Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Joan Cho  144WD | | 30/11/2016  Gangnam | Listening | | | PPP | | Mcdonald's Restaurant | | | 45min | Intermediate |
| **Class profile**  **Number of students:** 9  **Age**: 12-17  **Nationality:** Korea    **Motivations**: To improve the listening skill with familiar topic for student.  **Individual or class hobbies and interests:** Most students are interested in new article.  **Special considerations:** This for middle school student | | | | | | | | | | | | |
| **Main aim**   1. Students will practice their listening comprehension skills using a bottom-up and top-down model.   **Subsidiary aims**   1. Students will practice their oral fluency during the productive stage. | | | | | | | | | | | | |
| Description of any language skills specifically used/practiced: -Speaking: Students will discuss in pairs and groups  -Listening: Students will listen to the article, teacher's instruction  -Writing: Students will take notes  -Reading: Students will read worksheets and script | | | | | | | Description of any language systems specifically used/practiced: -Lexis: Vocabulary used in the article  -Discourse: Discussion, responding questions of the teacher  -Phonology: Teacher talk  -Function: Inquiring, asking questions  -Grammar: General grammar used in | | | | | |
| Anticipated difficulties with lesson activities and classroom management: -Students may not be able to understand the article properly | | | | | | | | | | | | |
| **How I can deal with these difficulties:**  -Before listening students will learn new vocabularies in the article. | | | | | | | | | | | | |
| **Assumptions**:  -Students already know language systems & skills  -Students will understand the script without having problems | | | | | | | | | | | | |
| **Material(s) needed:** Listening file (<http://www.breakingnewsenglish.com/1604/160419-all-you-can-eat-fries-a.html>), computer  True and false worksheet, Comprehension questions, Picture of Mcdonald’s | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
| v | model sentences for target language | | | v | concept questions for target language | | | | v | analysis sheet for target language | | |
| v | stages clearly titled and separated | | | v | purpose of each stage indicated | | | | v | anticipated timing included | | |
| v | interaction pattern marked | | | N/A | a board plan (if relevant) | | | | v | examples of all tasks used | | |
|  | answer sheet to all exercises | | | v | Tape or text script | | | | v | all materials labelled and numbered | | |
| **Personal aim:** What I most hope to demonstrate in this lesson is the ability to communicate with each other certain situations. | | | | | | | | | | | | |

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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** |
| 1.Greet the class.  "T: Hello everyone, how are you?"  2.Questions.  Q1: What is your favorite food?  A: I like pizza, My favorite food is taco.  Q2: Have you eaten out recently? What did you eat?  Q3: I ate with my family and ate Korean food.  Q4: Do you like fast food?(Y/N)  3.Students share their ideas with their partner.  Q1: What is your favorite food?  Q2: Why do you like them the most?  4.Monitor discreetly.  5. Feedback |  |  |  |

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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** |
| > Materials: Picture of Mcdonalds  1. Show the students the picture of Mcdonalds telling the name.     1. Pre-teach vocabulary: All-you-can-eat, offer, couch, dream, touch-screen, obesity   [인천웨딩홀 채원부페 다녀왔어요](http://cafe.naver.com/ssekzoa/357941)C:\Users\user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\15ZCVLQM\mujiCouch[1].jpgC:\Users\user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\15ZCVLQM\250px-Multitouch_screen.svg[1].pngC:\Users\user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\C5K8PEO0\obese1[1].jpg  3. Guiding Questions  Q1: What do you think of Mcdonalds?  A: It's fast food restaurant  Q2: What kind of food can you eat there?  A: Hamburger, coke, French fries, chicken nugget, ice cream....  Q3: What's the best fast food restaurant in the world?  A: Mcdonals, KFC, Burger king.... | T-S  T-S | 3min  5min |  |

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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** |
| > Material: Computer with the audio file  1. Questions  Q2: What is she talking about?  A: the article in news paper  Q3: Who do you think would be interested about this information?  A: people who like fast food  2. Listen to the audio.  3. Share their ideas to partner.  Q: What words did you write down?  4.Feedback | S-S  Ss  S-S  T-S | 6min  1min  2min  1min |  |

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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** |
| > Material: True and false worksheet  “T: I will give a true and false worksheet then you can check the answers.”  Distribute the True and False worksheets.  2.Students work individually.  3. Pair-check. “T: Now check with your partner.” Monitor discreetly.  4. Questions  Q1: What are the main ideas presented in this text?  A: They will soon offer all-you-can-eat French fries.  Q2: What discourse clues signaled these ideas?  A: The new store will open in July.  They say it is the restaurant of the future.  "T: Let's check the answer together." | Ss  S-S  T-S | 1min  2min  6min |  |

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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** |
| 1. Listen again, but this time answer these questions.  2. Questions  Q1: In what U.S state will the new Mcdonalds open?  A: Missouri  Q2: What kind of space will children be able to play in?  A: July Q3: What kind of burger will people be able to build?  A: A self-service kiosk  Q4: Who is the Steve Easterbrook?  A: The Mcdonald's CEO  3 Work individually.   1. Pair-check answers. Monitor and decide if replaying the audio is needed.   5. Feedback: Each group should contribute here. | Ss  Ss  S-S  T-S | 1min  1min  1min  1min |  |

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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** |
| > Material: Comprehension questions worksheet  1. Make groups of 3, discuss the following questions.  Distribute the worksheet.  2. Questions (Ss answers are various)  -Q1: What do you think of French fries?  -Q2: What do you think of the idea of an all-day breakfast?  -Q3: Should Mcdonalds think more about health?  -Q4: What questions would you like to ask the boss of Mcdonalds?  -Q5: What other all-you-can-eat restaurants would you like to see?  3. Ss work in groups of 3 or 4 to complete the exercise. Monitor actively.  4. Feedback: Each group presents their answers. Acknowledge positive points and offer suggestions where needed. |  |  |  |

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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** |
| T: Today, we learned some ideas to help teachers choose listening material.  We also learned how it feels to be a student in a typical listening lesson.  1. Questions  Q1: How difficult was the listening lesson?  A: Not too difficult.  Q2: Did you have fun today?(Y/N)  A: Did you learn something about Mcdonalds? (Y/N)  Q3: How could we make listening easier next time?  A: Choose easier material; make easier questions.  Q4: Which part was the most fun?  A: Talking about favorite favorite fast food  T: Good job! I hope you enjoyed today's lesson. Tomorrow, we will start a new chapter. |  |  |  |

**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: …………/……………/…………** | |