**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| 김성은 Sungeun Kim (Lily) | 224WK | 28/08/2021 | Listening | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Talking about rumours |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening model. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| <https://learnenglish.britishcouncil.org/upper-intermediate-b2-listening/talking-about-rumours> , worksheet, picture and audio equipment. | | | |
| **Student Profile** | | | |
| **Level** | High intermediate | | |
| **Age** | Adult | **Number of Students** | 8 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy topics related to their work. They are very practical and internally motivated to learn an English that can help them reach their goals. They engage actively in auditory and visual learning. They like to learn a word that is frequently used. | | |
| **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. Start the lesson with small talk. | | | |
| **My Personal Aim** | | | |
| What I aim to demonstrate is the ability to write out a complete, detailed lesson plan. | | | |

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| **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  1:30 min  30 sec | T  T-S/S-S  T-S | Organize seating arrangements so everyone has a partner, with one group of 2 sitting together, and all can easily listen and talk together. Show them picture.  Hello everyone, look at this picture. Please guess what she is talking about and share your ideas to your partner. For example, talk about possible topics, is that something related to work or not, talk about a person or object. You have 1 minute.  Gesture for students to begin talking to their partners.  Students talk to their partners. Monitor for any use of key words.  Feedback. Gesture to a few groups and ask – “Tell me about your ideas. What do you think she is talking about?” |

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| **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** |
| 2 min  2 min  10 sec  1 min  20 sec | T-S  T-S  T  S-S  T-S | **Pre-teach keywords : Fire; Furious.**  Elicit – Point to picture. What kind of situation is he in? (He got fired.)  CCQ – Was he dismissed? (Yes)  Does he looks happy? (No)  Did he make a decision to get fired? (No)  Drill – Listen and repeat 3 times together. “Fire”. (Gesture)  Nominate 2 or 3 individually.  Board – Write fire on the left of the board.  How many syllables? (1) Mark with a blue pen.  Where is the stress? (1) Mark with a red pen.  Elicit – Point to picture. How does he feel? (He is furious).  CCQ – Was he angry? (Yes)  Was he calm? (No)  When you are furious, do you feel happy or angry? (Angry).  Drill – Listen and repeat 3 times together. “Furious”. (Gesture)  Nominate 2 or 3 individually.  Board – Write furious on the left of the board.  How many syllables? (3) Mark with a blue pen.  Where is the stress? (1) Mark with a red pen.  **Guiding Question**  Talk to your partners. When do you feel furious?  Students discuss with their partners.  Feedback. Nominate a few students to share their ideas. |

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| **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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening before handing out worksheets. Hand out worksheets.**  Hold up the worksheet.  Now it is time to listen to a story about rumour.  As you listen, you must answer these questions in exercise 1 only.  When you catch the answer, write it down next to the question.  Do not do exercise 2.  **I.C.Q.** – 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 students. Hand out the work sheet.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.** Compare your answers with your partner. Monitor.  **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? Why was Susanne furious? |

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| **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  4:30 min  2 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Now, we are going to listen one more time.  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 on exercise 2.  I will give you time afterwards to think and write.  **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.  **Students listen for the 2nd time and write their answers.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** |

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| **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** |
| 1 min  4 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Make a 2 group of 4 students. Wait for students to move.  Now, turn over your worksheet to 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 4 minutes.  **I.C.Q.** – Do you need to write anything? (No.)  **Students discuss.** Monitor from a distance.  **Feedback. Students share their ideas with the class.** |

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| **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** |
| 1:30 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Set homework.**  For homework, please find 5 phrases or words that you think is important from transcript and make your own sentence using it. It is due next class.  **Inform students about the topic for the next lesson.**  Next class, we will learn about the conversation between employee and employer. |

**Instructor’s Comments and Assessment**

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

**Transcript**

**Time : 1 min 26 seconds**

**Will:** Kiera, have you heard John isn't coming back and they might even fire him?

**Kiera:**No! I knew he was away but I thought it was for personal reasons?

**Will:** I'm pretty sure that's not the full story. Have you ever worked with him?

**Kiera:**A long time ago, but … well, I've heard stories about him for years.

**Will:** I've never worked with him directly but I know people that have and they say he was always shouting and screaming, threatening to fire people. And Susanne told me he took credit for one of her ideas. She had this idea for a project and she brought it up at the monthly creative workshop and he liked it – everybody did. But she saw the notes from the meeting and there was no mention of her name anywhere. John had agreed with her and repeated some of the things she said and the notes made it look like they were his ideas in the first place. He made her do all the work planning it, then when the project actually got started – it was that cars one – Susanne was moved to something else.

**Kiera:**It won an award, didn't it?

**Will:** Yeah, but Susanne didn't get to share it – there was zero recognition of her contribution. She was furious but she couldn't do anything about it. Not if she wanted to keep her job.

**Kiera:** Yeah, it's almost impossible to report people who are as high up as John is, or was.

**Will:** How did you find working with him, then?





**Worksheet 1 – Talking about rumours**

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

1. Whose fire are Will and Kiera talking about?
2. Whose idea did John take credit for?
3. Was the project awarded? ( Yes / No )
4. Why was Susanne furious? (Choose A or B)
   1. Because there was zero recognition of her contribution.
   2. Because she didn’t get the promotion.

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

1. Why was John in a situation to be fired?

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

1. How do you feel if someone take credit for your ideas?
2. What do you do to make you calm down when you feel furious?

**Answer Sheet – Talking about rumours**

**Exercise 1**

1. Whose fire are Will and Kiera talking about? **(John)**
2. Whose idea did John take credit for? **(Susanne)**
3. Was the project awarded? ( **Yes** / No )
4. Why was Susanne furious? (Choose A or B)
   1. **Because there was zero recognition of her contribution.**
   2. Because she didn’t get the promotion.

**Exercise 2**

1. Why was John in a situation to be fired?

**Because John was always shouting and screaming, threatening to fire people. And he took credit for one of Susanne’s ideas but there was zero recognition of her contribution.**