**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Yoona | TESOL | 24/07/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Work-life balance |
| **Main Aim** | Students will practice their listening comprehension. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| **http://learnenglish.britishcouncil.org/intermediate-b1-listening/work-life-balance** | | | |
| **Student Profile** | | | |
| **Level** | intermediate | | |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | -All students are native Korean students.  -They have experience at work.(employee)  - Mixed level | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Difficulties  - technical failure, mixed level  Solutions  - back up audio on my cell phone, make easy & simple question | | | |
| **My Personal Aim** | | | |
| To give good instructions | | | |

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| **Stage Name:**Lead-in  **Purpose of this stage:**  1. draw students' attention and interest about the topic  2. encourage the class to share their opinions freely, so increase students' participation(communicative)  3. relaxing | | |
| **Materials:** computer, picture, projector, ppt, speakers, white board, colored pencil | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S/S-S  T-S | Greet.  Hello, everyone.  You're very busy working during the weekdays. Me, too. I get home around 9 p.m. I spend most time at work. I think I don't have much time to rest even I have no time spend with my family. But, I don't work weekend luckily.  Instruction :  How many hours do you work? Do you think that you have enough time to rest ?  How do you spend most of your time after work?  Talk to a partner  Julie, can you tell us about your case?  Wow. You're so busy. You must be tired. I hope you have more your own time.  Thank you for sharing. |

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| **Stage Name:**Presentation  **Purpose of this stage:** to give students extra support and help.  to understand the text before they listen | | |
| **Materials:** computer, picture, projector, ppt, speakers, white board, colored pencil | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords**  Elicit  1) Draw a picture on the board.  2) Ask students "What is he doing?” They answer "He is walking on a rope.”  Ask students “What does he need to do so he doesn’t fall off?  It’s balance!!    CCQ - check students properly understand the meaning  1) Does it keep steady with an equal amount of weight on each side ?(Yes)  2) Is the scale tilted? (No.)  3) How is the weight of each side? (It's equal)  4) Demonstrate the meaning of "balance" with open arms.  Drill – choral and individual drilling for correct pronunciation  1) Everyone, first listen to me "balance"  2) Everyone, repeat (Drill 3 times, chorally.)  3) Point out students and make them repeat individually.  Board – highlight special areas of pronunciation  1) Write "balance" on the board. Is it a noun? (yes)  2) How many syllables does "balance" have? (two)  3) Where is the stress? (First)  **Guiding Question**  Is your work and life well balanced?  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas, if necessary. |

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| **Stage Name:**Practice - Literal Comprehension Listening  **Purpose of this stage:** practice their bottom-up listening | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Now you're going to listen to dialogue about work-life balance. Please listen carefully and write answers.  ICQ : Chris and Michael, Does each of you need to write your own answer? (yes)  **Students listen for the 1sttime, and write answers on the worksheet.**  <Question>  1. Is Chris Svensson's book popular?  2. How often do people do overwork?  3. In traditional workplaces, do people work at weekends or on holiday?  4. How can most people access their work these days?  5. Can people work from different locations and times?  **Pair check.**  T:Monitor.  **Feedback to check accuracy.**  <answer>  1. Yes  2. Sometimes  3. Usually, they don't  4. They can access their work emails from their mobile phones and laptops.  5. Yes, they can. |

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| **Stage Name:**Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students practice their interpretive listening | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Now you're going to listen again to write answers on the worksheet.  **Students listen for the 2nd time.**  <Question>  1. Why does Chris say that many employees now have more freedom from work? Explain.  2. Why does the Presenter think people work more these days than in the past?    **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.**  <answer>  1. Because most people can access their work everywhere and anytime by mobility not only at work.  2. Because it's easier to access your work in the evening from home or even from your hotel when you're on holidays. |

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| **Stage Name:**Production - Applied Comprehension Speaking  **Purpose of this stage:** Students practice their speaking fluency. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Take turns talking to your partner about these question  **<Question>**  1. Do you think that working with mobility is helpful for a work-life balance?  2. Is your work and life balanced properly?  **Students discuss.**  **Feedback. Students share their ideas with the class.** |

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| **Stage Name:**Wrap-up  **Purpose of this stage:** to finish the lesson with positive feedback about the lesson and students' participation.  Review the lesson and classroom management should be considered. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  Good job everyone!  Which part of the lesson did you enjoy the most? I'm so glad to hear that.  What word did you learn today?  Which part was the most difficult? I know that one is tough, you're getting better.  **Offer delayed corrections to the previous stage.**  **Set homework.**  OK. I'll give you homework.  The question is "how do you spend your time after work?" Please write answers by next Friday.  Any questions?  Thank you for coming today. |

**Instructor’s Comments and Assessment**

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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**Transcript**

**Presenter**: Good morning, everyone. On today's show, we've got Chris Svensson with us, the author of No more nine to five, the new best-selling book about work–life balance in the current working world. Good morning, Chris. Thanks for coming.

**Chris**: Thanks for having me, Anna.

**Presenter**: So, Chris, tell us about your book and how the concept of a work–life balance has been changing?

**Chris**: Well, in the more traditional workplaces, people's working lives and their private lives are, or were, clearly divided. People often work from nine in the morning until five or six in the evening. People sometimes stay late in the office and work in the evenings. This is called working overtime.

**Presenter**: OK, and what else?

**Chris**: Well, in these environments it isn't common for people to work at the weekend or while they're on holiday. They can clearly separate their working lives and their private lives. And the evenings, weekends and holidays are free to focus on non-work areas of life, such as hobbies, interests, sports, spending time with the family and friends, and so on. It's important and healthy not to spend all your time just working, right?

**Presenter**: Right! So what has changed? How are things different now?

**Chris**: Well, for a start, most people can now access their work emails from their mobile phones. So they are more likely to quickly reply to an important mail in the evening or at the weekend. The same goes for laptops. It's easier to access your work in the evenings from home or even from your hotel when you're on holiday.

**Presenter**: That doesn't sound like much of a work–life balance. It sounds like all work.

**Chris**: Exactly, but this new mobility brings a lot of advantages with it. More people are now able to work flexibly, so if they need to leave the office early one afternoon to be with their family, they can catch up on work that evening from home or somewhere else.

**Presenter**: That sounds good. So, what you're saying is that although traditional divisions between work and life are fading, many employees now have more freedom to do their work from different locations and at different times.

**Chris**: Yes, that's it.

Worksheet 1 - Work-life balance

**Exercise one : Listen and write the answer next to the question.**

1. Is Chris Svensson's book popular?
2. How often do people do overwork?
3. In traditional workplaces, do people work at weekends or on holidays?
4. How can most people access their work these days?
5. Can people work from different locations and times?

**Exercise Two : Listen carefully, think, and write your answer.**

1) Why does Chris say that many employees now have more freedom from work? Explain.

2) Why does the Presenter think people work more these days than in the past?

**Exercise Three : Talk to your partner freely about any of the questions below.**

1) Do you think that working with mobility is helpful for a work-life balanced?

Whether your answer is yes or not, please explain the reason.

2) Is your work and life balanced properly?

Answer sheet

Exercise One: 1) Yes

2) Sometimes

3) Usually, they don't.

4) They can access their work emails from their mobile phones and laptops.

5) Yes, they can.

Exercise Two : 1) Because most people can access their work everywhere and anytime

by mobility not only at work.

2) Because it's easier to access your work in the evening from home

or even from your hotel when you're on holidays.