

LESSON PLAN - Intention and evaluation

Name: Sarah Miller **Length of TP:** 35 mins **Date:** February 21, 2017

Estimated no. of ss: 10 **Level:** Elementary **Coursebook:** Cutting Edge

Lesson type: Receptive Skills: Listening

Materials needed: Lesson Plan, textbooks, pencils, teacher textbook, chart fill-in handouts, whiteboard, recording and CD player, picture of primary school

Main aim(s): By the end of the lesson the students will have had practice in listening for gist and specific information on the topic of rules in different school settings.

Anticipated problems and solutions

- Students may have difficulty understanding some of the vocabulary in the listening activity. I will pre-teach key vocabulary that will help students complete the gist and detail tasks.
- Students may have difficulty understanding the speakers, as they may have a Belgian accent. I will warn students ahead of time that some words might sound a little different than they are used to hearing.
- Students may not be able to follow along with the pace the speakers talk at. I will play the recording multiple times if necessary.
- Students might have difficulty organizing their answers to practice 2b. I will create a chart that will help with organization.

Areas of my teaching performance I want to work on:

- Teaching vocabulary: I have used pictures to teach vocabulary in almost all my past lessons. I want to experiment with some other techniques.
- Time management: Possibly splitting up questions between groups so more questions can be answered in less time.

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:05	Lead-in: To introduce the topic of the listening.	<ul style="list-style-type: none"> - Introduce the topic: - Say: Today we are going to talk about education and school. - Show a picture of my primary school. - Say: This is my primary school. I went to this school from kindergarten to fifth grade. My school was a comprehensive school, which is a school owned by the state. Comprehensive schools do not select kids based on their academics or ability. At school we studied reading, writing, math, science, history, art, music, health and fitness. My favorite subject was writing. We did not have to wear uniforms, like kids do at school in China. But there were some other schools nearby that did make students wear uniforms, or the same clothes as everyone else. Some of these schools were convent schools, which are schools run by a Christian community. A boarding school is a type of convent school where students live during the school term. <p>(write all highlighted words on the board).</p> <p>Ask CCQs:</p> <ol style="list-style-type: none"> 1. Zoe, if I can wear anything I want to school, does my school have uniforms? 2. Cui, If my primary school is for people who are Christians, which kind of school might I go to? 	<p>Listen to T</p> <p>Answer CCQs</p> <p>T-C</p>
:05	Pre-task a To pre-teach key vocabulary needed for the listening skills.	<ul style="list-style-type: none"> - Tell students to turn to page 114. - Say: Look at the picture on the right side of the page. Read the description to yourself. - Ask: What did you find out about Joan and Gareth's education? - Say: We are going to listen to an interview with both Joan and Gareth about their education. But first, there are a few other words you might need to know to help you understand what they are talking about. - Write snobbery on the board - Say: Snobbery is the quality of being a snob. A snob is someone who thinks they are better than others. Maybe they look down on those who have less or are not as successful. - Write trainers on the board - Say: Trainers is a British slang word for shoes or sneakers. 	<p>Read picture caption</p> <p>Talk with partner</p> <p>Share ideas with class</p> <p>Listen to T</p> <p>S, S-S, S-C, T-C</p>
:05	Pre task b To set a context for the listening and prepare for gist task	<ul style="list-style-type: none"> - Tell students to look on the top left corner on page 115. - Say: Some of these topics will be talked about by Joan and some of them will be talked about by Gareth. Go through each topic and guess whether you think Joan or Gareth will talk about it. - Give students a minute to make guesses. - Say: Now we will listen to them speak about their educations! 	<p>Follow along in book</p> <p>Make guesses</p> <p>Talk with partner</p> <p>S, S-S</p>

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)										
:07	Gist task To provide practice in listening for gist	<p>- Say: Now I will play the recording. Listen very carefully because Joan and Gareth may have accents that are different than you are used to. While you are listening, see if your guesses were correct. If it is a topic Joan talks about, put a J in the box next to the topic. If it is a topic Gareth talks about, put a G in the box.</p> <p>- Play recording. Monitor as students listen.</p> <p>- Allow students to check answers with a partner.</p> <p>- Review answers.</p> <p>- Say: Doreen, what is one topic that Gareth talked about?</p> <p>- Write students answers on the board.</p> <table><tr><td>Gareth</td><td>Joan</td></tr><tr><td>Staying at school after class</td><td>Going to church</td></tr><tr><td>School uniform</td><td>Snobbery</td></tr><tr><td>Chemistry lab</td><td>Mealtimes</td></tr><tr><td>Wearing trainers</td><td>Being lonely</td></tr></table>	Gareth	Joan	Staying at school after class	Going to church	School uniform	Snobbery	Chemistry lab	Mealtimes	Wearing trainers	Being lonely	Listen to recording Complete gist task Check answers with partner Give answers to class S, S-S, S-C
Gareth	Joan												
Staying at school after class	Going to church												
School uniform	Snobbery												
Chemistry lab	Mealtimes												
Wearing trainers	Being lonely												
:09	Detail task To provide practice in listening for detail	<p>- Say: Talk to your partner and see if you can remember any of the rules that Gareth or Joan mentioned.</p> <p>- Say: Now we are going to listen again! Listen for the rules at both Gareth and Joan's schools and fill in the blanks.</p> <p>- Give students handout with fill in the blanks.</p> <p>- Play recording.</p> <p>- Monitor as students are listening.</p> <p>- Allow students to check answers with their partners.</p> <p>- Review answers as a class. Write answers on the board.</p> <p>Joan's School:</p> <p>1. Before lessons they had to get up <u>early</u> and go to <u>church</u>.</p> <p>2. During mealtimes there was no <u>speaking</u>. They had to sit silently with <u>hands</u> in their laps.</p> <p>3. During <u>French</u> class, they could not speak in English.</p> <p>Gareth's School:</p> <p>4. They had to wear <u>school</u> <u>uniforms</u>.</p> <p>5. It was not okay to wear <u>trainers</u>.</p> <p>6. They needed permission to go into the <u>Teacher's</u> <u>room</u> and chemistry lab.</p>	Talk with partner Listen to recording Complete detail task Check answers with partner Share answers with class S-S, S, S-C										

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:04	Post task To exploit the listing text for oral fluency practice	<ul style="list-style-type: none"> - Put students into groups of 3. - Say: I want you to think and talk about your own education experiences. I will give you a question and you can take turns discussing it until I give you a new question. Make sure everyone gets a chance to speak. - Questions: <ol style="list-style-type: none"> 1. Describe your last school and how you feel about it. What were the rules? Were they strict or not? (If students do not know strict, explain that strict means that the rules MUST be followed or there are consequences.) 2. What rules do you think are fair at school? 3. Did you ever get into trouble at school? What happened? Was it fair? 	Share thoughts in groups S-S-S

Joan's School:

7. Before lessons they had to get up _____ and go to _____.
8. During mealtimes there was no _____. They had to sit silently with _____ in their laps.
9. During _____ class, they could not speak in English.

Gareth's School:

10. They had to wear _____.
11. It was not okay to wear _____.
12. They needed permission to go into the _____ and chemistry lab.

Joan's School:

1. Before lessons they had to get up _____ and go to _____.
2. During mealtimes there was no _____. They had to sit silently with _____ in their laps.
3. During _____ class, they could not speak in English.

Gareth's School:

4. They had to wear _____.
5. It was not okay to wear _____.
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