**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Yoomin | TESOL | 19/11/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Chatting About a Series |
| **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** | | | |
| PPT; <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/chatting-about-a-series>  worksheet; board; P.C. and audio equipment | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adults | **Number of Students** | 7 |
| **Detail** | This is a general English class and students are highly motivated adults. The students are all Koreans with diverse occupations and backgrounds. They are not very accustomed to speaking English in classroom, so establishing the relaxing atmosphere for free talking is important for students’ learning. They want to build speaking fluency as well as listening skills for practical language use. Choosing easy and common topics for listening will promote students’ conversation and communication. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail -> prepare a Bluetooth speaker to use with my smartphone  Print A4 size picture to present to the students  Time management -> check time after stage 3 and 4 to leave enough time for stage 5 | | | |
| **My Personal Aim** | | | |
| What I 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 ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials: PPT 1** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  S-S  T-S | Organize seating arrangements so everyone has a partner, with one group of 3 sitting together, and all can see the screen easily. Show PPT 1.  Hello everyone, have you seen this logo? How many of you watch British or American TV shows?  Talk to your partner about TV programs or a movie you enjoyed watching recently. You have 1 minute.  Gesture for students to begin talking to their partners.  Students brainstorm/talk to a partner. Monitor for any use of keywords.  Feedback. Ask each group what were the genre or title of a movie/TV programs they talked about. |

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| **Materials: PPT 1 ; board and pens** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  10 sec  1 min  50 sec | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords: series; episode, unpredictable**  Elicit – Point to PPT 1. What can you watch on Netflix? (TV series)  Can you give me an example of a series? (The Game of the Throne, etc.)  CCQ – Is a series only one show? (No, a set of shows)  Do the same characters come out on a whole series or different characters on every show? (Same characters)  Is a whole series on the same subject or topic or different in every show? (Same)  Drill – Listen and repeat 3 times together. (Gesture)  Nominate 2 or 3 individually.  Board – Write series on the left of the board.  How many syllables? (2) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  Elicit - What do you call each show of a series? (An episode)  CCQ – Is an episode one show or more than two shows? (One show)  Are all the episodes broadcast on a single day? (No, over a period of time. Usually weekly)  Is every episode about the same situation or a different situation? (Different situation)  Drill – choral and individual drilling for correct pronunciation.  Board – Write episode below series.  How many syllables? (3) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.    Elicit – Can you tell me if it’s going to snow on Christmas Eve? (No)  How can you say it? The weather is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Unpredictable)  CCQ – Do you know for sure what is going to happen if something is unpredictable? (No, not at all)  Does it change slowly and gradually if something is unpredictable? (No, suddenly and without reason)  Can a person be unpredictable? (Yes)  What is opposite to unpredictable? (Predictable)  Drill – choral and individual drilling for correct pronunciation  Board – Write unpredictable below episode.  How many syllables? (5) Mark with a blue pen.  Where is the stress? (dic) Mark with a red pen.  **Guiding Question**  Talk to your partners. What makes a TV series interesting or popular?  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas. Draw out factors such as unpredictability, special effects, diverse and unique characters, good plot, etc. |

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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 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: Audio equipment; worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening.**  Hold up the worksheet. Now we are going to listen to an audio clip. As you listen, try to answer questions in exercise 1. Please write down your answer but don’t do exercise 2 yet.  I.C.Q. – Do we do exercise 1 or 2? (1)  Do you have a pen or pencil ready? (Yes)  Read each question aloud for the students. Hand out the worksheet.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.**  Compare your answers with your partner. Monitor.  **Feedback to check accuracy.**  Ask students for answer from question 1 to 4. If someone has a different answer, ask them why they chose that answer and correct them. For question 5, nominate a couple students for the right answer. |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students will listen a second time, more carefully to infer or interpret the 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 the 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: Audio equipment ; worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  5 min  2 min  2 min | T  S  S-S  T-S | **Instructions.** We will listen again. This time, try to answer questions in exercise 2.  These questions are more difficult, so listen very carefully to find the right answers.  I will give you some time to think and write after the audio is finished.  I.C.Q. – DO you need to rush to answer these questions? (No, we will have time to think and write afterwards.)  **Students listen for the 2nd time and write their answers.**  **Pair check.**  Compare your answers with your partner. Monitor. If students need, play the audio a 3rd time.  **Feedback to check accuracy.**  Nominate a few students for their answers and draw out the complete answer. |

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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: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  5 min  2 min | T  S-S  T-S | **Instructions.**  Now, turn over your worksheet and look at exercise 3. Talk to your partner about any of these questions. Talk freely and ask questions to your partner. You don’t need to write anything.  I’ll give you 5 minutes.  I.C.Q. – Do you need to write down your answers? (No)  **Students discuss.**  Monitor from a distance without intervention.  **Feedback. Students share their ideas with the class.**  Ask if anyone has interesting ideas. |

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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 for future planning. | | |
| **Materials: board** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  1 min | T-S  T | **Lesson feedback.**  Tell the class what they did well, and what needs to improve.  Did you find today’s topic interesting? What other topics do you want to explore next time?  **Review keywords.** (series, episode, unpredictable)  Good job, everyone! Let’s move to the next lesson. |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
| **The speakers in the audio had a slightly strong accent. Exposure to the diverse accent helps promote students’ listening skills in a practical language use.**  **Enough time was given for free talking among students.**  **The topic was appropriate to understand an everyday aspect of culture of the target language.** | | |
| **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** |  |  |



**Worksheet**

**Chatting About a Series**

**Exercise 1 : Listen and write the answer next to the question.**

1. **How many episodes are there left in this series?**
2. **Did Jaime die when he fell in the water?a**
3. **Were there 10 episodes in this series?**
4. **Was the story based on a book originally?**
5. **Why was Cersei the woman’s favorite character?**

**Exercise 2 : Listen carefully, think, and write your answer.**

1. **Why did the man say you don’t have to like a character for them to be your favorite?**
2. **Is unpredictability important in making a good TV series?**

**Exercise 3 : Talk to your partner freely about any of the questions below. No writing!**

1. **Who is your favorite TV character and why?**
2. **Do you need to spend a lot of money to make a good film?**
3. **If you’re a TV director, what type of TV series will you make? What topic will you choose?**

**Worksheet answer**

**Chatting About a Series**

**Exercise 1 : Listen and write the answer next to the question.**

1. **How many episodes are there left in this series? None.**
2. **Did Jaime die when he fell in the water? No.**
3. **Were there 10 episodes in this series? No, 7.**
4. **Was the story based on a book originally? Yes.**
5. **Why was Cersei the woman’s favorite character?**

**She’s so interesting because she is so unpredictable.**

**Exercise 2 : Listen carefully, think, and write your answer.**

1. **Why did the man say you don’t have to like a character for them to be your favorite?**

**Although Cersei was an evil character, the woman found her to be very interesting and unique.**

1. **Is unpredictability important in making a good TV series?**

**Yes. That is why audience keep watching the next show with anticipation and find each show interesting instead of boring.**

**Transcript**

**Time: 2 min 45 sec.**

**Man**: So, did you see the final episode last night?

**Woman**: Of course! As if I would miss that!

**Man**: And?

**Woman**: It was by far the best episode, definitely.

**Man**: Yeah, totally. The dragon at the end and all the special effects in that final scene were amazing.

**Woman**: I loved that part! But I still don't think this series was as good as the others.

**Man**: Really? But you said you wouldn't want to miss it?

**Woman**: I know, but still … it's a lot more predictable than it used to be.

**Man**: But that's because the story has been told so well that all the characters are reaching their destiny now.

**Woman**: I don't know … before, anyone could die at any time so it was exciting! But, this series, no key characters died and we all knew they wouldn't. When Jaime fell in the water after the dragon attacked him, we knew he would make it somehow. And … oh, surprise, Bronn jumps in and saves him.

**Man**: They did kill some characters in this series, though. What was that one's name …?

**Woman**: Exactly, see! You can't even remember who died!

**Man**: Hmm. The only thing I didn't like about this series was that it was shorter than the others. Seven episodes instead of ten. Maybe they spent all their money on that dragon!

**Woman**: Right! I don't understand why they did it, as all the fans would happily watch ten episodes.

**Man**: I reckon that now they're not using the story in the books any more, they don't have as many ideas.

**Woman**: That would explain why they're not being as brave with the story too. It's more like a Hollywood film than a TV show now.

**Man**: So, is Tyrion still your favourite character?

**Woman**: You know … surprisingly, I think my favourite might be Cersei.

**Man**: What?!

**Woman**: She's so interesting! All the awful things she's done and the way she's just aiming for revenge, even though it won't make her happy. She still surprises us because we're expecting her to have a happy ending where she sees her mistakes and becomes a good person. But she never does, no matter what it costs her. She's unpredictable because we just can't believe anyone would be like her.

**Man**: I guess. You don't have to like a character for them to be your favourite!