

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length									
Jane	TESOL	19/05/2020	Listening	PPP	30 min									
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.													
Materials and References														
https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend ; worksheet; board pens; P.C and audio equipment														
Student Profile														
Level	intermediate													
Age	Adults	Number of Students		6										
Detail	This is a general English class and students are highly motivated learners. The students are all Korean employees and enjoy free talking. 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 could 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														
What I aim to demonstrate is the ability to write out a complete, detailed lesson plan.														

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	T	Organize seating arrangement like horseshoes so everyone has a partner, with one group of 2 sitting together, and all can easily see the screen. Hello, guys, do you keep in touch with old friends? How did you get close together? Talk to your partner for 1 minute. Gesture for student to begin talking to their partners.
1 min	S-S	Students talk to their partners. Monitor for any use of key words.
30 sec	T-S	Feedback. Gesture to a few students and ask – “Tell me about your experience”

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:		
Time	Interaction	Procedure
1 min	T-S	Pre-teach keywords: move, predictable, surprised Elicit – Point to picture on the PPT 1. What do they do? (They're moving.) CCQ – Does it mean changing of place? (Yes) Does it mean going to a different place? (Yes) When you move to another place, then do you leave or stay? (leave) Drill – Listen and repeat 3 times together. (Gestures.) Nominate 2 or 3 individually. Board – Write move on the left of the board. How many syllables? (1) Mark with a blue pen. Where is the stress? (1 st) Mark with a red pen.
1 min	T-S	Elicit – Point to picture on the PPT 2. The penguin said "You'll never guess what I got you..." Guys, could you guess what it is for present? (A fish.) That's right, then What word can we call in this situation? (predictable) CCQ – Is penguin's present expected? (Yes) Does it mean to be able to known in advanced? (Yes) If someone is a predictable person, would it be easy to guess what it will do? (Yes) Drill - Listen and repeat 3 times together. (Gestures.) Nominate 2 or 3 individually. Board - Write predictable on the left of the board. How many syllables? (4) Mark with a blue pen. Where is the stress? (2 nd) Mark with a red pen.
1 min	T-S	Elicit – Look at my face. Make a facial expression like that your eyebrows are raised, and your eyes and mouth are opened wide. Could you guess the word of my feeling? (surprised) CCQ – Does it mean a sudden feeling of wonder? (Yes) When you are surprised, are you expected or unexpected? (unexpected) If you are surprised at something, would that be usual or unusual? (unusual) Drill - Listen and repeat 3 times together. (Gestures.) Nominate 2 or 3 individually. Board - Write surprised on the left of the board. How many syllables? (2) Mark with a blue pen. Where is the stress? (2 nd) Mark with a red pen.
10sec	T	Guiding Question Talk to your partner. If you meet your old friend on the street, what topics do you want to talk?
2 min	S-S	Feedback. Nominate a few students to share their ideas, if necessary.

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 reasons are short, objective, and are only a surface understanding. This is an accuracy focused stage.		
Materials:		
Time	Interaction	Procedure
1 min	T	Instructions. Set the purpose for listening before handing out worksheets. Hold up the worksheet. Now it's time to listen to a conversation of old friends. As you listen, you must answer these questions in exercise one only. When you catch the answer, fill in the blank. 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.
2 min	S	Students listen for the 1st time, and write answers on the worksheet. (Audio from 00:05 until 02:07)
1 min	S-S	Pair check. Compare your answers with your partner. Monitor.
1 min	T-S	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?

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 min	T	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 under the questions. I will give you time afterwards to think and write. I.C.Q. – Do you need to find answer quickly? (No, we will have time afterward to write.) Read the questions aloud for the students.
4 min	S	Students listen for the 2nd time, and write their answers. (Audio from 00:05 until 02:07)
2 min	S-S	Pair check. Monitor. If students need, then replay the audio a 3rd time.
2 min	T-S	Feedback to check accuracy. Times up. 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?

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
15 sec	T	Talk to your partner. What do you prefer to live with challenge like Selina, or to live with safety like Patrick? After that, talk about What your challenge or safety is. You have 6 minutes.
6 min	S-S	Students discuss. Monitor from a distance.
1 min	T-S	Feedback. Students share their ideas with the class.

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 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. Offer delayed corrections to the previous stage. Did you enjoy the listening activity? Set homework. No homework today. Inform students about the topic for the next lesson. Tomorrow we will do a speaking lesson about camp fires. Dismissed.

Instructor's Comments and Assessment

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

PPT 1



PPT 2



Worksheet 1 – Meeting an old friend

Exercise one: Listen and Fill in the blank.

- 1) Selina and Patrick have not seen each other for over ____ years.
 - 2) Selina moved to _____ before.
 - 3) Selina has been back to her parents' house for almost ____months.
 - 4) Patrick has been married for ____ years.
 - 5) Patrick has got ____ kids, and they are _____ and _____ years old.
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Exercise two: Listen carefully, think, and write your answer.

- 1) Why does Patrick indicate himself "Patrick the predictable"?
- 2) Why did Selina say "The dream job wasn't really a dream"?

Answer sheet – Meeting an old friend

Exercise one: Listen and Fill in the blank.

- 1) Selina and Patrick have not seen each other for over 15 years.
 - 2) Selina moved to London before.
 - 3) Selina has been back to her parents' house for almost 5 months.
 - 4) Patrick has been married for 10 years.
 - 5) Patrick has got 2 kids, and they are 5 and 8 years old.
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Exercise two: Listen carefully, think, and write your answer.

- 3) Why does Patrick indicate himself "Patrick the predictable"?
Because he doesn't seem to enjoy trying to change something. Since he was young, he didn't challenge something new. He never left his hometown. He seems to like normal way in life pursuing safety.
- 4) Why did Selina say "The dream job wasn't really a dream"?
Because she moved to London for her dream job, but it was not that she expected as a dream. She had a problem with her job or it was disappointing, so she decided to back to hometown.