**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sean | TESOL | 28/01/2020 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | What’s in a name? |
| **Main Aim** | Students will impove their listening comprehension. |
| **Secondary Aim** | Students will practice speaking.. |

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| **Materials and References** | | | |
| **Worksheet, P.C., audio, White Board, Boar Marker**  [**https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/whats-name**](https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/whats-name) | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Teens | **Number of Students** | 7 students. |
| **Detail** | This English class is consisted of young adults who could express their ideas well but not in the level of a native. They are enthusiastic and communicative. The students are close to each other and they enjoy pair or group activities. However, time management is required since they like to talk to each other too much. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail - download the audio file in my smartphone prior to class and bring a bluetooth speaker.  The printer might not work - print the worksheet at Morning Glory.  Students might be distracted of the construction sound - close the window. | | | |
| **My Personal Aim** | | | |
| **My personal aim for this listening lesson plan is precise and efficient time management.** | | | |

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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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S/S-S  T-S | Arrange desk arrangement into a horse shoe. Pair the students into two groups of two and one group of three.  Hello guys, talk to your partner about who named you and what your name means. You have 2 minutes.  Students talk to their partners. Monitor the students and check if there is an interesting story.  Ask students with interesting idea to share their story to the whole class. |

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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 text 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** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  10 sec  2 min  50 sec | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords: abstract; convey; enthusiasm.**  Elicit – Point to PPT1. What do they have in common? (They are abstract values.)  CCQ – Is ‘abstract’ an idea? (Yes)  Can you see something abstract? (No)  Does it exist? (Yes)  Drill – Listen and repeat 3 times together. (Gesture)  Nominate 2 or 3 individually.  Board – Write abstract on the left side of the board.  How many syllables? (2) Mark with blue pen.  Where is the stress? (2nd) Mark with red pen.  Elicit – Ask students, “I am hungry?” What did I say? (You are hungry.)  Did you understand? (Yes)  What am I doing? (You are conveying.)  CCQ – Do you speak to somebody? (Yes)  Do you express your thought to somebody? (Yes)  Does the person understand you? (Yes)  Drill – choral and individual drilling for correct pronunciation.  Board – Write convey on the left side of the board.  How many syllables? (2) Mark with blue pen.  Where is the stress? (1st) Mark with red pen.  What part of speech is it? (Verb)  Elicit – Point to PPT2. How does he feel? (enthusiastic)  CCQ – Is he excited? (Yes)  Is he bored? (No)  Does he look very interested? (Yes)  Drill – Listen and repeat 3 times together. (Gesture)  Nominate 2 or 3 individually.  Board – Write enthusiasm on the left side of the board.  How many syllables? (4) Mark with blue pen.  Where is the stress? (2nd) Mark with red pen.  **Guiding Question**  **Talk to your partners. What is the coolest name you know?**  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas. Ask them why they think the name is cool. |

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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; 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: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Explain and instruct before handing out worksheets.**  **Hold up the worksheet.**  **Now it’s time to listen to a class talking about names.**  **As you listen, you must answer these questions in exercise one.**  **When you know the answer, write it down on your worksheet.**  **Don’t do exercise 2.**  **I.C.Q - Do you need to write your answers? (Yes.)**  **Are we going to answer exercise 2? (No.)**  **Read each question loudly. Hand out worksheets after.**    **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.**  **Feedback to check accuracy. Ask students for answer. Does anyone 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. 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: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  4 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  **Listen to the audio carefully. You will answer the questions for exercise two.**  **These are more trickier than exercise one because it’s interpretive. Some thinking is required so listen carefully.**  **Write your answers on the worksheet.**  **I.C.Q. - Are you going to answer exercise two? (Yes)**  **Raed the questions aloud clearly for the students.**  **Students listen for the 2nd time. They write the answers on the worksheet.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **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. They are required to speak longer with their partners. Provide a question that could encourage them to communicate without interference from the teacher. This is a fluency focused stage. | | |
| **Materials: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  **Now, look at exercise three.**  **Talk to your partners, Do you believe that a good name brings good fortune?**  **You don’t need to write your answers. Just talk freely.**  **You have 8 minutes.**  **I.C.Q. - do you write your answer? (No)**  **Students discuss. Monitor students.**  **Feedback. Students share their ideas with the whole class.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the class positively. This will acknowledge the students on what we have learned and to realize student’s improvement of listening comprehension. Also, it builds a good rapport with the students. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Inform students about the topic for the next lesson. Tomorrow we will do a role play on differences of cultures to greet others.** |

**Worksheet -** What’s in a name?

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

1. Does Britain tend to go for the more traditional names?
2. Is naming a child with nouns of abstract qualities common?
3. What is the new name that’s growing popular?
4. What are some names that come from nature or animals?

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

1. Why do people name their children with abstract qualities?
2. Why does Britain tend to go for the more traditional names?

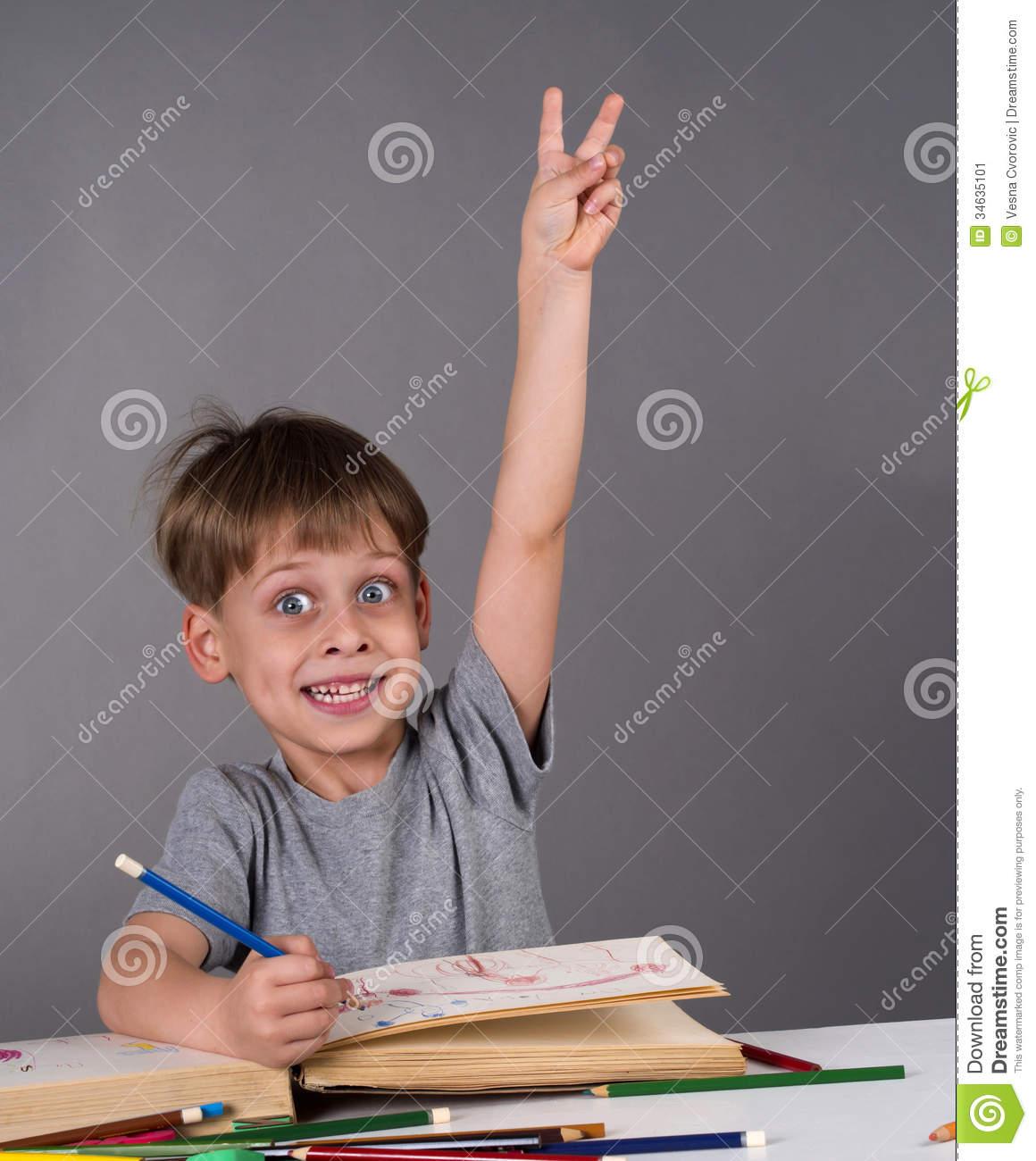
**Exercise Three: Talk to your partner freely about the question below. No writing!**

Do you believe that good name brings good fortune?

**PPT 1.**

**’Passion’, ‘Hope’, ‘Honor’, ‘Love’**

**PPT 2**

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**SCRIPT**

**Presenter 1: Today we are going to talk about names, particularly fashions in names, you know, the kind of names famous people use for their children. You’ve been looking into this recently, haven’t you Finn?**

**Presenter 2: I have indeed and it’s a fascinating topic. The US leads here with new names and we in Britain follow sometimes, but we tend to go for the more traditional names. So, the big trend is using nouns as names.**

**Presenter 1: Nouns, what sort of nouns?**

**Presenter 2: Well they can be abstract qualities like Honor or Passion. There’s a long tradition of this kind of name, like Faith or Charity, which used to be common names. A new name is Haven, that’s growing in popularity. And similar names like Shelter, Harbor and Bay also convey feelings of safety and warmth.**

**Presenter 1: Mmm. I suppose Passion is used to mean ‘extreme enthusiasm’ nowadays, and people use the word a lot, so maybe it’s a good choice for a modern name. Haven has a nice, safe feel to it.**

**Presenter 2: OK, then there are names which come from nature or animals, although with some of these it’s hard to know whether they come from nature or a surname – that’s another trend. Here we have Frost, Wolf, Fox, Bear, for boys, of course. And a new name: Ridge.**

**Worksheet -** What’s in a name? (ANSWERS)

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

1. Does Britain tend to go for the more traditional names? (Yes)

1. Is naming a child with nouns of abstract qualities common? (Yes)
2. What is the new name that’s growing popular? (Haven)
3. What are some names that come from nature or animals? (Frost, Wolf, Fox, Bear, Ridge)

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

1. Why do people name their children with abstract qualities? (Because they want to name their children with good values.)
2. Why does Britain tend to go for the more traditional names? (Britain is a more traditional society)

**Exercise Three: Talk to your partner freely about the question below. No writing!**

Do you believe that good name brings good fortune?

**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** |  |  |