

Name: Junita Fleming **Date:** 25/08/23 **Level:** Intermediate **Number of students:** **Topic:** Helping the homeless.

Main lesson focus (underline one): Reading / Listening / Speaking / Writing

Learner outcome(s): The students will be able to understand a short video about helping the homeless and be able to discuss issues that homeless people may face and ways they can help.

Vocabulary:

homeless(n); uplifting(v); the less fortunate(n); to raise money; to spread awareness.

Materials: Photo collage, YouTube video, speaker to play video, worksheets.

Assumptions: For this lesson I assume the students can understand

An anticipated problem: Students may find the video a bit difficult to understand as he does speak rather quickly so they could struggle to answer the questions.

My proposed solution: I plan on playing the video 3 to 4 times so that ss are able to answer gist and detailed questions. If I notice ss struggling, then I can play the video a few more times.

What I intend to work on based on previous feedback: I will work on my modelling during instructions and putting feedback on board after every written exercise.

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Warm up 1 minute	Game – First letter Last letter.	To get ss comfortable and ease into the lesson.	S
Engage 2 minutes	<i>Do you volunteer in your free time? What are some volunteer projects that you know of in Toulouse? We're going to talk about volunteering, specifically helping people without homes. But first let's learn some new vocabulary.</i>	To stimulate interest in topic of the lesson.	S
Pre-listening 8 minutes	EDCB when necessary to teach new vocabulary. → <u>homeless</u> (adj): E What do you call someone who doesn't have a home? They are _____less. DRILL CCQ If I go camping in a tent, am I homeless? No → <u>uplifting</u> (v) (smone or sthng): E to make something better, to improve it. DRILL CCQ My cousin was sad so I phoned her to uplift her day. Did I pick up her	So that ss have the vocabulary necessary to understand the video and are able to answer the questions later during practices.	L & S

	<p>day? No</p> <p>→ the less fortunate(n): E People who don't have money, another way to say poor. DRILL</p> <p>CCQ Are doctors the less fortunate? No</p> <p>→ to raise money: E <i>When you want to collect money maybe by using a crowdfunding page like Leetchi or GoFundMe. You are trying to _____ money.</i></p> <p>1) Prediction task: Picture collage. <i>Individually, look at these 4 pictures and guess what the relation is between them.</i> <i>What do you think the connection is? Make some notes. Model You have 2 minutes.</i></p>	<p>To stimulate interest in characters and story.</p>	<p>W</p>
<p>While listening 20 minutes</p>	<p>Listen #1 - For gist. <i>Now we're going to watch the video to see if your predictions were correct.</i></p> <p>Peer check. D <i>In pairs, discuss with your prediction with your partner. M</i></p>	<p>So that ss get can practice listening for gist, to get a general idea of what the video is about.</p>	<p>L</p> <p>S</p>

	<p><i>Student A: I said that the story was about a boy with no toothbrush.</i></p> <p><i>Student B: I thought it was about homeless people who need toiletries.</i></p> <p><i>You have 2 minutes.</i></p> <p>FB as class.</p> <p><i>Jahkil has a special name for the bags. Did you hear what he calls them? Let's listen again.</i></p> <p><i>Blessing bags.</i></p> <p><i>blessing(n): A blessing is something or someone you feel lucky to have. You appreciate.</i></p> <p><i>e.g. I'm so happy I live close to my job. It's a blessing.</i></p> <p><u>Listen #2</u> – For detail: facts and figures.</p> <p><i>Put your pens down. Individually, read the questions below. You have 4 minutes.</i></p> <p><i>Now pick up your pens. Watch the video again and for each question, choose the correct answer.</i></p> <p>M on board.</p>	<p>So that ss can familiarise themselves with the task questions and T can make sure they understand the questions being asked.</p> <p>So that ss can practice listening for detail. Listening for specific information like facts, figures and dates.</p> <p>So that ss can familiarise themselves with the task questions and T can make sure they understand the</p>	<p>R</p> <p>L</p> <p>S</p> <p>R</p>
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	<p>Pause video if/when necessary.</p> <p>Peer check. <i>In pairs, compare your answers and discuss them with your partner. I'll give you 5 minutes</i> FB as class. All answers on board!</p> <p>Listen #3 - For detail: deeper understanding. <i>Put your pens down. Individually, read the questions below. You have 3 minutes.</i></p> <p><i>Now pick up your pens. Watch the video again and answer each question.</i></p> <p>Pause video if/when necessary. <i>Do you need to watch it again?</i></p> <p>Peer check. <i>In pairs, compare your answers and discuss them with your partner. I'll give you 5 minutes</i> FB as class. All answers on board!</p> <p>Final listen with subtitles.</p>	<p>questions being asked.</p> <p>So that ss can practice listening for detail. Listening for deeper comprehension and to answer questions.</p> <p>So ss get to finally see words they might have been stuck on.</p>	<p>L</p> <p>S</p> <p>L & R</p>
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<p>Post-listening 20 minutes</p>	<p><i>In pairs, discuss the following questions: You have 15 minutes.</i></p> <p>What are the main problems for homeless people? What are ways that we can help? What's your opinion on homelessness in Toulouse? Is it getting worse? What do you think about giving money to homeless people directly? What are the main causes of homelessness?</p> <p>If ss finish early, have them switch partners.</p> <p>FB as class. Error correction.</p>	<p>So ss can share their opinions on homelessness and personal experiences with volunteering.</p>	<p>S</p>
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