Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Sunah Lee  TESOL 141 | | 10/07/2016  ROOM 602 | Listening | | | PPP | | Why You Shouldn't Smoke | | | 45min | Int. |
| **Class profile**  **Number of students:** 12  **Age**: Adult (+20 yrs)  **Nationality:** Korean  **Motivations**: Finding future jobs  **Individual or class hobbies and interests:** Discussing daily life and their jobs  **Special consideration:** Some students speak more fluent than others | | | | | | | | | | | | |
| **Main aim (skills)**   1. Students will improve listening comprehension by using the integrated model of listening   **Subsidiary aims (language focus / skills)**   1. Students practice speaking fluently by presenting their posters (skill) 2. Students learn lexis related to smoking and health from the recording (language focus) | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking – Ss present their posters * Listening – Ss listen to the recording and their partners * Writing – Ss write their opinions on the posters | | | | | | | Description of language systems specifically used/practiced:  * Lexis – disease, tobacco, cigarettes, nicotine * Discourse – formal, opinion sharing | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. There is a chance that the computer or internet is not working 2. Some students might have stronger speaking skills than the others | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Read out the script to students  1. Don’t pair two strong speakers together, but pair strong speakers with weaker ones | | | | | | | | | | | | |
| **Assumptions**: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)   1. Students might know most of vocabulary 2. Students might already be very familiar with the topic and know why smoking is bad | | | | | | | | | | | | |
| **Material(s) needed:** Audio clip, computer, 12 copies of worksheets | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
| n/a | model sentences for target language | | | √ | concept questions for target language | | | | n/a | analysis sheet for target language | | |
| √ | stages clearly titled and separated | | | √ | purpose of each stage indicated | | | | √ | anticipated timing included | | |
| √ | interaction pattern marked | | | √ | a board plan (if relevant) | | | | √ | examples of all tasks used | | |
| √ | answer sheet to all exercises | | | √ | Tape or text script | | | | √ | all materials labelled and numbered | | |
| **Personal aim:** What I most hope to demonstrate in this lesson is the ability to give clear instructions and increase the students talking time | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Greeting**  Hello everyone! How was your weekend? Did everyone have fun?  **Discussion as a class**  (Shows a picture below)  [Image result for cigarette](https://www.dnainfo.com/new-york/20130828/greenwich-village/man-punched-mouth-for-denying-stranger-cigarette-village-cops-say)  What do you guys see in this picture? (Ss answer “cigarette”)  Right. This is a cigarette.   1. Have you ever smoked before? 2. If you enjoy smoking, why do you enjoy it? If you don’t like smoking, why not?   (Let students talk about their opinions and the teacher writes them on the board)  Thank you for sharing your ideas. Before we listen to the recording, let’s look up some vocabulary. | T-S  T-S | 30 sec  3 min | Get the students attention and interest by showing the picture. |

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| **Stage 2: Presentation**  **The purpose of this stage is to make the listening less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Pre-teach vocabulary** (Disease, Nicotine, Difference between Tobacco and Cigarettes)  Before we listen to the recording, let’s look for some new words.  (Present words by using visual aid and elicit the key words from the students)   1. Disease (PPT picture 1)   Show the picture of hospitalized patients.  Ask students:   1. “Why are they in the hospital?” (Ss answer “sick, ill”), 2. “What makes people sick?” (Ss answer “illness, sickness”)   Right. People go to hospitals because of sickness. What is another word for sickness? (Ss answer “disease”)   1. Nicotine (PPT picture 2)   Show the picture of nicotine chemical sign.  Ask students:   1. “What do you see in this picture?” (Ss answer “N, H”), 2. “What chemical can be found in cigarettes?” (Ss answer “nicotine”)   Yes. Nicotine is the chemical element that is in cigarettes.   1. Difference between tobacco and cigarettes (PPT picture 3) 2. Does everyone know the difference between tobacco and cigarettes? (Ss answers “yes or no”)   (Show the picture of tobacco and a cigarette)   1. Let’s look at the first picture. What do you see in this picture? (Ss answer “leaves”) 2. Then what do you see in this picture? (Ss answer “cigarettes”)   (T explains the difference between tobacco and cigarettes)  **CCQ:** If someone has an illness, should they go to visit a teacher? (Ss answer “no”)  Is there sodium in cigarettes? (Ss answer “no”)  **Guiding question**  If you talk to a doctor about smoking, what would he say about smoking?  Please discuss it with your partners for 1 minute. | T-S  T-S  S-S | 4 min  30sec  1 min | Ask CCQ to check students’ understanding of new words |

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| **Stage 3: Practice - Listening for gist comprehension**  **The purpose of this stage is to allow the students to practice gist skills to identify the main idea and key points of interest. Specific and authentic exercises designed to encourage this skill should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction 1**  You two are partners, you two are partners, you three are partners.  First, we will listen to a man speaking about smoking.  After listening to the recording, discuss these two questions with your partners.  You can take notes if you need to.  **Discussion Questions**   1. Did the speaker talk about what you had discussed with your partners from the guiding question? 2. Is he positive or negative concerning smoking?   (Teacher plays the recording “Why You Shouldn't Smoke”)  I will give you 2 minutes to discuss the questions.  **ICQ**:  Do you work alone? (Ss answer “No”)  How long are you discussing this with your partners? (Ss answer “2 min”)  After listening, Students discuss about the guiding questions with their partners.  (After 2 minutes of discussion)  Now, please tell me why the speaker says we should not smoke. (Teacher writes them on the board) | T  S-S  T-S | 1 min  2 min  1 min | Ask ICQ to see if students understood the instruction or not |

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| **Stage 4: Practice - Literal comprehension**  **The purpose of this stage is for students to focus on literal meaning, e.g. of vocabulary, phrases, details, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  Now, let’s listen to it once again and check whether the statements are true or false.  I will give you 2 minutes. After finishing your worksheets individually, compare the answers with your partners.  **ICQ:** What are we going to answer? (Ss answer “True/False”)  After you finish the worksheet, what do you do? (Ss answer “check answers with partners”)  **Hand out worksheet 1**  Students listen to “Why You Shouldn't Smoke” and mark the answers on the worksheet.  Students work individually and then compare their answers with partners.    **Check the answers together**  1-True, 2-False, 3-False, 4-False, 5-True, 6-True, 7-True | T  S  S-S  T-S | 1 min  2 min  2 min  1 min | Ask ICQ  Go through the answers of worksheet together |

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| **Stage 5: Practice - Interpretive comprehension**  **The purpose of this stage is to allow student to listen intensively for inference. Discriminating between fact and opinion and understanding the writer’s true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  We listened about why people should not smoke. Now with your partners discuss the three questions below.   1. Why the speaker doesn’t want people to smoke?   Why do you agree with the speaker? If you disagree, why do you disagree?   1. What are the other reasons why people should not smoke other than the speaker mentioned? 2. Which methods can help people to not smoke?   I will give you 3 minutes to discuss with your group.  **During group discussion**  Teacher walks around and listens to the students’ discussion.  If they ask questions, answer them. If any group is struggling with answering questions the teacher can ask related questions to drag out students’ opinion.  Teacher informs the students how much time is left. (2 minutes left, 1 minute left)  **After group discussion**  After 3 minutes of group discussion, stop the discussion and ask each group about their opinions.   1. Discuss 1st question:   Group 1, do you agree with the speaker? Or do you disagree? (Let students talk about their opinions)  Group 2 and 3, do you agree with group 1? Is there any other opinion?   1. Discuss 2nd question:   Group 2, What are reasons for why people should not smoke other than the reasons that we listened to from the recording?  (Ss can answer “second-hand smoking is bad, buying cigarettes every day is expensive”)  Ask other groups if they have other opinions.   1. Discuss 3rd question:   Group 3, which methods will you help your friends or family to quit smoking?  (Let students talk about their ideas)  Everyone has good opinions. Thank you for sharing your opinions. Now let’s do a fun activity! | T  S-S  T-S | 1 min  3 min  3 min | Teacher walks around and listens to students. Helps students if they need help |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students’ background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  Now, imagine that you are explaining why people should not smoke.  Create the poster with your groups that show your opinions. (Teacher shows the example of smoking poster)  I will give you 10 minutes. After creating your poster, each groups will come out and explain their groups poster in front of the class.  **ICQ:** What are you creating with your partners? (Ss answers “a poster”)  What is the poster about? (Ss answers “why people should not smoke”)  (Teacher hands out a blank paper and coloured pens for the activity.)  **Students working in groups**  Students work on their posters and the teacher looks around at the students work.  If students need any help, the teacher helps them.  (When 5-minutes is left, the teacher gives a notice of the time to the students. Again, when 1-minute is left, the teacher gives notice of the time to students)  **Each groups come out and present their groups’ poster** | T-S  S-S  S-S | 1 min  10min  5 min | As students work on their posters teacher walks around and listen to students.  Help them if they need help. |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Feedback**  It’s time to wrap up. Everyone did very good job today!  How was the listening activity today? Was it interesting?  (Ss give their opinion about the listening activity)  **Announcement**  Next time, we will keep moving on to the next lesson.  Please return the coloured pens and push in your chairs before you leave.  **Class dismissed** | T-S  T | 2 min  1 min |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/…………** | |