**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Young Min Kwon | TESOL | 29/Jan/2020 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | A business interview |
| **Main Aim** | Students will practice their listening comprehension. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| PPT; <https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/a-business-interview> ; worksheet; whiteboard and colored board markers; P.C. and audio equipment. | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adult | **Number of Students** | 7 |
| **Detail** | This is a general English class for Koreans. The students are highly motivated learners to improve their listening and speaking skills. They like to do pair work or group work. They are all office workers and attend to the class after work. They need to be relaxed before they will open up to communicate freely. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail 🡪 bring a set of portable 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 properly; to start the lesson; sit down and follow the planned teacher talk. | | | |
| **My Personal Aim** | | | |
| What I am 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 students and the teacher; to increase student talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials:** PPT1 | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min | T  S-S  T-S | Organize seating arrangements, one group of 3 sitting together and the other 2 groups of 2 sitting together, so they can have one or two partners. All can easily see the screen.  Show PPT 1.  Hi, guys. Look at this picture. Talk to your partners about them. For example, what they are doing now, what they say, how do they feel. You have 1 minute. Begin.  Gesture for students begin talking to their partners.  Students talk to their partners. Monitor for any use of key words.  Feedback. Gesture to a few groups and ask – “Tell me about your 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 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:** White board, Colored markers | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  10 sec  2 min  2 min | T-S  T-S  T  S-S  T-S | **Pre-teach keywords : numerous; predicament**  Elicit – When you are looking up into the sky at night in a countryside, how many stars can you see? What do we say when something is great in numbers? (Numerous.) CCQ – Is ‘numerous’ that something you can easily count with your fingers? (No.)  Can you figure out an exact number if there are something numerous? (No.)  Drill – Listen and repeat 3 times together (Gesture.) Nominate 3 or 4 individually  Board – Write numerous on the right of the board.  How many syllables? (3) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  What type is the word? (Adjective.)  Elicit – When you talk behind your boss’s back, he/she suddenly comes out and says ‘I heard everything you said’ and he/she takes it very seriously. What situation are you going to face? How do we describe this kind of situation?(Predicament)  CCQ – Is ‘predicament’ that something you deal with great difficulty? (Yes.)  Is it pleasant? (No.) is it embarrassing (Yes.)  Drill – Listen and repeat 3 times together (Gesture.) Nominate 3 or 4 individually  Board – Write Predicament on the board.  How many syllables? (4) Mark with a blue pen.  Where is the stress? (2nd) Mark with a red pen.  What type is the word? (Noun.)  **Guiding Question**  Did your parents help you with your homework when you were at school? How did they help you? Was it easy or hard? Talk to your partners.  Student discuss with their partners.  Feedback. Nominate a few students to share their ideas, Draw out ideas that doing homework is usually hard and it is also not easy for parents to help. |

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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 next; 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:** P.C. and Audio equipment, Worksheet | | |
| **Time** | **Interaction** | **Procedure** |
| I min  4 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 a story about homework. As you listen, you must answer these questions in exercise one only. When you catch the answer, write it down next to the question.  Don’t do exercise 2.  **I.C.Q** –Do you need to write down you answer? (Yes.)  Do we need to read the questions for exercise 2? (No.)  Do you have a pen or pencil ready? (Yes.)  Read each questions aloud for the students. Hand out the worksheet.  **Students listen for the 1sttime, and write answers on the worksheet.**  **Pair check(group check).** Compare your answers with you partners. Monitor.  **Feedback to check accuracy.** Ask students for answer, checking if others have the same or different answers. Does anyone else have a different answers? 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:** P.C. and Audio equipment, Worksheet | | |
| **Time** | **Interaction** | **Procedure** |
| I min  5 min  1 min  2 min | T  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 questions aloud for the students.  **Students listen for the 2nd time and write their answers.**  **Pair check(group 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:** Worksheet | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  1 min | T  S-S  T-S | Make 2 groups of 2 students and 1 group of 3 students. Wait for students to move. Now, turn over your worksheets. Talk to you partners about any of these questions. You should talk freely, and remember to listen and ask questions to you partners.  I.C.Q – do you need to write anything? (No.)  **Students discuss.** Monitor from a distance.  **Feedback. 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** |
| 1 min | T | **Lesson Feedback. Tell the class why they did well, and what needs to improve.**  **Inform students about the topic for the next lesson.** Tomorrow we will do a listening lesson about Living as a foreigner in another country.  Dismissed |

**Worksheet1 – A Business Interview**

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

1. What is the name of the radio show?
2. What is the name of the tutoring app Anna created?
3. Is the tutoring services via this app expensive?
4. According to Anna, what are the troubles when parents try to help their teenager kids with their homework?
5. Has Anna’s company secured some funding?

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

1. Why do they think that the app enables the tutors to work from home, even at lower rate?
2. Is the app currently successful or not? Explain.

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

1. When you do your homework, what emotions do you feel?
2. Would you use this app to help your kids? Why? Why not?
3. What do you think about price levels of English tutoring in Korea?

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**Transcript  
Time: 3 min 10 seconds**

**Presenter**: Welcome to today's show. We're very happy to have Anna Oliveira as our guest today. Anna is the creator and founder of HomeworX – spelled with an 'x' we should note – an app which helps teenagers with their homework. Thanks for coming in, Anna.

**Anna**: Thanks for having me.

**Presenter**: So, tell us about your app. How does it work?

**Anna**: Well, teenagers and their parents have numerous challenges when it comes to homework these days. In many families both parents work and don't have much available time to help their kids with their homework. And even if they do have time to help, they may not be able to offer support with the content. What I mean is, they may not know, or at least remember, enough in any given subject to support.

**Presenter**: You mean they might not be able to remember complex maths or might have never studied certain subjects, such as biology or economics, themselves?

**Anna**: Exactly. So they might want to support their children with their homework, but have neither the time nor the knowledge to do so.

**Presenter**: I see. So the app helps solve this problem?

**Anna**: Yes, and more. The next issue is that tutors can be expensive, and there may be long waiting lists for specialist tutors in the town or region you live in. Our HomeworX app brings students and tutors together online. Students can search a database of pre-approved tutors and sign up for live online support. They don't need to be in the same town or city.

**Presenter**: That sounds really great.

**Anna**: It is. And this approach also enables us to offer the tutoring services at lower prices because there's no travelling time involved for the tutor to get to the student's home. And tutors who live in remote areas are happy to get access to more students, and be able to work from home, even at lower rates.

**Presenter**: This all sounds great. So, how did you come up with the idea?

**Anna**: Well, as you might guess, I was one of those parents I described earlier. I really wanted to help my son with his homework, but I was either too busy with work or I didn't actually know anything about the subjects he was having difficulty with. Also, we live in an area where there aren't many tutors and the ones that are there are either very expensive or have long waiting lists.

**Presenter**: Yes. I can understand your predicament. Well, it sounds like a very useful app that is clearly meeting a need. And its popularity obviously speaks for itself.

**Anna**: Thank you.

**Presenter**: So, do you have plans for the future?

**Anna**: We've just secured some funding and hope to expand the range of services we offer using the app.

**Presenter**: We wish you the best of luck. Thanks again for coming in. That was Anna Oliveira, founder of the tutoring app HomeworX (with an 'x', don't forget!), which is available for both Apple and Android devices. Join us again next week for another business interview. Have a great week, everyone.

**Answer sheet – A Business Interview**

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

1. What is the name of the radio show? **Today’s show**
2. What is the name of the tutoring app Anna created? **HomeworX**
3. Is the tutoring services via this app expensive? **No**
4. According to Anna, what are the troubles when parents try to help their teenager kids with their homework? **They have neither the time nor the knowledge. Tutors can be expensive and there may be long waiting lists.**
5. Has Anna’s company secured some funding? **Yes**

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

1. Why do they think that the app enables the tutors to work from home, even at lower rate? **Because this app brings students and tutors together online, so the tutors can save travelling time and tutors who live in remote areas can get access to more students online.**
2. Is the app currently successful or not? Explain.  
   **Yes, it is currently successful because the radio presenter said ‘it sounds like a very useful app that is clearly meeting a need and its popularity obviously speaks for itself.’ And Anna also said ‘We’ve just secured some funding and hope to expand the range of services we offer using the app.’ If it were not successful, they wouldn’t say like that.**

**Instructor’s Comments and Assessment**

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