

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Lee	223WD	21/07/2021	Listening	PPP	30 min
<b>Lesson</b>					
Topic	Meeting and old friend				
Main Aim	Students will practice their listening comprehension using an integrated listening model				
Secondary Aim	Students will practice their speaking fluency.				
<b>Materials and References</b>					
PPP; <a href="http://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend">http://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend</a> ; worksheet; board pens; P.C. and audio equipment.					
<b>Student Profile</b>					
Level	Intermediate				
Age	teens	Number of Students	4		
Detail	This is general English class and students are highly motivated learners. The students are all Koreans, and want to have good friends. 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 still needs developing.				
<b>Anticipated Classroom Management Difficulties and their Solutions</b>					
<p>The audio equipment could fail → bring a set of portable speakers to use with my smartphone; print an A4 size picture of my PPT.</p> <p>Nervousness at the start of the lesson → check the equipment is working; to start the lesson, sit down and follow the planned teacher talk</p>					
<b>My Personal Aim</b>					
What I am to demonstrate is the ability to write out a complete, detailed lesson plan.					

<b>Stage Name:</b> Lead-in <b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
30 sec	T	<p>Greet. Instructions.</p> <p>Organize seating arrangements so everyone has a partner, with one group of 2 sitting together, and all can easily see the screen. Show PPT 1.</p> <p>Hello guys, look at this picture. Talk to your partner about. For example, the mood of picture, the reason why they are laughing, what is their relationship, what are they doing now. You have 1 minute.</p> <p>Gesture for students to begin talking to their partners.</p>
1 min	T-S/S-S	<p>Brainstorm/talk to a partner.</p> <p>Students talk to their partners. Monitor for any use of key words.</p>
30 sec	T-S	<p>Feedback if appropriate.</p> <p>Feedback. Gesture to a few groups and ask – “Tell me about your ideas.”</p>

<b>Stage Name:</b> Presentation <b>Purpose of this stage:</b> 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, 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
1 min	T-S	<p><b>Pre-teach keywords: Friends; Gladness; Conversation; Remembrance.</b></p> <p style="text-align: center;"><b>- Friends -</b></p> <p>Elicit – Point to PPT 1. If They studied in the same school, what is their relation? (a <b>Friend</b>)</p> <p>CCQ – Do <b>Friends</b> have experience in communication each other? (Yes)</p> <p style="padding-left: 40px;">Do they hate each other? (No)</p> <p style="padding-left: 40px;">When your <b>Friend</b> gives a hand for you, how do you feel? happy or sad? (happy)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)</p> <p style="padding-left: 40px;">Nominate 2 or 3 individually.</p> <p>Board – Write <b>Friend</b> on the left of the board.</p> <p style="padding-left: 40px;">How many syllables? (1) Mark with a blue pen.</p> <p style="padding-left: 40px;">* Because there is only one syllable, don't need to ask about stress.</p>
1 min	T-S	<p style="text-align: center;"><b>- Gladness -</b></p> <p>Elicit – Point to PPT 1. If they haven't met for a long time, what they feel now? (<b>Gladness</b>)</p> <p>CCQ – Do <b>Gladness</b> make you smile? (Yes)</p> <p style="padding-left: 40px;">Do you feel <b>Gladness</b> to person living together? (No)</p> <p style="padding-left: 40px;">What do you want to do when you feel <b>Gladness</b>? greet or ignore? (greet)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)</p> <p style="padding-left: 40px;">Nominate 2 or 3 individually.</p> <p>Board – Write <b>Gladness</b> on the left of the board.</p> <p style="padding-left: 40px;">How many syllables? (2) Mark with a blue pen.</p> <p style="padding-left: 40px;">Where is the stress? (1<sup>st</sup>) Mark with a red pen.</p>
1 min	T-S	<p style="text-align: center;"><b>- Conversation -</b></p> <p>Elicit – Point to PPT 1. And what are they doing? (a <b>Conversation</b>)</p> <p>CCQ – For a <b>Conversation</b>, is the way needed to express my thought? (Yes)</p> <p style="padding-left: 40px;">Is a <b>Conversation</b> possible by only one person? (No)</p> <p style="padding-left: 40px;">When friend is speaking in a <b>Conversation</b> what do you do? Speaking or listening? (listening)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)</p> <p style="padding-left: 40px;">Nominate 2 or 3 individually.</p> <p>Board – Write <b>Conversation</b> on the left of the board.</p> <p style="padding-left: 40px;">How many syllables? (4) Mark with a blue pen.</p> <p style="padding-left: 40px;">Where is the stress? (3<sup>rd</sup>) Mark with a red pen.</p> <p style="padding-left: 40px;">Point to the 'tion'. What sound does this make? (shin)</p>

1 min	T-S	<p style="text-align: center;"><b>- Remembrance -</b></p> <p>Elicit – When you say “It’s been a long time” to old friend [Tab my head by using my finger from here.]  what do you come up with in your mind? (a <b>Remembrance</b>)</p> <p>CCQ – Dose a <b>Remembrance</b> come from past? (Yes)  Do you want to have bad <b>Remembrance</b>? (No)  When your <b>Remembrance</b> was made what happened? Something or Nothing? (Something)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)  Nominate 2 or 3 individually.</p> <p>Board – Write <b>Remembrance</b> on the left of the board.  How many syllables? (3) mark with a blue pen.  Where is the stress? (1<sup>st</sup>) Mark with red pen.</p> <p><b>Guiding Question</b></p>
10 sec	T	Talk to your partners. When do people usually think <b>time flies</b> ?
1 min	S-S	Students discuss with their partners.
50 sec	T-S	Feedback. Nominate a few students to share their ideas, draw out ideas that people live in busy life so when people realize that they forget something for a long time by chance, people think <b>time flies</b> .

<b>Stage Name:</b> Practice - Literal Comprehension Listening <b>Purpose of this stage:</b> For students to listen for the first time in order to get them 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
30 sec	T	<b>Instructions. Set the purpose for listening. before handing out worksheets.</b> Hold up the worksheet. Now it's time to listen to a story about friends similar with them. 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. <b>I.C.Q</b> -Do you need to write your answers? (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 work sheet.  <b>Students listen for the 1<sup>st</sup> time, and write answers on the worksheet.</b>  <b>Pair check.</b> Compare your answers with your partner. Monitor.  <b>Feedback to check accuracy.</b> Ask students for answer, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer? How did you know how many kids Patrick has?
2 min	S	
1 min	S-S	
1 min	T-S	

<b>Stage Name:</b> Practice - Interpretive Comprehension Listening <b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
30 sec	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 next to the questions. I will give you time afterwards to think and write. <b>I.C.Q</b> – Do you need to rush to answer these questions? (No, we will have time afterwards to write.) Read the questions aloud for the students
3 min	S	<b>Students listen for the 2<sup>nd</sup> time.</b>
1 min	S-S	<b>Pair check. Monitor. If students need, then replay the audio a 3<sup>rd</sup> time.</b>
2 min	T-S	<b>Feedback to check accuracy.</b>

<b>Stage Name:</b> Production - Applied Comprehension Speaking <b>Purpose of this stage:</b> For students to practice their speaking fluency. Therefore, this stage should be no less than 5minutes 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
1 min	T	Make 2 groups of 2 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 partner. You have 7 minutes. I.C.Q. – do you need to write anything? (No)
7 min	S-S	<b>Students discuss.</b> Monitor from a distance.
1 min	T-S	<b>Feedback. Students share their ideas with the class.</b>

<b>Stage Name:</b> Wrap-up <b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
2 min	T	<b>Lesson feedback. Tell the class what they did well, and what needs to improve.</b>  <b>Set homework.</b> For homework, write essay about your good memory with friend in the past. Use from 650 to 700 words and indicate both when and how your friendship begun. It is due next Wednesday. If you have questions about homework after class, feel free to text me at any time.  <b>Inform students about the topic for the next lesson.</b> Next Wednesday, we will do a reading lesson about Memorable episode between Selina and Patrick.  Dismissed





## **Work Sheet - Meeting and old friend.**

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

- a) How many years Selina stayed in London?
- b) How many kids Patrick has?
- c) What was so expensive to Selina in London?
- d) Ten years ago, what event happened to Patrick?

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

Why Selina went to London before living back home with Mum and Dad?

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

- a) What is different between old friend and others to you?
- b) What situations make each other feel as old friend?



## **Answer Sheet - Meeting and old friend.**

### **Exercise One**

- a) How many years Selina stayed in London? → **A couple of years**
- b) How many kids Patrick has? → **2**
- c) What was so expensive to Selina in London? → **The rent on a flat**
- d) Ten years ago, what event happened to Patrick? → **Marriage**

### **Exercise Two**

Why Selina went to London before living back home with Mum and Dad?

→ **Because Selina hoped to have the dream job. She didn't realize that it is not easy to chase dream Before.**

## Instructor's Comments and Assessment

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