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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Yena Kang 141WD | | 10/07/2016  Room 602 | Listening | | | PPP | | Jim Twins | | | 45 min | intermediate |
| **Class profile**  **Number of students:**  **12 Age**: Adults  **Nationality:**  Korean/Filipino  **Motivations**: Demonstrating knowledge and understanding  **Individual or class hobbies and interests: discussing the twin theory and bring interest from students**  **Special considerations:** Most of the students are reserved and mature. The gender may vary. First language is Korean. | | | | | | | | | | | | |
| **Main aim**   1. Students practice / learn … to listen to the given passage with pre-taught vocabulary   **Subsidiary aims**   1. Student’s practices…improve speaking by working in pairs and learn to express opinion in speaking English. 2. Students practice… learns the keywords and lexis. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * listening – listening to the recorded audio * writing – sentences and answers * speaking – discuss in pairs and debate with question | | | | | | | Description of language systems specifically used/practiced:  * Lexis – understanding the meanings before the lecture. * Grammar – use to write example sentences. * Function – express opinions agree and disagree. | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Not all students may be interested to the topic. 2. If some of the students finish their tasks earlier than other student. | | | | | | | | | | | | |
| **How I can deal with these difficulties:**   1. **Chunk the audio passage when students have difficulty with understanding for listening passage.** 2. **Pre-teach the key words in order to increase the student’s comprehension.** | | | | | | | | | | | | |
| **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.)  Students are familiar with the topic learned and be interested throughout the lesson as it is planned.  Students are familiar with the teacher’s teaching style. | | | | | | | | | | | | |
| **Material(s) needed: picture, worksheet, pen, marker, board, eraser, computer, CD /Audio and speaker** | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
|  | model sentences for target language | | |  | concept questions for target language | | | |  | 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 clearly deliver information and have detailed lesson plan. | | | | | | | | | | | | |

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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 comment** |
| **Greeting students: Hello, Everyone! How are you guys today? Today, we are going to listen to a very interesting passage about twins. Please take a look at these pictures on the board. What do you think about the pictures? Do they look similar? Lets talk about what you see in the picture.**  **twin에 대한 이미지 검색결과twin에 대한 이미지 검색결과**  **Instruction**   1. **First, show the picture first and ask students about twins** 2. **Pair up students to talk about the picture for one minute.** | T  S-S | 1 min  3 min |  |

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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 – I will Pre teach “Identical, genes, in common and influence”**  **Instructions: Elicit the words as listed above.**  **Show them twin picture for ‘identical’**  **Read them example sentences for each word so that students can elicit the words from listening to the sentences read.**  **Sentences read as examples to elicit are listed below.**  **Vocab: In common , identical, genes, influence**  **Questions**  **1. If your friends have things \_\_in common\_\_\_ they are the same in some ways**  **2. If something can \_\_influence\_\_\_ you, it can affect your feelings or behavior**  **3. A person's \_\_gene\_\_ is a number that represent their intelligence based on their score on a special test.**  **4. If two things are same, we say they are \_\_identical\_\_.**  **Drill: Write down the words on the board, and make students pronounce the specific words**  **CCQ to ask if they understood the words.**   1. **What do you have in common with your best friend?** 2. **Do you look identical if you are twins?** 3. **What genes did you get from your parents?** 4. **Who influence you to achieve your dream?** | T-S  S-S | 10 mins |  |

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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** |
| **Okay guys. Now we are going to listen to a story about Jim Twins.**  **We are going to listen to this one time and don’t worry if you did not catch everything. We will listen to it one more time after we answer few comprehensive questions.**  **Instruction: 1. play the audio one more time.**  **2. Give the students the comprehension question on the board. Write it down while they listen to the passage.**  **3. Match the answer with the partner after individually answers the questions.**  **Question: 1. What is this story mainly about?**  **2. Which heading could best replace “The Jim twins”?**  **a. finding lost twins**  **b. what makes twins different**  **c. The sad separated twins**  **d. More similar than different**  **Feedback, after talk about the questions as a whole class.** | T-S  S-S | 1 min  5 min  1 min |  |

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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:**  **1. Give instructions and hand out Gap fill worksheet**   1. **play the audio** 2. **give them answers**   **Gap fills: \_\_\_\_\_\_\_\_\_ once believed that physical \_\_\_\_\_\_\_\_\_ between identical twins are genetic, while their personalities, intelligence, and other differences between them are an effect of their environment. Now scientists are \_\_\_\_\_\_\_\_\_ that the boundaries between genetics and environment are not so clear.**  **The Jim twins**  **Identical twins Jim springer and Jim Lewis were adopted as babies’ and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When the Jim finally met at age 39, they\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Both were six feet tall, 180 pounds. They had \_\_\_\_\_\_\_\_\_ and same voice. When psychologist Thomas bouchard Jr. Invited the Jim twins to his lab, his colleagues found it very hard to tell them apart. But the similarities didn’t stop at the physical. They'd both had dogs name Toy. They had both married women Named Linda and then divorced them. They had been sheriffs, enjoyed carpentry, suffered severe headaches, and admitted to leaving love notes around the house for their wives. They had so\_\_\_\_\_\_\_\_\_\_\_\_\_\_; it seemed unlikely these were just coincidences.** | S-S | 8 mins |  |

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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** |
| **Okay, Now I am going give you questions about what we just listening. From listening the passage, what can you infer from the story?**   1. **write down the questions on the board** 2. **Pair up partner and talk discussion, small talk** 3. **give them time to think and talk** 4. **nominate students to share ideas**   **Inferred questions**   1. **What can you tell about Jim twins and their personalities from listening?** 2. **Do you think it was just coincidence that Jim twins are similar or is it because of their genes?** | S-S | 5 mins | Give more opportunities for STT |

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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** |
| **Okay. Now 4 people make a group and we are going to discuss about the questions given and debate on what you think. It is very important to express your opinions logically.**  **Instruction**   1. **Pair up students in to groups of 4** 2. **write questions on the board** 3. **let them talk and discuss regarding to the questions** 4. **Nominate students to show and express opinion thoroughly.**   **(note: I have checked that nobody in the class is adopted before the lesson)**  **Discussion questions**  **1 Do you think adoption should be allowed? Why or why not?**  **2 If you were a twin, would you want to be identical? Why or Why not?**  **Feedback: Talk as a class and share opinions. As a teacher be positive and cooperate with students. Show interest to their opinion.** | S-S | 10 mins | Monitor students while they talk |

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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** |
| **Okay Class. Let’s wrap up today’s class by talking about the topic we learned today. What did you guys think about the topic? Was it interesting or not interesting?**  **What was your favourite part of the passage?**  **Wrap up: Ask about homework “Do you all have homework to hand in for me tomorrow?” Let’s pack and clean after ourselves.**  **Good bye!** | S-T | 1 min | Be friendly as possible, stay after the class is finished in case of when a student wants to talk to you privately. |

**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: …………/……………/…………** | |
| **Jim Twin Passage**  **Many scientists once believed that physical similarities between identical twins are genetic, while their personalities, intelligence, and other differences between them are an effect of their environment. Now scientists are discovering that the boundaries between genetics and environment are not so clear.**  **The Jim twins**  **Identical twins Jim springer and Jim Lewis were adopted as babies and raised by different couples. When the Jim finally met at age 39, they discovered they had plenty in common. Both were six feet tall, 180 pounds. They had the same smile and same voice. When psychologist Thomas bouchard Jr. Invited the Jim twins to his lab, his colleagues found it very hard to tell them apart. But the similarities didn’t stop at the physical. They'd both had dogs name Toy. They had both married women Named Linda and then divorced them. They had both been sheriffs, enjoyed carpentry, suffered severe headaches, and admitted to leaving love notes around the house for their wives. They had so much in common; it seemed unlikely these were just coincidences.** | |
| **Gap fill worksheet**  **Gap fills: \_\_\_\_\_\_\_\_\_ once believed that physical \_\_\_\_\_\_\_\_\_ between identical twins are genetic, while their personalities, intelligence, and other differences between them are an effect of their environment. Now scientists are \_\_\_\_\_\_\_\_\_ that the boundaries between genetics and environment are not so clear.**  **The Jim twins**  **Identical twins Jim springer and Jim Lewis were adopted as babies’ and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When the Jim finally met at age 39, they\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Both were six feet tall, 180 pounds. They had \_\_\_\_\_\_\_\_\_ and same voice. When psychologist Thomas bouchard Jr. Invited the Jim twins to his lab, his colleagues found it very hard to tell them apart. But the similarities didn’t stop at the physical. They'd both had dogs name Toy. They had both married women Named Linda and then divorced them. They had both been sheriffs, enjoyed carpentry, suffered severe headaches, and admitted to leaving love notes around the house for their wives. They had so\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it seemed unlikely these were just coincidences** | |

**Gap fill answer sheet**

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**The Jim twins**

**Identical twins Jim springer and Jim Lewis were adopted as babies and raised by different couples. When the Jim finally met at age 39, they discovered they had plenty in common. Both were six feet tall, 180 pounds. They had the same smile and same voice. When psychologist Thomas bouchard Jr. Invited the Jim twins to his lab, his colleagues found it very hard to tell them apart. But the similarities didn’t stop at the physical. They'd both had dogs name Toy. They had both married women Named Linda and then divorced them. They had both been sheriffs, enjoyed carpentry, suffered severe headaches, and admitted to leaving love notes around the house for their wives. They had so much in common; it seemed unlikely these were just coincidences**.