Background Information

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Anna 146 WD | | 25 Jan 17, Kangnam | Listening | | | PPP | | Poor Posture | | | 40min | Intermediate |
| **Class profile**  **Number of students:** 8  **Level**: Intermediate  **Nationality: Korean**    **Motivations**: Health, right sitting posture  **Individual or class hobbies and interests: individual posture habit, Interest in height and health** | | | | | | | | | | | | |
| **Main aim**   1. Students will practice their listening comprehension skills using a bottom-up and top-down model by pair check, group discussion.   **Subsidiary aims**   1. Students will practice their oral fluency during the productive stage. | | | | | | | | | | | | |
| Description of any language skills specifically used/practiced:  * Listening skill   Discussion, top down & bottom up model. | | | | | | | Description of any language systems specifically used/practiced:  * Lexis; posture, relax, hunch | | | | | |
| Anticipated difficulties with lesson activities and classroom management: Eliciting for posture might be difficult for students. | | | | | | | | | | | | |
| **How I can deal with these difficulties: It‘s ok for teacher to tell.** | | | | | | | | | | | | |
| **Assumptions**:  Students will have posture problems with computer and smart phone use. | | | | | | | | | | | | |
| **Material(s) needed: Video from Youtube -** [**https://www.youtube.com/watch?v=nnpHLxlj3fQ**](https://www.youtube.com/watch?v=nnpHLxlj3fQ)**, CD: Go Further reading 1, track 17, CD Player, White board, Board marker,** | | | | | | | | | | | | |
| 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 develop listening comprehension with different guiding questions. | | | | | | | | | | | | |

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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** | |
| **Procedure:**  Greeting  I will show you 1min cartoon animation. 1) While you watch it, write three vocabularies you think of.  2) Check with your partner  ICQ; How many words do you pick? (Three)  Show interesting, but silent mime animation about posture <https://www.youtube.com/watch?v=nnpHLxlj3fQ> .  Students have pair check.  Get feedback from each group and write the words on the board. | T-Ss  S-S  Ss | 1min  3min | PRESENTATION  Instruction  ICQ  Feed back | |
| **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** |
| Pick the key words from the vocabulary written on the board; posture, hunch, relax  posture ;   * What do you do in front of camera? (smile, say ‘cheeze’, **pose..)** * How do you use your body to pose? (stand, jump, sit) * How do you call the way you sit or stand? (posture) * Do you have the same posture all day long? (No) * People like to have good posture? Yes * Good posture can ruin one’s life? No   Drill chorally and few students individually.  Board the key word  Go through the idioms (hunch, relax) one by one eliciting the meaning from students.      Write the guiding Questions on the board  While you listen to the CD consider these two questions.   1. Do you have you have good posture? 2. In, not what must you do?   Play the CD  POOR POSTURE  Yesterday in my math class I found out my posture is bad. The teacher wanted to measure how tall each students is. When it was my turn, he measured me. “105 CENTIMETES?” he said. “Stand up straight.” I stood up straight.  “See, now you are 110 centimeters,” he said. “If you stand up straight, you are taller.”  Then he turned to the class. “Everyone. We should remember to stand up straight. Don’t hunch your shoulders. When you sit at your desk, put your back against the backrest. And put your feet flat on the floor.”  Then he turned back to me. “Make sure to relax your shoulders, okay” he said. “If you do, you’ll all have better posture.”  I will give some tips for Good Posture When Using a Computer   1. Sit in your chair with your back against the backrest. 2. 2. Use a chair with armrest. 3. 3. Put your feet flat on the floor. 4. Take regular breaks to relax. 5. Make sure your shoulders are not hunched up.   Remember to take care of your back when using a computer. | T-Ss  T-Ss | 6 min  3min | | **Pre teach**  Eliciting  CCQ  Drilling  Boarding  Guiding Questions |

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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** |
| GIST COMPREHENSION: Skimming for the main idea  Teacher write the guiding question and hand out paper for mind mapping.  1) What happened when he had bad posture?  2) Which part of the body related with good sitting posture?  Listen to the audio and think about these question when you read and complete the mind map.  You have 2 minutes to complete. You work alone.  ICQ: Do you work in group? alone  How many minute do you have? 2 minute  Listen to the audio and complete the mind map work sheet individually.  Feed back; Teacher allocate the group into two; each 4 people and let them check in group and finalize one mind map in a group and share. | T-Ss  T  Ss  S  Ss | 3min  3min  3min  5min | PRACTICE  Instruction  Guiding Q  ICQ |
| **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** |
| LITERAL COMPREHENSION:  Teacher write literal questions and let the student listen to the audio.   1. How many cm was the writer taller when he straightens his back? 5cm 2. Where should he put his back when he sits? (back rest) 3. How should he do with his shoulder to have good posture? (relax) 4. What particular position the teacher taught the student? (Sitting with computer)   Teacher gives instruction to students to fill the work sheet and    Feed back with answer. | Ss  T | 3min  2min | PRACTICE |

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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** |
| Open discussion with whole class with comprehension questions   * what is this context about? * How does the writer will solve the poor posture problem?   Play the audio let the student listen.  Make a chart for a good posture with simple linked words. | T-S  Ss | 2min  3min | PRODUCTION |
| **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** |
| Teacher writes questions on board.   * Do you think you have bad posture when you sit on the chair? * What do you need to do for good posture? Discuss with your partner.   Teacher feeds back summarizing students discussion with a student demonstrating right posture in front of the class. | T-Ss  S.s  T-Ss | 1 Min  5 min  2min |  |

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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** |
| We were able to listen and discuss about right sitting posture. Mind map was very creative. Your comprehension skill is improving. I can see all of you sitting with beautiful posture. | T | 3 min |  |

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** **Above standard**   * **To standard** * **Below Standard** | |
| **Instructor: …………………………… Date: …………/……………/…………** | |

**Instructor’s Final Comments**