**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Nakyoung Kim (Helen) | TESOL | 14/05/2021 | 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.  |

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|  **Materials and References**  |
| <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend> ; worksheet ; board pens ; P.C. and audio equipment, calendar |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adults | **Number of Students** | 6 |
| **Detail** | This is a general English class and students are highly internally motivated learners. The students are all Koreans and adults. They have lots of life experience. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They tend to favor the visual learner mode but auditory learning still needs developing.  |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| The audio equipment fail -> bring a set of portable speakers to use with my smartphone; 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**  |
| I hope to demonstrate the ability to write out a complete, detailed lesson plan here.  |

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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 sec1 min1 min | TS-ST-S | Greet. Organize horse-shoe seating arrangements. Make sure that everyone has a partner and all can easily see the screen. Show PPT1.Hello everyone, look at this picture. Talk to your partner about what you can see from this picture. For example, explain what they are doing and where, when, and how they meet. You have 1 minute.Gesture for students to begin talking to their partners.Brainstorm. Students talk to their partners. Monitor for any use of key words.Feedback. Gesture to a few groups and ask – “Tell me about your ideas” |

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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 3 keywords 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** |
| 1 min1min1min10 sec2 min1 min | T-S T-S T-STS-ST-S | **Pre-teach keywords: work out, expensive, anniversary**Elicit – Mime an office worker, which types keyboard and sends a report on time well and then applaud. What does the office worker do? (She made a report and sent it well. / She worked out.) CCQ – Does the office worker look like a successful worker? (Yes) Does the office worker succeed in doing something? (Yes) Does the mime show the office worker’s ability is developed or not developed? (developed)Drill – Listen and repeat 3 times together. (Gesture.) Nominate 2 or 3 individually.Board – Write work out on the left of the board. (Questions of how many syllables and which syllable is stressed are unnecessary.)  Which part of speech is managed? (phrasal verb)Elicit – Draw two packages of apples on the board. For the left package, write $100. For the right package, write $10. Now, point out the left package and ask a question. How about this? CCQ – Does it cost a lot of money? (Yes)Is the left package of apples cheap? (No) Is the left package of apples more expensive or cheaper than the right package of apples? (more expensive)Drill – Listen and repeat 3 times together. (Gesture.) Nominate 2 or 3 individually.Board – Write expensive on the left of the board. How many syllables? (3) Mark with a blue pen (ex-pen-sive) Which syllable is stressed? (2nd) Mark with a red pen. Which part of speech is managed? (adjective)Elicit – Mime a person that circles on a date on the calendar and writes 10th special day. Now, point out this and ask a question. How can we call this date?CCQ – Is it a special date? (Yes) Is it related to something special or important happened in a previous year? (Yes)Do we celebrate or stay calm on the anniversary? (celebrate)What kind of anniversaries are there? (e.g. wedding anniversary, compamy’s 10th anniversary)Drill – Listen and repeat 3 times together. (Gesture.) Nominate 2 or 3 individually.Board – Write anniversary on the left of the board. How many syllables? (5) Mark with a blue pen (an-ni-ver-sa-ry) Which syllable is stressed? (3rd) Mark with a red pen. Which part of speech is managed? (noun)**Guiding Question**Talk to your partners. Have you ever met an old friend since you didn’t see him or her for ages? If so, tell your partners about your experience. Students discuss with their partners.Feedback. Nominate a few students to share their ideas. Draw out ideas in terms of similarities and differences of their experience. For example, all classmates could say that they met an old friend by chance on the road. But, student A could tell that they talked about his or her school life. Differently from student A, student B would tell that they talked about his or her experience of getting a job. |

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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:**  |
| **Time** | **Interaction** | **Procedure** |
| 1 min2 min 10 sec1 min3 min | TSS-ST-S | **Instructions. Set the purpose for listening before handing out worksheets.**Hold up the worksheet.Now it’s time to listen to a story about meeting an old friend.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 worksheets.**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, checking if others have the same or different answers. Does anyone else have a different answer? Let them explain why. Who agrees with this answer?Notice how your students respond and get feedback from students. |

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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** |
| 1 min5 min 2 min2 min | TSS-ST-S | 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 min7 min2 min | TS-ST-S | Make 2 groups of 3 students. Wait for students to move. Now, turn over your worksheets.Talk to your partner about any of these questions.You should talk freely, and remember to listen and ask questions to your partners. You have 7 minutes.**I.C.Q**.: Do you need to write anything? (No)**Students discuss.** Monitor from a distance.**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** |
| 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.** For homework, summarize the answers of exercise three by writing no more than 200 words. It is due tomorrow.**Inform students about the topic for the next lesson.** Tomorrow we will do a speaking lesson. |



PPT 1

**Transcript**

**Time: 2 min 3 seconds**

**Meeting an old friend**

Selina: Patrick? Is that you?

Patrick: Selina! Hello!

Selina: Well, well. Patrick Eastwood. How have you been?

Patrick: Good. Great, actually. How are you? I haven't seen you for ... how long?

Selina: It's been ages. At least fifteen years. Wow.

Patrick: Yeah. Wow.

Patrick and Selina: So, what are you doing here?

Selina: Sorry, you go first.

Patrick: OK. What are you doing here? I thought you'd moved to London.

Selina: I was in London for a couple of years. But it didn't work out.

Patrick: Oh, I'm sorry to hear that. Are you ... OK?

Selina: I'm fine! The dream job wasn't really a dream, you know? Um ... and London is great but it's so expensive. I mean, just the rent on a flat is ... uh … crazy expensive.

Patrick: I see.

Selina: So, I came back. I've been back now for almost five months. Living back home with Mum and Dad. Which is err ... interesting. Um ... but anyway, what about you?

Patrick: Me? Oh, nothing new. You know me – 'Patrick the predictable'. I never left here.

Selina: Oh. And is that ...?

Patrick: Oh, I'm very happy. I'm married now. We've just celebrated our tenth anniversary.

Selina: No way! You? Married? To …?

Patrick: I don't think you know her. Her name's Marigold. And we've got two kids. They're five and eight years old.

Selina: Married and with two kids? Wow!

Patrick: Don't look so surprised!

Selina: No, no … I'm just amazed how time flies! I'm happy for you. I really am.

Patrick: Thanks. You should really come round to the house one day.

Selina: That would be great. Let's swap numbers and ...

**Worksheet1 - Meeting an old friend**

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

1. How long has it been since they haven’t seen each other?
2. How long did Selina stay in London?
3. Patrick has been married for 10 years. True or false?
4. What is the name of Patrick’s wife?
5. How many children does Patrick have?
6. How old are Patrick’s children?

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

1. Why did Selina leave London?
2. Why was Selina just amused how time flies?

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

1. Do you keep in touch with old friends?
2. What activities do you do with your old friends?
3. Do you agree with the saying that “talking to an old friend makes you realize how much your life has changed”?

**Answer Sheet - Meeting an old friend**

**Exercise One:**

1. How long has it been since they haven’t seen each other? At least 15 years
2. How long did Selina stay in London? 2 years
3. Patrick has been married for 10 years. True or false? True
4. What is the name of Patrick’s wife? Marigold
5. How many children does Patrick have? 2
6. How old are Patrick’s children? Five and eight years old

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

1. Why did Selina leave London?
* Because she could not earn enough money to pay for the living fees including the rent on a flat in London.
1. Why was Selina just amused how time flies?
* Because during the period of 15 years that she hasn’t seen Patrick, she has just realized that he has been married for 10 years and he already has 2 kids.

**Instructor’s Comments and Assessment**

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|  **Pros** |
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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** |  |  |