**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Paula | TESOL | 01/08/2020 | Listening | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Meeting an old friend |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening model. |
| **Secondary Aim** | Students will practice their speaking fluency in a comfortable atmosphere. |

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| **Materials and References** | | | |
| PPT : https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend, worksheet, board pens, P.C. and audio equipment, pictures of key words | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | adults | **Number of Students** | 2 |
| **Detail** | This is general English class and students are highly motivated learners. One of the students is Korean and the other is Moroccan. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They are interested in daily English. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail → bring a set of portable speakers to use with my smartphone; print an A4 size transcript, charger  One of the students' absence → join as a co-communicator  Nervousness at the start of the lesson → check the equipment is working, mater the lesson | | | |
| **My Personal Aim** | | | |
| Calm myself down (relax) → reduce teacher talk, practice planned teacher talk as much as I can | | | |

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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 experience; to introduce the topic, or something topic-related. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  S-S  T-S | Organize seating arrangements so everyone has a partner and all can easily see the screen.  Hello, guys,  Have you ever run into an old friend on the street? How did you feel at the time?  Were you happy or excited?  Talk with your partner for a minute. (Gesture for students to begin talking to the partner.)  Students talk to their partners. Monitor for any use of key words.  Feedback. Gesture to a student and ask - "Tell me about your experience." |

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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 2 key words using CCC technique, and asking a guiding question which 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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min    1 min  10 sec  2min  1min | T-S  T-S  T  S-S  T-S | **Pre-teach keywords ; swap, predictable**  Elicit – Point to Picture1 (swap). " What are they doing?" "They are swapping their food."  CCQ – ① Is he giving his food and getting her food in return? (Yes)  ② Is she just receiving the food without giving anything? (No, she gave her food, too)  ③ Is he paying for her cake? (No, he's swapping his food for her cake.)  Drill – "Everybody listen and repeat three times."  Nominate individual drilling.  Board – "**Swap**" "How many syllables?" (1) Mark with a blue pen.  "Where's the stress?" (first) Mark with a red pen.  "Is it noun or verb?" (verb)  Elicit – Point to Picture2 (predictable). "What is she saying?" "Don't run. You will hurt yourself."  "Then what happened?" "The boy fell down and got hurt."  "We can say this situation was . " "predictable"  CCQ – ① Did she know in advance what was going to happen? (Yes)  . ② Did the boy hurt himself as she thought? (Yes)  . . ③ If a man is a heavy smoker, what result can be predictable? (he will get lung disease)  Drill – "Everybody listen and repeat three times."  Nominate individual drilling.  Board – "**predictable**""How many syllables? (4) Mark with a blue pen.  "Where's the stress?" (second) Mark with a red pen.  "Is it adjective or adverb?" (adjective)  **Guiding Question**  Talk to your partner. "Do you have a long-lost friend who you want to see again?"  Students talk with each other.  Feedback. Nominate a student to share her story, if necessary. |

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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 shot, objective, and are only a surface understanding. This is an accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening before hand out worksheets.**  Hold up the worksheet.  Now it's time to listen to a story about meeting an old friend. You will listen it twice.  As you listen first, you must answer these questions in exercise1. You have to choose if it is true or false during listening. While you listen the conversation second time, you have to answer the questions in exercise2.  Don't do exercise 3 while you are listening.  I.C.Q. - As you listen to the conversation first, what do you have to do? (exercise1)  When do you do exercise2? (While we listen it second time, we must do exercise2.)  Do you need to do exercise3 while listening? (No)  Do you have a pen or a pencil ready? (Yes)  Read each questions aloud for the students. Hand out the worksheet.  **Students listen for the 1st time, and write answers Exercise1 on the worksheet.**  **Pair check.** Compare your answer with your partner. Monitor.  **Feedback to check accuracy.** Ask students for answer checking if others have the same or different answers. Does anyone else different answer? Do you agree with this answer? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen a second time, more carefully, to infer or interpret 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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 10 sec  3 min  1 min  1 min | T  S  S-S  T-S | This time**,** you have to answer the questions in exercise 2.  **Students listen for the 2nd time, and write answers Exercise2 on the worksheet.**  **Pair check.** Compare your answer with your partner. Monitor.  **Feedback to check accuracy.** Ask students for answer checking if others have the same or different answers. Does anyone else different answer? Do you agree with this 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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | Now, look at exercise3. "Talk to your partner about any of these questions**."**  Students discuss. Monitor from a distance.  Feedback. Students share their ideas with the class.  Feedback. students share their ideas with the whole 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. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  "Was it difficult to understand or easy? How about worksheet?  I am glad that you did a great job today."  **.**  **Set homework.**  "You have to write an essay until next class as your homework."  Essay topic : "Do you think friends are important in your life?"  "Write 2 or 3 paragraphs which support your position with 200-250 words."  **Inform students about the topic for the next lesson.** |

**Instructor’s Comments and Assessment**

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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** |  |  |