Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Hannah Kim  144WD | | 30/11/2016  Gangnam | Listening | | | PPP | | Resilience | | | 45min | Intermediate |
| **Class profile**  **Number of students:** 9  **Age**: Adult  **Nationality:**  Korean  **Motivations**: Learning how to teach the language listening skill efficiently.  **Individual or class hobbies and interests:** Teaching skills and ideas that students can apply to the real world.  **Special considerations:** lack of practice in creating a listening lesson plan. | | | | | | | | | | | | |
| **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:  * Listening : Students will listen to a prepared audio. * Reading : Words and texts on a prepared worksheet. * Writing : Filling in the blanks on the worksheet. * Speaking : Conversation with their partners regarding the main topic, sharing their own thoughts and opinions. Role-playing activity. | | | | | | | Description of any language systems specifically used/practiced:  * Phonology : Students will practice the pronunciation of the key vocabularies. * Function : Asking and answering the CCQs and necessary questions. * Lexis: Students will learn the three key words (Resilience, Challenge and Capacity). * Discourse: The importance of resilience. Students will share their personal experiences and ideas. | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  * Students may not easily understand the content of listening. * Students may have problems following instructions and understanding tasks. | | | | | | | | | | | | |
| **How I can deal with these difficulties:**   * Students will listen to the audio three times. * Encourage students to talk freely and share their ideas with a partner. * Give guidance when they are stuck. | | | | | | | | | | | | |
| **Assumptions**:   * Students will know how the listening lesson progress. * Students are familiar with role playing activity. | | | | | | | | | | | | |
| **Material(s) needed:**   * Computer - Listening material (Video clip-YouTube) *https://www.youtube.com/watch?v=c9IZFbFadx8* * - 9 copies of worksheet - Visual aid; Pictures - Script of the Video clip - Whiteboard and markers | | | | | | | | | | | | |
| 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   * understand the script’s content and vocabularies clearly and make students to apply to their real life. | | | | | | | | | | | | |

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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. Greetings to the class and Asking questions.  * Good morning everyone, How’s your week going so far? (students answer)   **2) Eliciting** :  Simple-ways-to-better-manage-stress.jpg   * Firstly, please look at these pictures. * After showing the first pictures, Do you see a person in this picture? What do you think about this man? (Students answer) * Can you guess about the each situations of these pictures? (Students answer) * **Then eliciting question** : * Ask "How do you handle your stress or pressure?" * "Do you have any tips for managing your stress or relieving your stress? * Discuss your thoughts and experiences with your partners.   - Monitor while students sharing their ideas and thoughts.  3) Feedback   * Let students bring their ideas and answers freely. * Write down some keywords and answers on the whiteboard. * Giving feedback & encouraging them to extend their thoughts | T-S  T-S  S-S  T-S | 1  1  1  1 |  |

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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-Activity>**   * Today, we are going to listen a video clip, which is about “Developing Resilience and Emotional Health”. * Before listening to the audio, we are going to learn some key vocabularies that we will hear from the audio. * The two keywords that we are going to learn today are “Challenge and Capacity”. * Discuss with your partners regarding these keywords and clearly understand the meaning of words.  1. Pre-Teaching Keywords (**Challenge and Capacity**)   #1 Keyword) Challenge  **1 Elicit** : Using gesture, try to balance a pencil on your finger. “is this easy or hard?”  **2**  **CCQ** : What word can we use to describe balancing a pencil on your finger? (Difficult, challenge etc.)  **3** **Drilling** :  Challenge = Form: Noun, Pronunciation: /ˈtʃæl·əndʒ/  Meaning: Something difficult that tests your ability.  **4 Write on the board.**  #2 Keyword) Capacity  **1 Elicit** : psychological-resilience-surfer.jpg after showing this picture,  take a look at this picture, what is he doing? is he professional?  **2 CCQ** : What word can we refer to a result of potential or ability? (Capacity)  **3** **Drill** :  Capacity = Form : Noun, Pronunciation: /kəˈpæs·ə·t̬i/  Meaning: The ability to do or feel something.  **4 Write on the board.**  **<Guiding questions>**  1) Do you have skills for energy management?  2) Have you ever seen a person who got knocked down by life and return as a stronger person than ever before? What was he like?   * Discuss with your partner about the answers. You can share your own experiences and thoughts. | T  S-S  T-S  T-S  T  S-S | 1  1  2  2  1  1 |  |

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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** |
| 1. Introduction  * Now I will play the audio, listen carefully and you may take notes if necessary.   2) Playing audio (students listen)  **Gist Question:**   * Ask "What was the listening about?" (Students answer) * Do you see any differences between your predictions and the actual content of speech? * Students think individually before sharing their opinions.   3) Pair-checking   * Group-discussion, students share their opinions about the main idea of speech.   4) Feedback   * Quickly get answers from the students and what they find out about the relevance to the subject.   - The speaker is explaining about the importance of resilience in our lives and how to develop this ability. | T  S  T-S  S-S  T-S | 1  1  2  1  1 |  |

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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** |
| 1. Instruction:  * Explaining about the worksheet that students need to answer the True or False questions. after listening to the audio. (showing the worksheet in front of class) * **ICQ**: Do you all clearly understand about this task? then, shall we start listening?   ( students answer)   * Passing out literal comprehension worksheet.   2) Playing Audio   * Now, I will play the audio one more time, so listen carefully and fill in all blanks on the worksheet. * (Students listen and write down the vocabularies)   3) Pair- Checking   * Now, work with your partner to check your answers and vocabularies. I will give you three minutes. * Monitoring students.     4) Feedback   * Did everyone answer all the questions on the worksheet? * Check students' answers and possible problems. * Replay the audio if needed. | T  S  S-S  T-S | 1  1  2  1 |  |

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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. Introduction:  * This time, listen one more time with a video. Then, try to answer those questions. * **Interpretive question:** * Q1) How resilient are you? Would you describe yourself as a resilient person? explain why. * Q2) How do you handle challenging situations? * Q3) What do you do to keep up your energy?   2) Playing video clip   * Students watch and listen. * Students answer to the interpretive questions individually   3) Pair-check   * Firstly, answer to the questions individually. * Then, talk with your partner; share your experiences and personal skills.   4) Feedback.   * Did everyone answer the questions? (students answer) * Did you get a chance to share your thoughts and personal experiences with your peer? (students answer) * Is watching at a same time helpful for you to understand the content of this speech better? (students answer) | T  S  S  S-S  T-S | 2  1  2  1  1 |  |

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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** |
| 1) Introduction:  - Now, based on what you just listened, try to answer this applied questions. You will have 10 minutes to write them down.  **Applied Question**:  - What would you do to develop and how would you build your resilience?  - Please write down in details on a blank piece of paper  2) Students writing their answers individually for ten minutes.  3) Pair-check  - After finishing with your writing, please share your thoughts and ideas that you just wrote with your partner.  4) Feedback  - "Did everyone write everything for your applied questions?"  (Students answer)  - "Did you find out some great techniques or tips for developing your resilience?"  (Students answer) | T  S  S-S  T-S | 1  10  1  1 |  |

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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** |
| 1) Wrap up  -For today's class, we practiced listening a speech regarding resilience, which you can develop in your life.  - We also leaned some keywords and vocabularies.  2) Feedback  -Did you like the topic of listening? (Students answer)  -Was the speech interesting to you? (Students answer)  -What did you like the most? (Students answer)  -You can find more information about resilience and watch them on the YouTube. | T  T-S | 1  1 |  |

**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: …………/……………/…………** | |

**<Worksheet>**

**Literal Questions :** True or False questions

1. When you are resilient, you can bounce back faster after challenging situations.       (***T*** / F)

2. Resilience is not about the capacity to prepare for, recover from and adapt in the face of stress, adversity or challenge. ( T / ***F***)

3. You can build and sustain your resilience by learning and using energy management skills with practice.     (***T*** / F)

4. A resilient person is able to roll with punches more easily, flow through challenges like a surfer and still fully riding a big wave, rather than getting wiped out. (***T*** / F)

5. Greater resilience saves less energy. ( T / **F**)

1. What are the four primary areas of resilience?  (***Physical, Mental, Emotional and Spiritual***)

**Interpretive question:**

Q1) How resilient are you? Would you describe yourself as a resilient person? Explain why.

Q2) How do you handle challenging situations?

Q3) What do you do to keep up your energy?

**Applied Question:**

- What would you do to develop and how would you build your resilience?

- Please write down in details on a blank piece of paper

Reference: https://www.youtube.com/watch?v=c9IZFbFadx8

**Audio/Video Script** :

Most people want to have more energy at the end of the day. How much resilience we have plays a big role in that.

Resilience commonly is thought of as the ability to bounce back after a challenging situation, but a newer and broader definition has emerged.

HeartMath defines resilience as the capacity to prepare for, recover from and adapt in the face of stress, adversity or challenge.

"When you are resilient, not only can you bounce back faster after challenging situations but you also have more ability to avoid getting in those situations in the first place.

Now that's energy-efficient!

Being resilient is like having a fully charged inner battery- you have greater capacity and ability to remain calm, think clearly and be in control of your mind and emotions. You can roll with the punches more easily flow through challenges like a surfer still fully riding a big wave, rather than getting wiped out.

Their inner poise and balance help them succeed.

There are four primary areas of resilience: Physical, Mental, Emotional, and Spiritual. We expend new energy in each area every day.

If we have low energy in one area, it can affect the others. It is the emotional area where most people drain their inner batteries unnecessarily and waste energy.

You can build and sustain your resilience by learning and using energy management skills- with practice you will increase your resilience and have more energy reserves when you need it most. Such as maintaining your cool and your ability to focus when too much activity and information is coming your way too fast.