Coffee shop showdown

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Common lexis, dialogues in a coffee shop

Aims

- To provide top-down scaffolding for an authentic listening text
- To present and practice lexis from the video via noticing and analysis of the listening text
- To give listening practice based on an authentic listening text contained in the video
- To raise students' confidence when dealing with potentially intimidating material

Age group and level

Older teens and adults at level A2/B1

Time

70+ minutes

Materials

- The English Channel: 'A Coffee Shop Showdown' video:
  https://theenglishchannel.britishcouncil.org/coffee-shop-showdown
- Coffee Shop Showdown online class material
- Notebooks/pens for student groups

Introduction

This lesson plan is both a standalone plan for one listening / video lesson - which uses a video called 'Coffee-Shop Showdown' from 'The English Channel' (https://theenglishchannel.britishcouncil.org/) - and an overview of how to stage and construct listening or media-based plans more generally, with an emphasis on how top-down and bottom-up modes of processing work during the course of such a lesson. You can therefore use this lesson plan to deliver a quality video lesson, as well as use it as a template and guide to create your own material. 600 + suitable video excerpts, with activities, can be

found on The English Channel, and of course, such lessons are especially suitable for the online classroom.

Procedure

Before the lesson	**CHECKLIST**

	• Always make sure you are familiar with the online platform you are using.
	
	  - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems.
	
	  - Do the students need a URL to join the online classroom? Do they all have this?
	
	  - Do you know how to 'mute' the students' microphones if you need to?
	
	  - Do you know how to share what is on your computer screen so that the students can see it?
	
	  - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?
	
	• Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson.
	
	• Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.
	
	• Most online platforms have support videos or tutorials available online. Do you know where to access these?
	
	• Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.

Lead-in (5 minutes)	• Show students the first slide and ask when they last went to a coffee shop. Show slide 2 and explain that they are going to watch a short video about two people in a coffee shop. Ask them to first think of what people might do in a coffee shop – ask students to either put their (virtual or real) hand up, or to write their ideas in the chat.

Setting the scene (5 - 10 minutes)	• Tell students they are going to watch a short segment from a longer video, <u>but without sound</u> (00:00 – 1:20)
	• You can share your screen with the students and play the video clip via your teaching platform e.g. Zoom or Adobe, but you might find it easier (and more reliable!) to have students open the link themselves in their own separate tab.
	• Invite A2 / B1 students to open the following link by copying and pasting it into the chat box:
	https://theenglishchannel.britishcouncil.org/coffee-shop-showdown
	• Invite B2+ students to open the following link by copying and pasting it into the chat box:
	https://theenglishchannel.britishcouncil.org/coffee-shop-showdown-0
	• You can communicate the link to students in the chat box, or include it in your pre-lesson material for students to access.
	• Their task is to make notes as to what they think is happening / *what the protagonists are thinking* / what type of film it is / *what the mood is* / *how the protagonists might feel* Show them slide 3 with these questions on so that they have them in mind as they watch.
	• Show students the video from 00:00 - 1:20 without sound and ask them to complete task.
	• Put students into breakout rooms, pairs or groups, to check and compare their notes with a partner once they have watched the video.
	Tip: when assigning students to breakout rooms for checking answers or working through feedback, the Zoom platform allows for an 'automatic' assignation to assemble these. This is quicker and more convenient for you.
	• The 'manual' configuration of breakout rooms should be used when you have a compelling reason to group certain students based on classroom management considerations during more involved group work.
Checking answers (5 minutes)	• Bring students back into the main room and ask some groups to share their ideas.
	• Show the students the clip again, this time with the sound on, so that they can check their answers and predictions.
	• Put students back into breakout rooms so that they can discuss how close their predictions were and also what they think is happening in the clip now that they have watched with the sound on.

Video 2: Prediction task (5 - 10 minutes)	• Bring students back into the main room again. Now ask them to predict what will happen in the rest of the video, and what the two people might talk about. If necessary, you can put them back into breakout rooms to discuss this. • Show students or instruct them to watch the video from 1:20 (with the sound on) and tell them not to worry or be concerned about difficult language. They are not to understand everything, but merely check their predictions.
Discussion (5 minutes)	• After viewing the video, students compare how accurate their predictions were with a partner in a breakout room. Remember you can visit the breakout groups to establish the full situation in the clip: a shy man in a café is trying to establish if the owner thinks about him as more than a customer, perhaps romantically. • Bring the students back into the main room for some feedback.
Focus on lexis (10 minutes)	• Tell students they are now going to concentrate on the language used in the video. The language exercises included on TEC Easy are A2 – B1 appropriate. Advanced level caters for B2+. This lesson plan will examine the A2 + language included in the video interactions. • Explain that they are going to watch the video again from the beginning, this time pausing on the interaction questions. As you play the video, click on each of the nine interaction questions so that students can see the questions. Give them thirty seconds to write down on a piece of paper their answers to the interaction questions, individually. • Once the video is finished, put the students back into breakout rooms so that they can check their answers to the questions together.
Lexis group correction (10 minutes)	• Show students slide 4. Give them 5 minutes to complete the Vocabulary task individually. • Then put them back into breakout rooms to see if between the group they can complete the sentences with the correct lexis from the video. • You can visit the breakout rooms to help with any doubts, but the idea is for this activity to be student-centred. • Bring students back into the main room to compare answers together, and you can then show them the answers on slide 5.
Final video viewing (5 minutes)	• Final viewing: Play the video a final time all the way through. Ask students to listen and *italicise* or **bold** the lexis on the worksheet as they hear it.

Roleplay preparation (15 minutes)	• Put students in groups and ask them to create the next scene of the video. They must decide what happens next, and one nominated secretary takes notes which details their ideas. They must include three new pieces of lexis from the worksheets in their roleplay. Emphasise that they must only take notes, and not write an entire script, with the exception of the sentences which contain the new lexis. The idea is for students to improvise around these sentences according to the rough storyline they create. **Tip:** As you can monitor in the breakout rooms, as well as checking on the progress of the task being completed, work also to help with structure and lexis as necessary: both the target language and any other language the students wish to work with.
Roleplay (10 minutes)	• You can choose groups to perform their scenes for the rest of the class in the main room of the class. **Tip:** mute the microphones of the non-participating students to avoid heckling, and also disable the use of the chat box • Tell students they must listen and raise their hands (virtually) when they hear any of the lexis from the video being used. • Give feedback on the role plays and any good language used or error corrections.

Contributed by

The English Channel