**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jinny - Ko, Jinsun | TESOL | 29/01/2020 | Listening | PPP | 35 min |

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| **Lesson** |
| **Topic** | Joining A Gym |
| **Main Aim** | Students will practice their listening comprehension using an intergrated listening model. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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|  **Materials and References**  |
| <https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2> ; worksheet; board pens; mobile phone |
| **Student Profile** |
| **Level** | Upper Intermediate |
| **Age** | Adults | **Number of Students** | 7 |
| **Detail** | This is general English class and students are highly motivated Korean learners. A few of them are working as an English instructors focused on Grammar, most of them are looking for jobs related to English. They could speak English fluently but still many are afraid of making mistake.They are very enthusiastic learners but still need developing of their listening and speaking skills. |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| Mobile phone could fail -> Read the prepared transcripts out.  |
|  **My Personal Aim**  |
| What I aim to demonstrate is 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 sec1 min1 min | TS-ST-S | Arrange the seating of students to 2 pairs with 2 persons and 1pair with 3 persons. And organize the desk arrangement with horseshoe type. Hello, everyone. Do you excersise regularly? Talk to your partner about the way of excersing you like.What's the most effective way of excersing regularly? You have 1 minute.Gesture for students to begin talking to their partners. Students talk to their partners. Monitor for any use of key words.Feedback. Ask a few students. - Could you tell us about your experience and ideas? |

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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 3 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** |
| 2 min2 min2 min10 sec1 min1 min | T-ST-ST-STS-ST-S | **Pre-teach keywords : budget, cancellation, competitive**Elicit – You are planing to travel abroad. When you decide where to go and stay, what to do and eat etc... What are you considering the most? ( The budget.)CCQ – Does the budget hotel have luxurious facilities? (No.) Could you decide to spend more money beyond the budget? (No.) Should the government make efforts to balance the budget? (Yes.)Drill – Listen and choraly repeat 3 times. (Gesture.) Nominate 3 individually.  If needed, correct students’ pronunciation.Board – Write with a black board pen '**Budget**' on the left of the board. How many syllables? (2) Mark with a blue pen. Where is the stress? (1st) Mark with a red pen. What type of word is it? (Noun)Elicit – You reserved airline ticket, hotels and some activities. But, by accident, you couldn't go travel.  What would you do the first? (Cancel. So, the noun is Cancellation.)CCQ – Do people like to pay cancellation charges? (No.) Is a cancellation charge more expensive than an original payment? (No.)Drill – Listen and choraly repeat 3 times. (Gesture.) Nominate 3 individually.  If needed, correct students’ pronunciation.Board – Write with a black board pen '**Cancellation**' on the left of the board. How many syllables? (4) Mark with a blue pen. Where is the stress? (1st) Mark with a red pen.Elicit - Point 2 photos. Look at these pictures. What words could you come up with? (Competitive.)CCQ - Are the Korean students competitive to enter the famous university in Seoul? (Yes.) - Who's much over competitive edge between Kim Yun-A and Asada Mao? (Kim, Yun-A)Drill – Listen and choraly repeat 3 times. (Gesture.) Nominate 3 individually.  If needed, correct students’ pronunciation.Board – Write with a black board pen '**Competitive**' on the left of the board. How many syllables? (3) Mark with a blue pen. Where is the stress? (2nd) Mark with a red pen.**Guiding Question**Talk to your partners. What do you look for a gym at first? What else do you consider?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** |
| 1 min2 min10 sec1 min1 min | TST-SS-ST-S | **Instructions. Set the purpose for listening. Hand out worksheets.**Now, we are going to listen to the dialogue. - Hold up the worksheet.As you listen, you should answer these questions in exercise one individually. When you get the answer, write it down by the question. There are 2 Exercises. Just do exercise 1 with the first listening.I.C.Q. – Do you need to write down the answers to exercise 1? (Yes.) Do you need to do exercise 2? (No.) Do you need to share the answers with partners? (No.)Read each question aloud for the students. Hand out the worksheet.**Students listen for the 1st time, and write answers on the worksheet.**Compare your answers with your partner.Gesture for students to begin talking to their partners.**Pair check.** **Feedback to check accuracy.** Ask students for answers, 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 or 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 min4 min10 sec 1 min2 min | TSTS-ST-S | **Instructions. Set the purpose for listening.** Listen carefully again. This time is for 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 by the questions, again individually.I will give you some time afterwards to think and write.”I.C.Q. - Do you have to rush to answer these questions? (No, we will have time afterwards to write.) Do you write down the answers for exercise 2? (Yes.)Read the questions aloud for the students.**Students listen for the 2nd time.** After listening, let the students think of the answer and wirte them. Now, compare your worksheet with your partner and share ideas**Pair check. Monitor.****Feedback to check accuracy.** Ask students for answers, checking if others have the same or different answers. Does anyone else have a different answer? Then, why do you think of that?  |

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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 min5 min2 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Now, turn over your worksheets.Talk to your partner about 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 down your answers? (No.)Gesture for students to begin talking to their partners. Monitor.**Students discuss.****Feedback.** Is there any volunteer to share your talking? Students share their ideas with the whole 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** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**Well done everyone. I was happy to share your experiences of exercising, today. It was so helpful to choose the right gym also.There are nothing to improve your listening today.**Set homework.** Do a role-play with your partner according to a dialogue. For three persons group, 1 can be a friend of the customer. Prepare the demonstration a role-play at the next class.**Inform students about the topic for the next lesson.** Next time we will have another listening lesson in different situation.**Students dismissed.** |

**Instructor’s Comments and Assessment**

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|  **Pros** |
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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** |  |  |

**Worksheet - Joining a Gym**

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

1. Does the man has only recently decided to join the gym?

2. What's the name of the gym?

3. What times does the gym have?

4. Does the personal trainer cost some?

5. What else the gym offer to attract the man?

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

1. Why the gym has the best budget membership in the city?

2. Could the man manage his health condition as he exercises in the gym?

3. Do you think the man will register the gym in the end?

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

1. What do you look for in a gym?

2. When you need to pay a cancellation charge, what would you do in order not to pay it?





**Answersheet - Joining a Gym**

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

1. Does the man has only recently decided to join the gym? (No, he doesn't)

2. What's the name of the gym? (It's the Shake it Off Fitness)

3. What times does the gym have? (They open at 5 a.m. and close at midnight.)

4. Does the personal trainer cost some? (No, they don't.)

5. What else the gym offer to attract the man?

 (They offer a free day pass to give chance the man to see the gym by himself.)

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

1. Why the gym has the best budget membership in the city?

 (They don't have any sign-up fees or cancellation fees.)

2. Could the man manage his health condition as he exercises in the gym?

 (Yes, he could. Because personal trainers will design not only an exercise plan but also nutrition advice

 in the plan.)

3. Do you think the man will register the gym in the end?

 (Yes, he will. Because he might consider the budget the most to choose a gym according to his first

 words with a receptionist.)

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

1. What do you look for in a gym?

2. When you need to pay a cancellation charge, what would you do in order not to pay it?