Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Christine (JungHun Kim) 144 WD | | 30/11/2016  Gangnam | Listening | | | PPP | | Dropping baby birth and marriage rate | | | 45min | Intermediate |
| **Class profile**  **Number of students:** 10  **Age**: 20-40  **Nationality:**  various    **Motivations**: To learn how to teach the listening skill to adults  **Individual or class hobbies and interests:** Everyone has great level of interest in English  **Special considerations:** Level of Listening skill may be different among students | | | | | | | | | | | | |
| **Main aim**  Students will be able to gain comprehensive awareness from the topic.  **Subsidiary aims**  Students will be able to learn new vocabularies and phrase | | | | | | | | | | | | |
| Description of any language skills specifically used/practiced:  * Speaking: Students will discuss their ideas and opinions * Listening: Students will listen to the news and other student’s opinions * Reading: Students will read transcript, comprehensive questions * Writing/; Students will take note, and write their ideas about the topic | | | | | | | Description of any language systems specifically used/practiced:  * Lexis: Vocabularies and phrase * Grammar: Questioning and answering * Discourse: Communication/conversation | | | | | |
| Anticipated difficulties with lesson activities and classroom management: 1) Audio equipment may fail 2) Students may have difficulties with new vocabularies and phrase  3) Students may not be engaged actively in the conversation | | | | | | | | | | | | |
| **How I can deal with these difficulties:** 1)Use the backup recording, laptop 2) Pre-teach new vocabularies and phrase 3)Monitor, encourage and motivate Students to participate in the conversation and share their ideas and experiences | | | | | | | | | | | | |
| **Assumptions**:  Students are very familiar with the topic and have common understanding of the news. | | | | | | | | | | | | |
| **Material(s) needed:**  **Whiteboard, markers, visual aids (2 pictures), worksheet #1-3, Computer for audio file, http://wwww.arirang.com/news** | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
|  | model sentences for target language | | | A | concept questions for target language | | | | A | analysis sheet for target language | | |
| A | stages clearly titled and separated | | | A | purpose of each stage indicated | | | | A | anticipated timing included | | |
| A | interaction pattern marked | | | A | a board plan (if relevant) | | | | A | examples of all tasks used | | |
| A | answer sheet to all exercises | | | A | Tape or text script | | | | A | all materials labelled and numbered | | |
| **Personal aim :** I hope I can guide students to be more aware of current affairs | | | | | | | | | | | | |

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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** |
| Greet the class and ask students to discuss what they see in the picture.  Present two pictures on the board.  Instruction:   1. Look at these two pictures. Based on what you can see, what do you think? 2. Based on what you can see, how do you feel about? 3. Discuss your ideas with your partner for two minutes.   Students share their ideas and Teacher monitor.  Feedback: Nominate and invite comments from 2-3 pairs.  Board some of the comments during feedback and encourage additional ideas.  Expected answers: All, some, a few etc…   * Students listening * Students hearing * Students thinking * Students replying * Students are engaged * Students are bored | T-S  S-S  T-S | 1’  1 ‘  2’ |  |

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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** |
| Today we are going to listen to an interesting subject. Before doing that, I like to ask you some questions. You will then listen to the text, write down your answers and then compare them with your partner’s.  Guiding questions:   1. What do you think about today’s society? 2. What do you think has changed in the last 10-15 years?   Students note down their ideas with their partner and teacher monitor discreetly.  Feedback: Nominate one pair and let share their opinions with class.  Pre-teach vocabularies and phrase: outpatient, prenatal, on course, tie the knot  Outpatient: out·pa·tient /ˈoutˌpāSHənt/ *noun*  a patient who receives medical treatment without being admitted to a hospital.  "attending a clinic as an outpatient"  Prenatal : pre·na·tal /prēˈnādl/ adjective  before birth; during or relating to pregnancy.  "prenatal development"  on course  following the intended route.  "he battled to keep the ship on course"  tie the knot  *informal*  get married. | T  T  S-S  T-S | 40”  30’’  2’  2’ |  |

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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 of the text. 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** |
| Instructions:  Without taking any note, just listen to the audio and think about these questions;  Gist questions:   1. What is she talking about? (Korea’s lowest-ever numbers of new marriages and childbirths) 2. Who do you think would be interested about this information? (pregnant ladies, married couples, couples who are planning for children)   Play the audio. Students listen and decide individually before comparing their opinion.  Feedback: Quickly get some answers from the whole class and then ask what they noticed to support their answer. | T  T  S  T-S | 30’’  40”  1’  2’ |  |

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| **Stage 4: Practice - Literal comprehension**  **The purpose of this stage is for students to focus on literal understanding e.g. of facts, 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** |
| Instructions:  Now listen again. This time write down the answer to these 3 questions on your worksheet # 1.  Comprehension questions:   1. How many babies were born in the first nine months of this year? (317,000) 2. How many couples tied the knot? (205,000) 3. What are the main ideas you hear from the news? (Korea’s baby birth rate and marriage rate are at the lowest-ever, and government introduced a bill to support outpatient treatment)   ICQ:   1. Do you just listen or write down this time? (Write down) 2. Are you ready to listen? (yes)   Play the audio for 1:05 minutes. Students listen.  Students work individually to complete answering the questions.  Pair-check. “Now check with your partner”. Teacher monitor.  Feedback: Nominate about 5 students for the answer. Replay the audio if needed.  Elicit answers to the following questions.   1. How much time did you need to think about these questions before listening? 2. How many times did you need to listen to the test to get the answers to 1-3? | T  T  T  S  S  S-S  T-S | 30’’  1’  30”  65’’  1’  2’  3’ |  |

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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:  Listen again, but this time you will see the video and answer these questions on your worksheet #2. Check with your partner.  Interpretive questions:   1. Does the video help you for your comprehension of the message? (yes clearly) 2. Does this news encourage you to have a child? (yes) 3. If so, which parts of the message make you feel encouraged? (government financial support) 4. Do you think this news will impact on the baby birth in Korea next year and why?   (I think so. Many young Korean couples are hesitant to have children due to financial burden, and if they get a bit of support, they would be encouraged more to have children)  Students listen to the clip.  Pair-check their answers. Teacher monitor and decide if replaying the audio is needed.  Feedback: Nominate each pair and share their opinion. | T  T  S  S-S  T-S | 30”  2’  3’  5’ |  |

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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** |
| Instructions:  Now discuss the following questions on the work sheet # 3 with your partner for 8 minutes.  Applied questions:   1. What do you believe are the reasons marriage rates are dropping?   (financial burden, family obligations, loss of freedom, change of life style)   1. What impact do you believe a low baby birth rate is going to have?   (dropping population, less workers adding economic value, dropping life quality)  Applied back up question:   1. What would you think needs to improve to encourage to marry and have children?   (medical support, educational support, working moms condition to be improved and recognition of housewives and mothers work in the society)  ICQ:   1. How much time do you have? (8 minutes)   Students work with partner to complete the exercise. Monitor and take notes of language used for the future error correction.  Feedback: Each pair presents their opinion. | T  T  S-S  T-S | 50’’  4’  4’ |  |

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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** |
| To wrap up, summarise the main points and then ask students some questions.  Today, we learned about dropping baby birth and marriage rate and Korean government’s new policy of supporting outpatient medical treatment.  We also learned about some new vocabularies and phrase.   1. How was the listening lesson, was it difficult? (no) 2. Could you follow the content of the news? (mostly) 3. What was most challenging activity today? (speaking) 4. Did you understand the new vocabularies and phrase? (yes)   You all did very well today and your participation was excellent.  I feel you are more actively engaging to share your opinion with your partner.  Well done.  Class dismissed.  Follow-up work for after the next lesson: | T  T-S  T | 1’  2’  30” |  |

**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: …………/……………/…………** | |

Listening transcript

Korea is on course this year to record its lowest-ever numbers of new marriages and childbirths.

According to Statistics Korea, in the first nine months of this year, 317-thousand babies were born, a decline of 5 percent from the same period last year.

A similar trend was seen in the marriage rate as 205-thousand couples tied the knot, 6-and-a-half percent fewer than a year earlier.

If that trend continues in the remaining months of 2016, it'll be the first time the nation's had fewer than 300-thousand marriages in a year.

The government's trying to turn that around, however, and it's introduced a bill to make outpatient treatment for pregnant women significantly cheaper.

The Ministry of Health and Welfare said Thursday that, starting January 1st, the bill will reduce the out-of-pocket costs for outpatient care during pregnancy by up to 60 percent, depending on the type of hospital or clinic.

That's estimated to cut the average total cost of prenatal care by more than 45 percent to 240-thousand won, or about 2-hundred U.S. dollars.

Language Analysis **Sheet - Vocabulary**

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| **Item:**  outpatient | **Anticipated Problems** | **Possible solutions** |
| **Meaning:**  a patient who receives medical treatment without being admitted to a hospital. | Students may not know the meaning of the word | Eliciting the word |
| **Form:**  noun |  |  |
| **Pronunciation:**  out·pa·tient  ˈoutˌpāSHənt/ |  |  |
| **Item: prenatal** | **Anticipated Problems** | **Possible solutions** |
| **Meaning:**  before birth; during or relating to pregnancy. | Students may not be able to pronounce the word correctly. | Drill pronunciation chorally and individually and boarding |
| **Form:**  **adjective** |  |  |
| **Pronunciation:**  pre·na·tal  prēˈnādl/ |  |  |
| **Item:**  On course | **Anticipated Problems** | **Possible solutions** |
| **Meaning:**  Following the intended route |  | He battled to keep the ship on course |
| **Form:**  **phrase** |  |  |
| **Pronunciation:** |  |  |

**Language Analysis Sheet - Vocabulary**

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| **Item:**  Tie the knot | **Anticipated Problems** | **Possible solutions** |
| **Meaning:**  Get married |  | 205,000 couples tied the knot this year. |
| **Form:**  Informal phrase |  |  |
| **Pronunciation:** |  |  |
| **Item:** | **Anticipated Problems** | **Possible solutions** |
| **Meaning:** |  |  |
| **Form:** |  |  |
| **Pronunciation:** |  |  |
| **Item:** | **Anticipated Problems** | **Possible solutions** |
| **Meaning:** |  |  |
| **Form:** |  |  |
| **Pronunciation:** |  |  |

**Vocabularies**

**Prenatal**: before birth; during or relating to pregnancy

pre·na·tal

prēˈnādl/

**outpatient**: a patient who receives medical treatment without being admitted to a hospital

out·pa·tient

ˈoutˌpāSHənt/

**Phrase**

**on course**: following the intended route.

"he battled to keep the ship on course"

**tie the knot**: *informal*

get married

Work sheet # 1

Comprehension questions:

1. How many babies were born in the first nine months of this year?
2. How many couples tied the knot?
3. What are the main ideas you hear from the news?

Work sheet # 2

Interpretive questions:

1. Does the video help you for your comprehension of the message?
2. Does this news encourage you to have a child?
3. If so, which parts of the message make you feel encouraged?
4. Do you think this news will impact on the baby birth in Korea next year and why?

Work sheet # 3

Applied questions:

1. What do you believe are the reasons marriage rates are dropping?
2. What impact do you believe a low baby birth rate is going to have?
3. What would you think needs to improve to encourage to marry and have children?



