**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Janne Kim | TESOL | 29/01/2020 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Office party planning |
| **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** | | | |
| **PPT; <https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/office-party-planning;> worksheet; board pens; P.C. and audio equipment.** | | | |
| **Student Profile** | | | |
| **Level** | upper-intermediate | | |
| **Age** | adults | **Number of Students** | 3-4 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy listening a casual conversation. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic 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 set of portable speakers 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 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 students talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials: PPT 1** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S/S-S  T-S | Organize seating arrangements so everyone has a partner, with one group of 4 sitting together and all can easily see the screen. Show ppt1.  Point to PPT 1. Hello guys, look at this picture. Talk to your partner about this picture. For example, what happen to them, their appearance, what kind of meeting they have, what are they doing. You have 2 minute.  Gesture for students to begin talking to their partners.  Feedback. '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: PPT1,2,3** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords: source; budget; hoist up; stretch**  Elicit – point to PPT 2. Look at this picture. What word can we use to describe this?(source)  CCQ – Can we source something with a magnifier? (Yes)  We source data from google. (Yes)  Have you been able to source information what you are lokking for? (Yes)  Drill – listen and repeat 3 times chorally and individually. (Gesture)  Board – ~~source /sɔːs/ n and v~~  Write source on the right side of the board.  How many syllables? (1)  What part of speech is it? v  Elicit – point to PPT 1. What do you call a plan to need or spend money for this party?(budget)  CCQ – Is this the plan to spend money? (Yes)  If we have less money, then do we have to cut down spending in some part? (Yes)  Do you need a party budget? (Yes)  Drill – listen and repeat 3 times chorally and individually. (Gesture)  Board – ~~budget /ˈbʌdʒɪt/n~~  Write budget on the right side of the board.  How many syllables? (2)  Where is the stress? (1st)  Elicit – point to PPT 3. Look at this picture. What word can we use to describe this?(hoist)  CCQ – Do we say when something heavy lift? (Yes)  Do you sometimes use ropes or a crane to move up heavy things? (Yes)  Drill – listen and repeat 3 times chorally and individually. (Gesture)  Board – hoist /hɔɪst/v  Write hoist on the right side of the board.  How many syllables? (1)  Elicit – point to PPT 4. Look at this picture. What are they doing?(stretch)  CCQ – Do we need to increase budget if you have less money? (Yes)  Is it happen when more budget is allowded that would not normally be allowed? (Yes)  Do you say this word when something past the usual limit? (Yes)  Drill – listen and repeat 3 times chorally and individually. (Gesture)  Board – ~~stretch /stretʃ/ v~~  Write stretch on the right side of the board.  How many syllables? (1)  **Guiding Question**  What was the most special party you have been before? Why?  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas, if necessary.  Who want to share the story about? |
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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 shy they are speaking. The responses are short, objective, and are only a surface understanding. This is an accuracy focused stage. | | |
| **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.**  Hold up the worksheet.  Now it's time to listen to the conversation about office party planning.  As you listen, create 3-4 literal questions and write down answers next to the questions.  **Students listen for the 1st time, and create literal questions on the worksheet.**  **Q.** Did Sam find the baby grand piano Ayako wanted? (Yes)  **Q.** How many percentage could Ayako increase the budget for the baby grand piano? (10%)  **Q.** Did Ayako accept Sam's idea for the baby grand piano? (No)  **Q.** Did Ayako accept the proposal for the upright piano? (No)  **Pair check.** Compare your questions and answers with your partner.  **Feedback to check accuracy.** Ask students for questions and answers and check if you agree with the answers. |

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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** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Listen again, This time, create one interpretive question  These question is more difficult, but if you listen carefully and think about what you know, you can find the answers.  Write your answers next to the question.  **Students listen for the 2nd time and make an Interpretive question.**  **Q.** What is the Sam's purpose?  It is to increase costs to make more profit or Events-4-U is able to source a vintage upright piano only within the fixed budget.  **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  8 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  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)  Q. What is your plan if you have only 10,000 won and you have to live for a week?  Q. Have you been to a korean traditional market and cut prices?  **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** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Set homework.** For homework, listen to the next 3 minutes of the story. Summarize it by writing no more than 50words. It is due on Friday.  **Inform students about the topic for the next lesson.** Tomorrow we will do a listening lesson about office party planning and learn how to make a detailed lesson plan. |

**Instructor’s Comments and Assessment**

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| **Cons** | | |
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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** |  |  |