

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Tina	223WD	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					
PPT; 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	Teens	Number of Students	4		
Detail	This is a general English class and students are highly motivated learners, mixed with boys and girls, which teachers need to care about when they choose topics or activities involved in the class. The students are all Koreans, and have never been to abroad before. They are not very confident to communicate in English, so it is essential to give them a chance to practice or check with their partners through pair work, before they make an announcement before the whole class.				
Anticipated Classroom Management Difficulties and their Solutions					
<p>The audio equipment could fail -> bring a set of portable speakers to use with my smartphone; prepare the transcript so that the teachers can read aloud with their voice.</p> <p>The P.C. could fail -> print an A4 size picture of my PPT.</p> <p>Difficult to get students' attention and hold it -> Eliminate distraction before the class begins.</p>					
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 arrangements in a horseshoe shape, so everyone can easily see each other, with one group of 2 sitting together. "Hello guys, I want to ask you something. Do you guys still keep in touch with your old friends? If you do, how do you keep in touch with them? Talk to your partner about it. You have 1 minute." Gesture for students 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 the two 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 1-4 key words using C.C.C. technique, and asking a guiding question which allow students the opportunity to think of and share ideas they are likely to encourage when listening. This encourages the use of their schema when comprehending a text.		
Materials: PPT1, Realia(eraser, pen), board pens		
Time	Interaction	Procedure
1 min	T-S	<p>Pre-teach keywords: flat; predictable; swap</p> <p>Elicit – Point to PPT1. What is it? (It's a flat.)</p> <p>CCQ – Is a flat in a building? (Yes.)</p> <p>Does a flat have many floors? (No.)</p> <p>Does a flat have a single room or several rooms? (Several rooms.)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)</p> <p>Nominate all of 4 individually.</p> <p>Board – Write flat on the left of the board.</p> <p>How many syllables? (1) Mark with a blue pen.</p> <p>What kind of word is it? (Noun) Mark with a green pen.</p>
1 min	T-S	<p>Elicit – Point to the window. It seems to rain today, because it's cloudy outside. How did I know it would rain today? (It's predictable.)</p> <p>CCQ – Is the weather usually predictable? (Yes.)</p> <p>Do I know it before the rain or after the rain? (Before.)</p> <p>Is our life always predictable? (No.)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)</p> <p>Nominate all of 4 individually.</p> <p>Board – Write predictable on the left of the board.</p> <p>How many syllables? (4) Mark with a blue pen.</p> <p>Where is the stress? (2nd) Mark with a red pen.</p> <p>What kind of word is it? (Adj) Mark with a green pen.</p>
1min	T-S	<p>Elicit – Ask one of the students. Do you want my pen? I will give it to you, if you give me your eraser. Then, mime exchanging the pen with the student's eraser. What did I do? (Swap.)</p> <p>CCQ – Did I give my things? (Yes.)</p> <p>Did I get her things instead? (Yes.)</p> <p>Did we both want to swap, or just me? (Both.)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.)</p> <p>Nominate all of 4 individually.</p> <p>Board – Write swap on the left of the board.</p> <p>How many syllables? (1) Mark with a blue pen.</p> <p>What kind of word is it? (Verb) Mark with a green pen.</p>
10 sec	T	Guiding Question Talk to your partners. Why is it difficult to keep in touch with old friends?
1 min	S-S	Students discuss with their partners.
50 sec	T-S	Feedback. Nominate 1-2 students to share their ideas. Draw out ideas that being physically apart usually makes people hardly have anything in common.

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: worksheet, P.C. and audio equipment

Time	Interaction	Procedure
1 min	T	<p>Instructions. Set the purpose for listening. Hand out worksheets.</p> <p>Hold up the worksheet.</p> <p>Now we are going to listen to a dialogue between old friends.</p> <p>As you listen, you must answer these questions in exercise 1 only.</p> <p>When you catch the answer, write it down next to the question.</p> <p>Don't do exercise 2.</p> <p>I.C.Q. – Do you need to write your answer? (Yes.)</p> <p>Do we need to do exercise 2? (No.)</p> <p>Do you have a pen or pencil ready? (Yes.)</p> <p>Read each question aloud for students. Hand out the work sheet.</p>
2 min	S	<p>Students listen for the 1st time, and write answers on the worksheet.</p>
1 min	S-S	<p>Pair check. Please compare your answer with your partner. Monitor.</p>
1 min	T-S	<p>Feedback to check accuracy. 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 years Selina spent in London?</p>

Stage Name: Practice - Interpretive Comprehension Listening Purpose of this stage: Students listen a second time, more carefully, to infer or interpret meaning of literal facts. This is still an accuracy focused stage – answers need to be checked for accuracy. Students are required to think about the way 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: Worksheets, P.C. and audio equipment.		
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.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.
4 min	S	Students listen for the 2nd time, and write their answers.
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.

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 the, communicate without intervention from the teacher. This is a fluency focused stage.		
Materials: Worksheets		
Time	Interaction	Procedure
30 sec	T	Make 2 groups 2students. Now look at exercise 3. 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 5 minutes. I.C.Q – Do you need to write anything? (No.)
5 min	S-S	Students discuss. Monitor from a distance.
2 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 get valuable feedback from students regarding the activities in the lesson.		
Materials:		
Time	Interaction	Procedure
2 min	T	Lesson feedback. Tell the class what they did well, and what needs to improve. Get feedback from students. Ask them what they liked most during the class. Set homework. For homework, write a short essay about what you have discussed with your partner just now, and it should be no more than 100 words. It is due to next week. Inform students about the topic for the next lesson. Next week this time, we will do a speaking lesson about meeting new friends. Dismissed.

Worksheet1 – Meeting an old friend

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

- a) How long haven't Patrick and Selina met?
- b) How long did Selina stay in London?
- c) Who is Selina living with now?
- d) How many kids Patrick does have?

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

- a) Why was Selina so surprised that Patrick is married and has two kids?

Exercise 3: Talk to your partner freely about any of the questions below. No writing!

- a) Do you agree or disagree that it is important to maintain the friendship? Please tell the reasons.
- b) Do you agree with the saying that "Once a friend, always a friend"?

Answer sheet1 – Meeting an old friend

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

- b) How long haven't Patrick and Selina met? (For at least 15 years)
- c) How long did Selina stay in London? (For 2 years)
- d) Who is Selina living with now? (Her parents)
- e) How many kids Patrick does have? (Two)

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

- a) Why was Selina so surprised that Patrick is married and has two kids?
(Patrick didn't seem to a person who would be married very soon at that time; Selina realized that time flew, and they have met for a very long time; Maybe Selina felt a little sad that she got back because of the failure in London and she has no husband or kids to she can rely on while Patrick seemed very stable and to have a great time with his family.)

Exercise 3: Talk to your partner freely about any of the questions below. No writing!

- a) Do you agree or disagree that it is important to maintain the friendship? Please talk about the reasons.
- b) Do you agree with the saying that "Once a friend, always a friend"?

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		



<Meeting an old friend>

Transcript

Time: 2min

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 ...