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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Evelyn | TESOL | 27/01/2021 | Listening | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Two students in a language school cafe |
| **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; [Praktik İngilis Dili Dərsləri - Dialogue 1: Two students in a language school café. | Facebook](https://www.facebook.com/Ingilisdili.derslerim/videos/dialogue-1-two-students-in-a-language-school-caf%C3%A9/533072233860509/); worksheet; board pens; P.C. and audio equipment. | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Teens | **Number of Students** | 4 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic learning and tend to favor the visual learner mode, but auditory learning needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail → read the scripts or use my cellphone; print an A4 size picture of my PPT. Nervousness at the start of the lesson → check the equipment is working; to start the lesson, sit down and follow the planned teacher talk. | | | |
| **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: PPT1** | | |
| **Time** | **Interaction** | **Procedure** |
| before  30 sec  2 min  30 sec | T  T  T-S/S-S  T-S | Organize seating arrangements so everyone has a partner, with one group of 2 sitting together, and all can easily see the screen.  “Good morning, guys.” Show PPT1. “Look at this picture. What can you see? Talk to your partner about it. For example, who are they, what they are doing, what type of relationship do they present. You have 2 minutes.”  Gesture for students to begin talking to their partners.  Students talk to their partners. Monitor for any use of keywords.  feedback. Gesture to a few groups and ask - “Tell me about your idea.” |

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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 form 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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords : flatmate**  Elicit – Point to PPT1. “Do you know Jennifer from friends?” (Yes)  “Who does she live with?” (Monica)  “Yes, what do we call Monica? Monica is Jennifer's ...” (Flatmate)  CCQ – “Do they live together?” (Yes)  “Are they family?” (No)  “What do they share? Room or flat?” (flat)  Drill – “Listen and repeat 3 times together.” (Gesture)  Individual drilling for correct pronunciation. (Gesture)  Board – Write flatmate on the right of the board.  “How many syllables? (2) Mark with a blue pen.  “Where is the stress?” (1st) Mark with e red pen.  **Guiding Question**  “What do you think that the opposite gender could be your flatmate? Talk to your partner.”  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas, if necessary.  (Agreement: That’ll be fine. They match each other’s needs.  Disagreement : I don’t think it’s a good idea. It could be uncomfortable.) |

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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 only a surface understanding. This is an accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Hold up the worksheet.  “Now it’s time to listen to two students' conversations in a language school cafe.”  “As you listen, you must answer these questions in exercise one only.”  “When you catch the answer, write it down next to the question.”  “Don’t do exercise 2.”  I.C.Q. - “Do you need to write your answer?” (Yes)  “Do we need to read the questions for exercise 2?” (No)  “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 answer with your partner.” Monitor.  **Feedback to check accuracy.**  Ask students for answers, checking if others have the same or different answers.  “Does anyone else have a different answer?”  “Who agrees 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 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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  “Listen again. This time, answer exercise 2.”  “These questions are more difficult, but if you listen carefully and think about what you know, you can find the answers. Write your answers next to the questions.”  “I will give you time afterwards to think and write.”  **I.C.Q -** “Do you need to rush to answer these questions?” (No, we will have time afterwards to write.)  Read the questions aloud for the students.  **Students listen for the 2nd time and write their answers.**  **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. 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 | **Instructions. Give students a question to discuss in pairs or groups.**  Pair work. “Now, turn over your worksheet.”  “Talk to your partner about any of these questions.”  “You should talk freely, and remember to listen and ask questions to your partner.”  “You have 8 minutes.”  **I.C.Q**. - “Do you need to write anything?” (No)  **Students discuss.** Monitor from a distance.  **Feedback. Students share their ideas with the 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** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Set homework.**  “Write down what questions you would ask to Hong Lei’s friend about the apartment.”  “You must write down 5 questions.”  “Hand in next Monday.”  **Inform students about the topic for the next lesson.**  “We’re going to listen to the conversation between Ricky and Hong Lei’s friend.”  “And we will also do a role-play about renting a flat.”  Dismissed. |



Audio bank - Dialogues © BBC | British Council 2006 www.teachingenglish.org.uk

**Dialogue 1: Two students in a language school café.**

A: Hi! I'm Hong lei. What's your name?

B: Hello, Hong Lei. My name's Ricky.

A: Hi Ricky. Are you a new student here?

B: Yes, I had my first lesson this morning. Are you a new student too?

A: No, I've been here for six months.

B: Six months. That's a long time.

A: It's not so long really. What class are you in? Intermediate or …?

B: Intermediate Three. And what about you?

A: I'm in Advanced One. Who's your teacher?

B: I can't remember her name, but she's got curly red hair.

A: Ah! Does she wear glasses? B: Yes, I think so.

A: That's probably Anne Wallis.

B: Yes that's right. Do you know her? Is she your teacher too?

A: No. But she taught me last term. How long have you been here?

B: Only a week.

A: Wow, not long. Where do you live? With a family?

B: Well, I'm staying at the YMCA at the moment. I'm looking for somewhere more permanent. Do you know of any good places?

A: Yes. Actually my friend has a spare room in her apartment and she's looking for a flatmate. Would you like her phone number?

B: That would be great! Thanks for your help. Can I buy you coffee?

**Worksheet 1 - Two students in a language school cafe**

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

1. How long Hong Lei has been here?
2. What class is Ricky in?
3. Where is Ricky staying now?
4. What is Hong Lei’s friend looking for?

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

1. Why is Ricky looking for another place to stay?

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

1. How do you make friends when you meet a new face in school?

(or What do you do when you~?)

1. How do you react when you want to show that you’re grateful?

**Answer Sheet - Two students in a language school cafe**

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

1. How long Hong Lei has been here? ( 6 months )
2. What class is Ricky in? ( Intermediate Three )
3. Where is Ricky staying now? ( YMCA )
4. What is Hong Lei’s friend looking for? ( A flatmate )

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

1. Why is Ricky looking for another place to stay?

(Because he needs a place to stay more permanent. YMCA is a sort of temporary accommodation.)

**Instructor’s comments**

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| **Cons** | | |
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| **Change** | | |
|  | | |
| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |