

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length									
Jihyeon Im	223th WD	21/07/2021	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														
https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend ; worksheets; board pens; computer and audio system; PPT														
Student Profile														
Level	Intermediate													
Age	Teenager	Number of Students		4										
Detail	Students are consisted of teenagers. They are middle and high school students. As their English level is 'Intermediate' currently, they need to be able to understand and speak more vocabularies and become familiar with various conversations.													
Anticipated Classroom Management Difficulties and their Solutions														
1) Audio system malfunction → use the smartphone/tablet or use my voice 2) Not all students can hear the sound clearly → rearrange seats														
My Personal Aim														
What I aim to demonstrate is the ability to write out a complete, practical lesson plan														

Stage Name: Lead-in Purpose of this stage: <ol style="list-style-type: none"> 1) To make students talk themselves more freely and improve the confidence to interact with a teacher and other students 2) To introduce the topic or something relating to the topic 		
Materials:		
Time	Interaction	Procedure
30 sec	T	<p>Organize seating arrangements so everyone can see the board well and be not too far from the audio system. And, form a team of two.</p> <p><i>Hello everyone! do you have an experience you met your friend in a long time? Or, how would you feel if you see your current friend 10 years from now? Talk with your partner. You have a minute.</i></p>
1 min	S-S	Students have a conversation with their partner. Teacher listens to the conversations and checks any use of keywords.
1 min	T-S	Give a feedback if necessary. Ask a student with a gesture – <i>"Tell us your experience or thought"</i>

Stage Name: Presentation Purpose of this stage: <ol style="list-style-type: none"> 1) to help students understand the context and/or think about the topic 2) to have students know some relevant vocabularies 		
Materials:		
Time	Interaction	Procedure
1 min	T-S	Pre-teach keywords – surprise, predictable <ul style="list-style-type: none"> - Elicit: point to PTT including a picture. The picture shows a spider crawls on a person's arm and the person looks surprised. <i>How does he look like? ----- (a surprised look)</i> - CCQ: <i>Is the reason he makes this face because of an unexpected event or thing? (Yes)</i> Was he aware or unaware the event or thing? (Unaware) - Drill: listen and repeat 3 times together. Nominate 2 to 4 individually. - Board: write the word on the board and ask questions <i>How many syllables? (2)</i> Mark with a blue pen <i>Which syllable is stressed? (2nd)</i> Mark with a red pen <i>What form is this word? ('surprise' is 'noun' and 'verb')</i> Write with a green pen
1 min	T-S	<ul style="list-style-type: none"> - Elicit: <i>What will bears do mainly in this winter? (will sleep)</i> <i>How did you know this would happen? in a word?(predicted / predictable)</i> - CCQ: <i>does it occur in an expected way or in an unexpected way?..... (Expected way)</i> <i>Is it able to be known or seen in advance? (Yes)</i> <i>What else can you predict? (e.g., Snakes hibernate in winter)</i> - Drill: listen and repeat 3 times together. Nominate 2 to 4 individually. - Board: write the word on the board and ask questions <i>How many syllables? (4)</i> Mark with a blue pen <i>Which syllable is stressed? (2nd)</i> Mark with a red pen <i>What form is this word? ('predictable' is 'adjective')</i> Write with a green pen
15 sec	T	Guiding Question Talk with your partner. <i>If you happen to meet your friend on the street after a long time, what would you talk about with that person?</i>
1 min	S-S	Students discuss the question with a partner.
1 sec	T-S	Nominate one or two student(s) to share their ideas. Give a feedback if necessary.

Stage Name: Practice - Literal Comprehension Listening

Purpose of this stage:

- 1) To make sure students understand correctly through simple questions (e.g., Y/N or T/F questions, filling in the blank, etc.)

Materials:

Time	Interaction	Procedure
30 sec	T	<p>Set the purpose of listening and give clear instructions. Hand out worksheets.</p> <p>Talk while holding up worksheet A</p> <p><i>Now, we are going to listen to a conversation between two old friends.</i></p> <p><i>As you listen, answer for the worksheet 'A'</i></p> <p><i>Worksheet 'A' only! Don't do worksheet 'B' yet.</i></p> <p>I.C.Q. – Which worksheet should we answer? ----- (Worksheet A)</p>
3 min	S	<p>Students listen for the 1st time, and write their answers on the worksheet 'A'</p> <p><Worksheet A></p> <ul style="list-style-type: none"> - How long they haven't seen? - Does Selina still live in London? - Selina lives with _____ - How old is the Patrick's first kid?
1 min	S-S	<p>Pair check. Compare answers with the partner.</p>
1 min	T-S	<p>Feedback to check accuracy. Teacher says the questions and students take turns telling the answers. Teacher corrects any wrong answer.</p> <p><Answer Sheet A></p> <ul style="list-style-type: none"> - How long they haven't seen? ----- (at least 15 years) - Does Selina still live in London? ----- (No) - Selina lives with _____(her parents)_____ - How old is the Patrick's first kid? ----- (8 / eight years old)

Stage Name: Practice - Interpretive Comprehension Listening		
Purpose of this stage:		
1) To make sure students can answer for the question(s) asking about information not directly mentioned 2) To help students understand the overall context		
Materials:		
Time	Interaction	Procedure
30 sec	T	Set the purpose of listening and give clear instructions. Hand out worksheets. Talk while holding up worksheet B <i>Now, we are going to listen to the conversation between two old friends again.</i> <i>This time, you need to answer for the worksheet 'B'</i> <i>I will give you few minutes to think and answer after listening time. It is because Worksheet B may require some time to think first before you answer.</i> I.C.Q. – Which worksheet should we answer this time? ----- (Worksheet B)
6 min	S	Students listen for the 2nd time, and write their answers on the worksheet 'B' <Worksheet B> - Why did Patrick describe himself as 'the predictable'? - What changes have Patrick and Selina met for the last 15 years?
1 min	S-S	Pair check. Monitor. If students need, then replay the audio.
2 min	T-S	Feedback. Teacher says the questions and nominate one person from each team. The nominated students talk the answers. Teacher corrects any wrong answer. <Answer Sheet B> - Why did Patrick describe himself as 'the predictable'? : The reason he described himself as 'the predictable' is that has never left his hometown. He has still lived in the same city even though he met her after at least 15 years. - What changes have they met for the last 15 years? : Selina worked in London for two years and she came back. Now, she is living with her parents. In Patrick case, he got married 10 years ago and has two kids.

Stage Name: Production - Applied Comprehension Speaking Purpose of this stage: 1) To help students use the language more fluently as possible		
Materials:		
Time	Interaction	Procedure
30 sec	T	Give Instructions. Talk while holding up worksheet C <i>Now, let's look at the worksheet C</i> <i>you do not need to write your answer on the worksheet.</i> <i>You only need to talk freely about a question with your partner. No writing!</i> <i>You have 4 minutes to talk.</i>
4 min	S-S	Students discuss in pair. Check that the discussion is proceeding properly <Worksheet C> - What does "old-friend" mean to you? - What will you choose between a stable life and a challenging life?
1 min	T-S	Nominate one or two student(s) to share their ideas. Give a feedback if necessary.

Stage Name: Wrap-up Purpose of this stage: 1) To help students reconsider what they have learned 2) To make sure students have interest for the following lesson		
Materials:		
Time	Interaction	Procedure
2 min	T	Tell the students what they did. If necessary, offer delayed corrections to the previous stage. Set homework <i>For homework, listen to the story again. And, summarize it in 100 words. It is due tomorrow.</i> Inform students about the topic for the next lesson. <i>Tomorrow, we are going to do a reading lesson about John Carter's adventures on Mars.</i>

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		

Worksheet_ A

1. How long they haven't seen? ()
2. Does Selina still live in London? ()
3. Selina lives with _____
4. How old is the Patrick's first kid? ()

Worksheet_ B

1. Why did Patrick describe himself as 'the predictable'?

2. What changes have they met for the last 15 years?

Worksheet_ C

1. What does "old-friend" mean to you?

**2. What will you choose between a stable life and a
challenging life? Explain.**

Answer Sheet_ A

- 1. How long they haven't seen? (at least 15 years)**
- 2. Does Selina still live in London? (No)**
- 3. Selina lives with _____ (her parents)**
- 4. How old is the Patrick's first kid? (8 / eight years old)**

Answer Sheet_ B

1. Why did Patrick describe himself as 'the predictable'?

: The reason he described himself as 'the predictable' is that he has never left his hometown. He has still lived in the same city even though he met Selina after at least 15 years.

2. What changes have Patrick and Selina met for the last 15 years?

: Selina worked in London for two years and she came back. Now, she is living with her parents. In Patrick case, he got married 10 years ago and has two kids.