**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| YS & MJ | 198WD | 25/09/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Joining a gym |
| **Main Aim** | Students practice their listening comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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| **Materials and References** | | | |
| * Whiteboard, colored markers, eraser, worksheet, monitor, computer * https://learnenglish.britishcouncil.org/listening * https://dictionary.cambridge.org * https://www.google.co.kr – images, pictures | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 10 |
| **Detail** | * There are 6 female and 4 male students. * All students are native Korean. * All students have oversea experience (study, work, travel). * There is strong student-student classroom interactions. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| * Absence, lateness: The activity is designed for 5 groups of 2. In case of absence and/or lateness, adjust a group of 3. Late comer can join in another group. Classroom seating will be horseshoe type so you can easily adjust the number of group members. * For the absent student, ask the class captain to send listening audio file and worksheet for review. * Technical issues – Prepare the A4 sized copies of transcript and color pictures. Save audio file in your smartphone and bring Bluetooth speaker that you can connect to your smartphone. | | | |
| **My Personal Aim** | | | |
| To write out a complete and detailed lesson plan. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the students and the teacher; to start the lesson in a natural way; to focus the attention of the students; to involve students and allow them to share ideas related to the topic. | | |
| **Materials: Nothing needed in this stage. Be prepared for all materials for the next stages in advance.** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min | T  T-S/S-S  T-S | **Greeting**  “Good morning everyone. How are you? You look all great. Why don’t you say ‘hi” to your neighbor? (students say hi). Great. What did you do before you come to the class? Did you do exercise? (cheering voice, smiling)  **Brainstorm/talk to a partner.**  “Do you like to do exercise? What kind of exercise do you like? How often and where do you exercise? Talker to your partner.” (Simply assign each group with showing gesture. While students are talking, you walk around and listen to them).  **Feedback if appropriate.**  “Ok. Is there anyone who wants to talk about your partner?” (Student 1 talks: if there’s no volunteer, nominate a student) Great!” |

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| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach 1~2 keywords (less than 4) of the dialogue and make students get used to today’s topic. Pre-teach “budget” and “sign-up”. | | |
| **Materials: white board, color markers, computer, monitor** | | |
| **Time** | **Interaction** | **Procedure** |
| 3 min  3 min  30 sec  1.5 min | T-S  T-S  T-S  S-S | **Pre-teach keywords (budget & sign up for)**   * Budget (definition: low in price, cheap)   **Elicit – show the picture No.1 on the screen**  [대한항공에 대한 이미지 검색결과](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwjp1Yz6zd_kAhWJP3AKHWChBEEQjRx6BAgBEAQ&url=https://www.koreanair.com/korea/ko/about/who-we-are2.html&psig=AOvVaw2SsKnKwtlA_5X8fvvTJwZ7&ust=1569076019797521) [저가항공사 vs 대형항공사에 대한 이미지 검색결과](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjs2frDzd_kAhUUUN4KHRHoCqgQjRx6BAgBEAQ&url=http://www.jnuri.net/news/articleView.html?idxno%3D31961&psig=AOvVaw2eFGPO3p-JrqiFtiUbPq1g&ust=1569075735088597)  T: “Loot at these 2 pictures. What is the main difference between these airlines?”  S: “Price. Korean airline is expesive and others are cheaper.”  T: “Right. The airfare of these airles are cheaper (pointing the picture) than Korean  airlines. Is there any other word which can describe these airlines?”  S: “Low cost airline?” “Cheap airline?” (some might say budget airline).  T: “Yes, these are low cost airline and we call them “budget airline”.  **CCQ – check students properly understand the meaning**  “Is it cheap?” (Yes)  “Is it expensive?” (No)  “Is it low price or high price?” (Low price)  **Drill – choral 3 times together**  “Repeat after me. Budget, 3 times.” (counting with fingers). Great.  **Board – highlight special areas of pronunciation**  (Write down **budget** in black on the right side of the board).  Ask “How many syllables?” (S: two). Add “/” in green (budg/et).  “Where is the stress?” (S: the 1st). Mark a dot on the 1st syllable in red.  “What part of speech is this word?” (S: adjective).  “Yes, budget is adjective here. So you can put a noun next to this word.  Such as budget hotel, budget car and budget airline.”   * Sign up (definition: to [agree](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/agree) to [become](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/become) [involved](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/involved) in an [organized](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/organized) [activity](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/activity).   an [occasion](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/occasion) when you [start](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/start) doing or having something or [start](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/start) being a [member](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/member) of a [group](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/group), [especially](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/especially) by [signing](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/signing) a [document](https://dictionary.cambridge.org/ko/%EC%82%AC%EC%A0%84/%EC%98%81%EC%96%B4/document))  **Elicit – show the picture No.2 on the screen**  [sign up for gym에 대한 이미지 검색결과](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwi24KH41t_kAhXKQN4KHT51BQgQjRx6BAgBEAQ&url=https://www.alamy.com/fitness-trainer-offering-pen-to-sign-up-gym-contract-image189079236.html&psig=AOvVaw3eIC1WiQK4Kcz7k7w6-sum&ust=1569078447354103)  T: “What are these people doing here?”  S: “A young man is showing a paper to the lady. She is writing down something on the paper”  T: “Ok. Any other idea?” “Where are they?”  S: “It looks like a gym. The man must be a staff and the lady being a customer.”  T: “Very good. Do you think she is agreeing in something?  S: “Yeah”  T: “Great. Then what could the staff ask the customer to do on the paper?”  S: “Checking?” “Sign?” “Marking?”  T: “Right. She is signing to join the gym. We say it “sign-up!”  **CCQ – check students properly understand the meaning**  “If she disagrees in any conditions, can she do this?” (No)  “After this, can she join the gym?” (Yes)  “Is this action happening before or after she becomes a member of the gym?” (Before)  **Drill – choral 3times**  “Repeat after me. Sign up, 3 times.” (counting with fingers).  “When we use the expression, sign up, “for” is going along. Sign up for!  “Repeat after me. “She signed up for the gym. He signed up for the class.  She signed up for the job.” Great.  **Board – highlight special use of this expression.**  Write down **sign up for** in black below the 1st keyword on the board.  “Where is the stress?” (S: the 2nd). Mark a dot on ‘up’ in red.  “What part of speech is this word?” (S: verb).  “Yes, it is a verb.” It is a phrasal verb.”  **Guiding Question – show the picture No.3 on the screen**  [advertisement gym에 대한 이미지 검색결과](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwiG5cbk4N_kAhXOBIgKHXkZA2cQjRx6BAgBEAQ&url=https://www.pinterest.com/pin/465489311476251749/&psig=AOvVaw3wXgYKDqRr706aj3rHJo7r&ust=1569081033515896)  T: “What is this?” (pointing the picture; make sure your position. You should not  block students’ eyes on the screen).  S: “It’s gym advertisement.”  T: “Right. If you visit a gym to start working out, what are you going to ask?  What is important when you choose a gym?  Talk to your partner.”  **Students discuss the question with a partner.**  While students talk, walk around and listen to what students are talking.  Be sure if they are on the topic and ready to move on for the next stage.  “Okay guys!” (Be ready for the worksheet on hand). |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** Students practice listening to details. Checking their accuracy is needed. | | |
| **Materials: worksheet, computer, audio file (3 min), white board, color markers** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  4 min  1 min  1.5 min | T  T-S  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  “Everybody, you are going to listen to an audio conversation. While you are listening, answer these 5 questions on the worksheet Task 1. Write the answer next to each question.” (Show the worksheet to students and read the questions one by one)   1. Does the gym offer the lowest price in the city? (Yes) 2. What is the opening-hour of the gym? (from 5 am to midnight) 3. Who will design an exercise plan and show exactly what to do? (personal trainer) 4. Is the man convinced at the end? (No) 5. What does receptionist offer for last? (a free day pass)   **ICQ**  T: “When are you answering these questions?” // S: “While listening.”  T: “Where do you write the answers?” // S: “Next to the question.”  T: “Great. (Hand out worksheets).  T: “look at the front page, Task 1. Let’s listen to the audio file.”  **Students listen for the 1st time (3 min), and write answers on the worksheet.**  **Pair check.**  **“**Did you answer all the questions?” Check the answers with your partner”  **Feedback to check accuracy.**  **“**Do you have the same answers with your partner? Who has a different answer?  Let’s check them out together”  (Read the questions one by one then let students answer. If there is any wrong answer, ask students answer the question again. Make it sure if the wrong answered student understands now.) |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen thoughtfully to interpret meaning. Accuracy focused. | | |
| **Materials: computer, audio file (3 min), worksheet, whiteboard, color markers** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  4 min  2 min  1.5 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening.**  “We are going to listen the conversation one more time.  While listening, answer another 2 questions on your worksheet. Task 2 is on the other side of your worksheet. (Show the worksheet and read the questions)   1. Does the receptionist have enough knowledge to deal with customers?   If yes/no, why?   1. Do you think the customer has a lot of experience with gym? Why?   **ICQ**  T: “How many questions do you have now?”  S: “Two”  **Students listen for the 2nd time (3 min) and write answers on the worksheet.**  **Pair check. Monitor.**  **“**Ok. Talk to your partner with the answers. Discuss what is different and why.”  (Walk around to see if students are on the right track.)  **Feedback to check accuracy.**  Read each question and let students answer it. If they have different answers, ask them why. Ask another student, who has the right answer, to explain and bring out right answer. Support the answer if needed. |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** Students practice speaking. Fluency focused stage. Teacher mainly monitors and may offer necessary support. | | |
| **Materials: whiteboard** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  2 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Write down 2 questions on the board.  “Ok. I want you to discuss these 2 questions with your partner. You don’t have to write down the answers.” (Read the questions on the board).   1. Have you ever signed up for something? When and for what? 2. What are the most important things before you sign up for something?   **Students discuss.**  Walk around to check if students are on the right track. Encourage students talk more. Listen to them carefully and answer questions if any.  **Feedback. Students share their ideas with the class.**  “Is there anyone who wants to share your ideas? One person from one team is okay.” (If there’s no volunteer, nominate 2~3 students.)  Summarize their ideas and bring one or two interesting ideas that you listened while walking around.  “Very good. I like your thoughts. Yes, when you sign up for a gym or something, there’re some important things to consider in advance.” |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** to end the lesson on a positive feeling, and to handle any classroom management matters before students go home | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Inform students about the topic for the next lesson.**  “Great job, everyone. All of your listening skill is getting better!”  “How about today’s lesson? Was it interesting? (Students’ positive/negative reaction)  “Which part of the lesson was the most difficult? Was the quality of audio file good? (Students can come up with some suggestions or comment)  “If anything you missed today, don’t worry, we will practice it again with some animation movie clip next time. It will be really fun.” |

**Instructor’s Comments and Assessment**

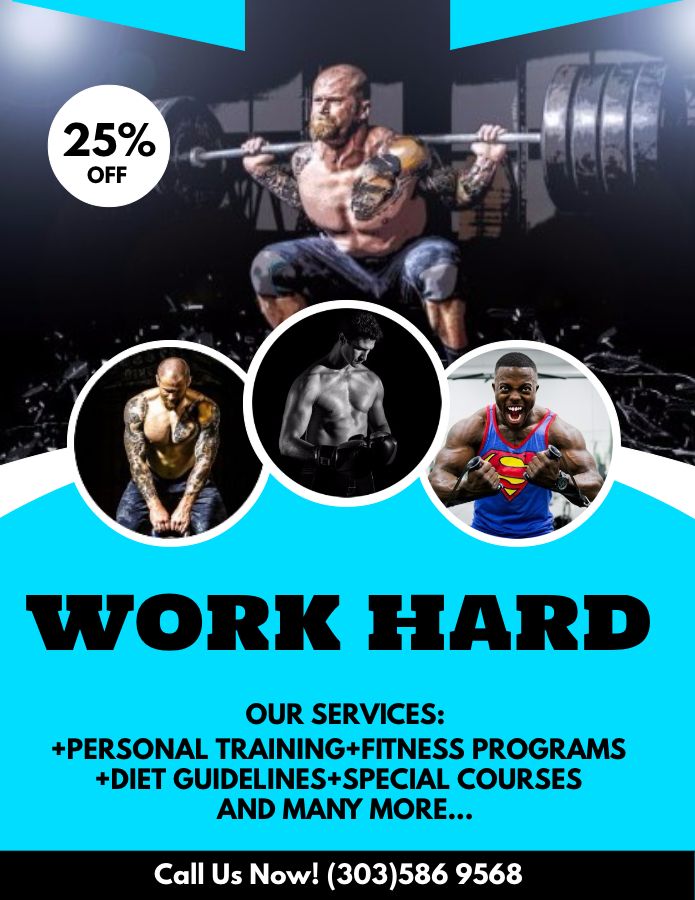
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| **Pros** | | |
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| **Change** | | |
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| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%**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

Picture No.1

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwjp1Yz6zd_kAhWJP3AKHWChBEEQjRx6BAgBEAQ&url=https://www.koreanair.com/korea/ko/about/who-we-are2.html&psig=AOvVaw2SsKnKwtlA_5X8fvvTJwZ7&ust=1569076019797521)

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjs2frDzd_kAhUUUN4KHRHoCqgQjRx6BAgBEAQ&url=http://www.jnuri.net/news/articleView.html?idxno%3D31961&psig=AOvVaw2eFGPO3p-JrqiFtiUbPq1g&ust=1569075735088597)

Picture No.2[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwi24KH41t_kAhXKQN4KHT51BQgQjRx6BAgBEAQ&url=https://www.alamy.com/fitness-trainer-offering-pen-to-sign-up-gym-contract-image189079236.html&psig=AOvVaw3eIC1WiQK4Kcz7k7w6-sum&ust=1569078447354103)

Picture No.3[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwiG5cbk4N_kAhXOBIgKHXkZA2cQjRx6BAgBEAQ&url=https://www.pinterest.com/pin/465489311476251749/&psig=AOvVaw3wXgYKDqRr706aj3rHJo7r&ust=1569081033515896)**Transcript**

**Receptionist**: Hello, welcome to Shake it Off Fitness. How can I help you?

**Customer**: Yes, thanks. I've been meaning to come in and find some information about here for some time. I was wondering if you could help me?

**Receptionist**: Sure, of course. What would you like to know?

**Customer**: I saw on the sign outside that you have the best budget membership in the city. Is that right?

**Receptionist**: You've got that right, yes. If you find a better rate, then we'll match it. Also, we don't have any sign-up fees or cancellation fees.

**Customer**: Sorry, what was that last bit?

**Receptionist**: Cancellation fees. Some gyms charge you money if you leave before a minimum number of months or something like that. We don't do that.

**Customer**: That's useful to know. Ummm, what times do you have?

**Receptionist**: We open at 5 a.m. and close at midnight.

**Customer**: Not 24 hours then, I see.

**Receptionist**: No. Almost, though! We tried doing the 24-hour thing, but there really weren't a lot of people who wanted to do exercise at 2 in the morning.

**Customer**: Makes sense. Another question: do you have trainers? Like, will you do a personalised evaluation of me?

**Receptionist**: Sure we do. As we say on our brochure, we can show you what to do, how to do it and why you're doing it. Have you worked with a personal trainer before?

**Customer**: Err, no. No, I haven't. No.

**Receptionist**: So, it's very easy. For your first visits we'll assign you one of our expert personal trainers. He or she will design an exercise plan that's just right for you and show you exactly what to do. We even include nutrition advice in the plan.

**Customer**: Let me get this straight. All of this is included in the price?

**Receptionist**: Yes, it is. If you want to continue with your trainer after the first few classes, we can talk about that. It does cost extra though. OK?

**Customer**: Yeah. Sounds ... great.

**Receptionist**: Do you have any other questions?

**Customer**: Hmmm, yeah. Um, OK. Why should I choose here instead of any of the other gyms in the city?

**Receptionist**: What, you mean apart from our competitive rates and personalized attention?

**Customer**: Yeah, I guess.

**Receptionist**: Listen, here's a free day pass. Why don't you drop by and see for yourself? That way you can talk to other members, see the facilities and our staff.

**Customer**: OK, I'll do that. Thanks very much!

**Worksheet (front)**

**Task 1: Answer the questions below while listening.**

1. **Does the gym offer the lowest price in the city?**
2. **What is the opening-hour of the gym?**
3. **Who will design an exercise plan and show exactly what to do?**
4. **Is the man convinced at the end?**
5. **What does receptionist offer for last?**

**Worksheet (back)**

**Task 2: Answer the questions below while listening.**

1. **Does the receptionist have enough knowledge to deal with customers? If yes/no, why?**
2. **Do you think the customer has a lot of experience with gym? Why?**

**Answers**

Task 1: Answer the questions below while listening.

1. Does the gym offer the lowest price in the city? (Yes)
2. What is the opening-hour of the gym? (from 5 am to midnight)
3. Who will design an exercise plan and show exactly what to do? (personal trainer)
4. Is the man convinced at the end? (No)
5. What does receptionist offer for last? (a free day pass)

Task 2: Answer the questions below while listening.

1. Does the receptionist have enough knowledge to deal with customers?

If yes/no, why?

Yes. The receptionist could answer all of customer’s questions with good manner and patience. At the end of conversation, she even offers a free day pass to attract customer in a flexible manner.

1. Do you think the customer has a lot of experience with gym? Why?

No, he doesn’t. The customer did not know what was cancellation fees. Also when the receptionist asked “Have you worked with a personal trainer before?” he replied “No, I haven’t. No”.

**Fillers**

**Who Am I?**

This game helps students become comfortable asking questions in English, with the added benefit of getting them up, moving and speaking to one another.

Each student writes down the name of a famous person or celebrity. The teacher collects the names, folds them and mixes them up. Then the teacher redistributes them to the class. Without reading the name of the celebrity, the students should hold the paper on their foreheads so others can see it.

The students should mix and mingle, asking their classmates one yes-or-no question at a time to try to guess who they are.

Questions can be as simple or as complicated as necessary.

For example, a student might start by asking a classmate, “Am I a woman or a man?” and work toward questions such as “Was I in the last Batman movie?” The first student to successfully guess which celebrity he or she is wins.

Tip: The teacher should circulate to make sure the students are using the correct verb tenses and word forms in their questions and answers.