the second time.  Check the answer with your partner. Ss pair check.  Feedback to check answers. |
| **Stage Name:** Practice More Detailed Listening – Interpretive Comprehension  **Purpose of this stage:** Ss listen thoughtfully to interpret meaning. Accuracy focused. | | |
| **Materials:**. **:** Smartphones, earphones, battery charger, 10 sheets of transcript, board, 3 colored markers, eraser  **Additional preparation**: write the interpretive questions in the board when students focus on listening the audio files for the first and second time. | | |
| **Timings**  **(15 min)** | **Interactions** | **Procedure** |
| 1 min  4 min  3 min  5 min  2 min | T  S-S  T-S  T-S | Instructions  This time, you will answer to 2 different questions in the board.  Students listen a 2nd time, more carefully than before  “What date is Thursday afternoon most likely to be?”(fifteenth)  “Is mouth restaurant famous for delicious food? And Have they been there before?”(They already know the place. So, they probably have been to the place and it is also possible that the restaurant is famous for the delicious food because Keith is really happy about the place.)  Listen and discuss possible answers with you partners  Students compare their answers in pairs.  “I want to listen again teacher~~”  “AS MANY TIMES AS YOU WISH PLEASE LISTEN FREELY~~BUT ONLY FOR 3 MIN.  Discuss with your partner again  Feedback to check accuracy. |

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| **Stage Name:** Production – Applied Comprehension  **Purpose of this stage:** Ss practice speaking. Fluency focused stage. Teacher mainly monitors and may offer necessary support. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings**  **(17 min)** | **Interactions** | **Procedure** |
| 10 sec  3 min  10 sec  8 min  5 min  40 sec | T  S-S  T  S-S  S-S  T | Instructions. (Demonstrate.)  “What if you were these two people? Let’s role play and take turns after you finish your part”  ”This time, let’s make you own transcript in case you want to make an appointment with your friends? Make it as real as possible. Use the names of our neighborhood’s places”  Students to a student centered communicative task allowing them to practice fluency. Work in pairs.  Please role play your own transcript in front of the class. 5 groups will each take 1 min  Feedback precisely and be specific.(EX: I’m impressed you used the real name of our town restaurant, acting voice is really lovely~, your face expression looks incredible! Etc…) |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive feeling, and to handle any classroom management matters before ss go home. | | |
| **Materials:** 10 A4 PAPERS | | |
| **Timings**  **(3 min)** | **Interactions** | **Procedure** |
| 1 min  1 min  1 min | T-S  T  T | -“Class you have done excellent job in this class. Role playing is the funny activity while you can practice listening and speaking both. You can enjoy role playing with your family too.”  -“How about today’s lesson? If you think something needs to be improve, or have a question in the transcript feel free to ask me”  -Homework about the situation when you can’t reach your friend. How can you act? Write into 3 simple sentences please. |

**<Dialogue 4 : Making an appointment>**

Keith : Are you free on the thirteenth in the afternoon?  
(your own: )

Cathy : No, I’m afraid not. I’m meeting Ruth then. How about the fourteenth in the morning?

(your own: )

Keith : I’m sorry I’m attending a meeting at the Hilton then.

(your own: )

Cathy : What about the next day?

(your own: )

Keith: No. I'm busy then too. I'm meeting Dorothy Heath at North Bridge Road. Are you free on Thursday afternoon?

(your own: )

Cathy: Yes, I think I am. Let's meet for lunch at mouth restaurant.

(your own: )

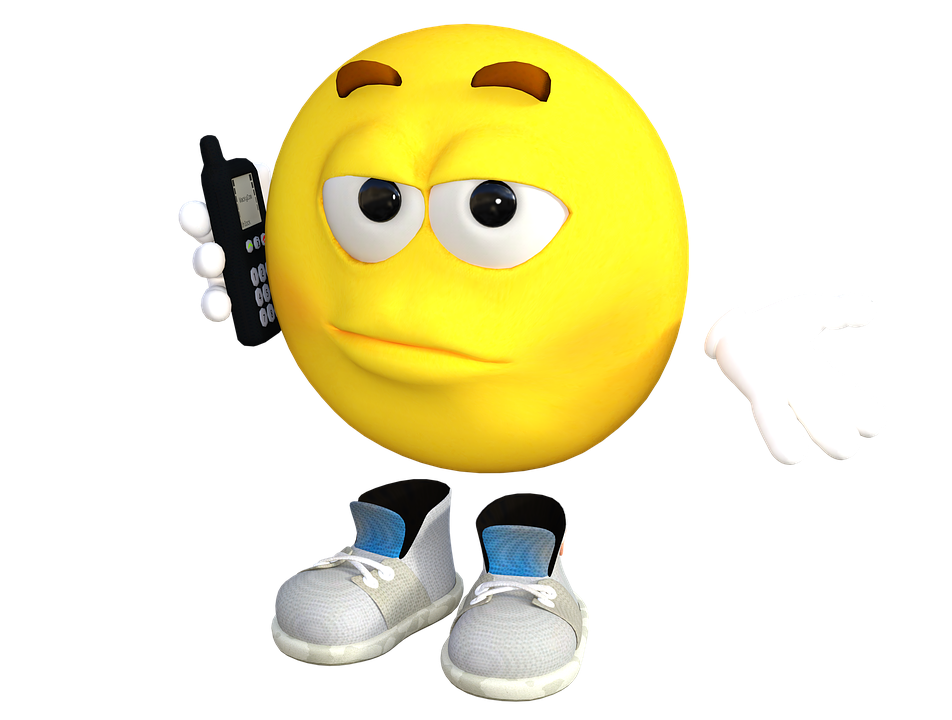
Keith: Good idea! Is two o'clock okay?

(your own: )

Cathy: That's fine. See you there!

(your own: )

**<picture for presentation>**



**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** |  |  |