

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Aurora	TESOL	05/20/2021	Listening	PPP	30 min

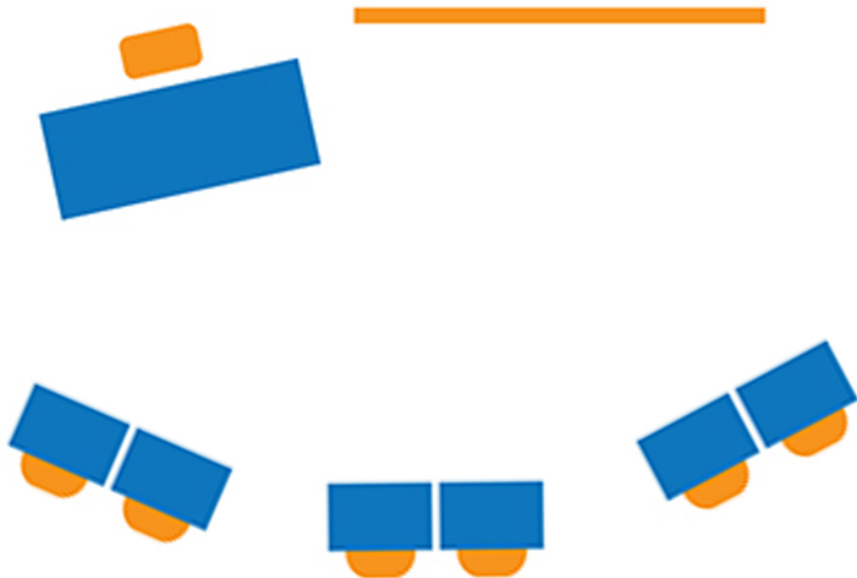
Lesson	
Topic	Meeting an old friend
Main Aim	Students will practice their listening comprehension using an integrated listening model.
Secondary Aim	Students will practice their speaking fluency.

Materials and References
http://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend PPT; worksheet; board markers; 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 Koreans, whose ages are between 20-30. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning. Auditory learning still needs developing. They had a listening lesson last week, learned about conversation in a formal meeting.		

Anticipated Classroom Management Difficulties and their Solutions
The audio equipment could fail -> bring a portable bluetooth speaker to use with my smartphone; Nervousness at the start of the lesson -> check the equipment is working; practice for enough time; to start the lesson, follow the planned teacher talk. Time issue -> for the situation that the lesson ends too early, prepare S.O.S activity; keep check the time during the lesson.

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	Seating arrangements (below picture) Hello guys, Talk to your partner about your best friends. How many best friends you have, how often you meet them, how long you have been friends with them... anything about your friends. You have 1 minutes.
1 min	T-S/S-S	Brainstorm/talk to a partner. Monitor.
1 min	T-S	Feedback. Gesture to groups and ask - "tell me about your ideas."
		

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 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 min	T-S	Pre-teach keywords; ages; work out; predictable Elicit – You cook something, and it takes 4 hours. What word can be used? It takes... (ages) CCQ – Does ages mean a short time? (No) If someone says 'it's been ages since i had a haircut', he cut hair a long time ago? (yes) Drill – Listen and repeat 3 times together. (gesture) Nominate 2-3 individually. Board – Write ages on the left of the board. How many syllables? (1) mark with a blue pen.
1 min	T-S	Elicit – when things are go smoothly as you planned, what word can describe the situation? (work out) CCQ – If things work out, is it successful? (yes) Is it developed or just the same? (developed) can you use work out when you got an intended result? (yes) Drill – choral and individual drilling for correct pronunciation Board – Write work out on the left of the board.
1 min	T-S	Elicit – Point to PPT1. What is he likely do at 5 PM? (work) How can you describe him? (predictable) CCQ – Can you easily tell how predictable things would be in future? (yes) Does predictable things go as you expected? (yes) Point to PPT2. Which one is predictable? (2nd) Drill – choral and individual drilling for correct pronunciation Board – Write predictable on the left of the board How many syllables? (4, pre-dic-ta-ble) Mark with a blue pen. Where is the stress? (2nd) Mark with a red pen.
10 sec	T	Guiding Question Talk to your partners. What would you do when you meet your old friend since you haven't met them for a long time? What will you ask them?
1 min	S-S	Students discuss with their partners.
1 min	T-S	Feedback. Nominate a few students to share their ideas, draw out how the conversation between them is likely go.

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. Their responses 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. Hand out worksheets. Hold up the worksheet. You will listen to a conversation between two people. As you listen, you must answer these questions in exercise 1 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 answers? (yes) Do you have to read exercise 2? (no) Do you have a pen ready? (yes) Hand out the work sheet. Students take turn to read questions.
2m 20s	S	Students listen for the 1st time, and write answers on the worksheet.
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? How did you know Selina doesn't live in London now?

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, exercise2. These questions are more difficult, but if you listen carefully 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. Work individually. I.C.Q Do you have time to write afterwards? (Yes) Will you work together with your partner? (no) Read the questions aloud for the students.
3m 30s	S	Students listen for the 2nd time, play the audio until 1:30. write their answers.
1 min	S-S	Pair check. Monitor. If students need, then replay the audio a 3rd time.
2 min	T-S	Feedback to check accuracy.

Stage Name: Production - Applied Comprehension Speaking Purpose of this stage: For students to practice their speaking fluency. Therefore this state 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	T	Now, turn over your worksheets. Talk to your partner about the questions. Once you both share answers for 1st question, move to question 2. You should talk freely, and remember to listen and ask questions to your partner. You have 6 minutes. I.C.Q Do you need to write anything? (No) Will you talk freely and listen to your partner? (yes)
6 min	S-S	Students discuss. Monitor from a distance.
1 min	T-S	Feedback. Students share their ideas with the class.
(Extra)	S-S	If time remains too much (3-5 min), do S.O.S activity. Choose 2 individuals and do a role play as a given situation. make them come in front of the class. Situation: A went to a store to refund shoes she bought 2 weeks ago. B is a staff of the store. But the shoes aren't refundable because she already wore them once. B noticed A is an old friend of him when he was in middle school.

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? What was the hardest part? Inform students about the topic for the next lesson. Tomorrow we will have speaking lesson about formal and informal speaking. Dismissed.

9:00 AM



11:00 AM



2:00 PM



5:00 PM



PPT1

Mon Tue Wed Thu Fri



1

2

Mon Tue Wed Thu Fri



PPT2

Transcript

Time: 2 min 2 sec

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 ...

Worksheet 1 - Meeting an old friend

Exercise 1: Listen and write the answer next to the question.

- 1) What is the guy's name?
- 2) Does Selina still live in London?
- 3) The rent on a flat in London is (reasonable / expensive)
- 4) The guy have never left where he is now. True or False?
- 5) How old are his kids?

Exercise 2: Listen carefully, think, and write your answer.

- 1) Why did Selina come back from London?

- 2) What does it mean by "You know me - 'Patrick the predictable'?"

**Exercise 3: Talk to your partner freely about the questions.
No writing!**

- 1) What can you see yourself after 15 years? Describe it.
- 2) Do you have an old friend that you don't keep in touch with? Do you miss them, and Why?

Answer Sheet - Meeting an old friend

Exercise 1

- 1) What is the guy's name? - Patrick Eastwood
- 2) Does Selina still live in London? - No
- 3) The rent on a flat in London is (reasonable / expensive)
- 4) The guy have never left where he is now. True or False?
- True
- 5) How old are his kids? - five and eight years old

Exercise 2:

- 1) Why did Selina come back from London?
- Selina went to London to make her dream come true, but it didn't match with her ideal in reality. Also, the rent on a flat in London wasn't affordable for her.
- 2) What does it mean by "You know me - 'Patrick the predictable'?"
- It infers that he doesn't do anything new. He has the same life style with before 15 years ago when he met her. He doesn't take any risk or adventure.

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		