**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sinae | TESOL | 20/11/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Work-life Balance |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening model. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| <http://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/work-life-balance>; work sheet; board pens; P.C. and audio equipment. | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teens | **Number of Students** | 7 |
| **Detail** | This is a general English class and. Students are highly motivated learners. The students are all Koreans. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail – bring a Bluetooth speaker to use with my smartphone; print an A4 size picture of my PPT.  Nervousness at the start of the lesson – check the equipment is working; to start the lesson, sit down and follow the planned teacher talk. | | | |
| **My Personal Aim** | | | |
| What I aim to demonstrate I the ability to write out a complete, detailed lesson plan. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the students and the teacher; to increase student talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min | T  S-S  T-S | Organize seating arrangements so everyone has a partner, with one group of 3 and two groups of 2.  Hello everyone. Have you worked on the weekends at home? Talk to your partner What do you think about work on the weekends or on holiday?  Gesture for students to begin talking to their partners.  Students talk to their partners. Monitor for any use of key words.  Feedback. Ask their ideas – “Who wants tell me your idea.” |

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| **Stage Name:** Presentation  **Purpose of this stage:** To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching from 1 to 4 key words using the C.C.C technique and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending, a text. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1min  1min  10 sec  2 min  1 min | T-S  T-S  T-S  T  T  S-S  T-S | **Pre-teach keywords: balance, overtime, mobility**  Elicit – Show picture (balance) What do you see in this picture? (scale, weigh, balance)  /var/folders/zz/zyxvpxvq6csfxvn_n00000s4000069/T/com.microsoft.Word/Content.MSO/30943011.tmp  CCQ – Does it try to give equal importance between two things? (Yes)  What else do we need to keep the balance?  Drill – Listening and repeat 3 times together (Gesture.)  Nominate 2 or 3 individually.  Board – Write balance on the left of the board  How many syllables? (2) Mark with blue pen.  Where is the stress? (1st) Mark with red pen.  What part of speech? (noun)  Elicit – Show picture (overtime) How can you describe this picture?  overtime에 대한 이미지 검색결과 (late, overtime)  CCQ – Does he finish work on time? (No)  Why do we work overtime? (to get the job finished)  Drill – Choral and individual drilling for correct pronunciation  Board – Write overtime on the left of the board  How many syllables? (3) Mark with blue pen.  Where is the stress? (1st) Mark with red pen.  What part of speech? (noun)  Elicit – Show picture (mobility) What word can you describe this?  mobility에 대한 이미지 검색결과  CCQ – The basketball player injured his body part. Will he able to move freely and easily? (No)  Is it easy to get from one place to another?  Drill – Choral and individual drilling for correct pronunciation  Board – Write mobility on the left of the board  How many syllables? (4) Mark with blue pen.  Where is the stress? (2nd) Mark with red pen.  What part of speech? (noun)  **Guiding Question**  Talk to your partners. How do you balance your work and personal life?  Students discuss with their partners.  Feedback. Nominate a few students to share their ideas. |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text to notice who the speakers are; where they are; and perhaps why they are speaking. The responses are short, objective, and are only a surface understanding. This is an accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening before handing out worksheets.**  Hold up the worksheet.  Now it’s time to listen to conversation.  Listen carefully and answer these questions in exercise one individually..  Don’t read exercise 2 yet!  **I.C.Q** – Are we working together? (No)  Do we need to read the questions for exercise 2? (No)  Read each question aloud for the students. Hand out the work sheet.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.** Compare your answers with your partner. Monitor.  **Feedback to check accuracy.** Ask students for answer, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen a second time, more carefully, to infer to interpret meaning of the literal facts. This is still an accuracy focused stage – answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like the overall situation, tone of voice, multiple pieces of information, or a single statement to explain the unspoken, intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min  1 min  2 min  2 min | T  S  S  S-S  T-S | Listen again. This time, answer exercise 2.  These questions are more difficult, but if you listen carefully and think about what you know, you can find the answers.  Write your answers next to the questions.  I will give you time afterwards to think and write.  I.C.Q – Do you need to rush to answer these questions? (No, we will have time afterwards to write.)  Read the questions aloud for the students.  **Students listen for the 2nd time.**  **Give time to think and write answer.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** For students to practice their speaking fluency. Therefore this stage should be no less than 5 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  2 min | T  S-S  T-S | Make 3 groups. Wait for students to move.  Now, turn over your worksheet.  Talk to your partner about any of these questions.  You should talk freely, and remember to listen and ask questions to your partner.  You have 5 minutes.  **I.C.Q** – Do you need to write anything? (No)  **Students discuss.** Monitor from a distance.  **Feedback. Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive note. This will give students a sense of accomplishment, encourage students to continue progressing, and realize how to improve in future. A teacher may also get valuable feedback from students regarding the activities used in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Everyone! Well done 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

Time: 3min

**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 – Work-life Balance**

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

1. What is the name of best-selling book’s author?
2. How popular is his book?
3. How often do people do overtime?
4. In tradition workplace, do people work at weekends or when on holiday?
5. How has technology helped people work with more flexibility?

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

1. Traditional divisions between work and life are fading. What does this mean for employees?
2. Why do you think modern work environments are not work-life balanced?

**Exercise Three: Talk to your partner freely about any of the questions below. No writing!**

1. How do you manage your work – life balance?
2. Which one do you prefer to work between traditional workplace or modern workplace and why?
3. Do you agree that happiness is most important thing in your life?

**Answer Sheet – Work-life Balance**

**Exercise One**

1. What is the name of best-selling book’s author? Chris Svensson
2. How popular is his book? Very popular
3. How often do people do overtime? Sometimes
4. In tradition workplace, do people work at weekends or when on holiday? Usually, they don’t
5. How has technology helped people work with more flexibility?

They can send and receive emails from their phones from home.

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

1. Traditional divisions between work and life are fading. What does this mean for employees?

-They can be flexible to work when and where it suits them.

2. Why do you think modern work environments are not work-life. balanced?

-Because most people can now access their work emails from their mobile phones and laptops. So they are more likely to reply quickly to an important mail in the evening or on the weekend even from their hotel when they are on holiday.





