**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jinny Kwon | TESOL | 03/04/2020 | Listening | PPP | 25 min |

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

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|  **Materials and References**  |
| <https://www.youtube.com/watch?v=uq9DcSIlWYE> **▶0:00~1:10** Worksheet (answer sheet); Board pens; P.C & audio equipment; PPT; printed slides  |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adults | **Number of Students** | 3 |
| **Detail** | This is a casual English class and students are motivated and active. They are all Koreans.They have all same purpose of learning English which is communication. They are very close each other and freely talk when they are in a discussion. Majority of them are visual learners. One of the students whose name Elsa is weak at listening though she is very good at speaking. She found difficult when she listens to the dialogue which is quite speedy.  |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| Nervousness → Rehearse! And Plan in detailed Students who are speaking their native language → Remind the classroom rule! Only speak English in class. Audio is not working → Arrive early and double-check everything works. But if it is out of order teacher need to read out the script.PC is not working → Print out the slides which will be shown during the lesson. Phone → Make sure phone is on silent. |
|  **My Personal Aim**  |
| **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 the ideas or experiences; to introduce the topic; or something topic-related. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 10 sec1 min50 sec | TS-ST-S | Greet. Instructions Check all the equipment is ok. Organize seating and desk arrangements and make sure they can see the screen clearly. Prepare all the materials that T need. Hello everybody! Have you ever had a medical check-up? What do you do when you are in a medical check-up? Talk with your classmates. Talk to each other. Monitor such as; * Actual talk
* Who talk most and who talk less
* Timing

When time is up, say “Ok great. Nice chat. (smile) Anyone can share?”If there is a volunteer let her share it. If not, point the student with the gesture and let her/him share it.Feedback  |

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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: PPT1-3; Board, Pen (red, blue, black color)** |
| **Time** | **Interaction** | **Procedure** |
| 3 min10 sec1 min50 sec | T-STS-ST-S | **Pre-teach keywords: Physical Exam; reward; nutritional**Elicit – Show PPT1. Point to PPT1. What is this whole process called? (Physical Exam)CCQ – Does this process check your health? (Yes.) Is it a medical exam? (Yes.) Does it check someone’s emotion? (No.)Drill – Listen and repeat 3 times. (with gesture) Nominate individually. (with gesture) Board – Write Physical Exam on the board.  Point the Physical only and ask. How many syllables? (3) Mark with a blue pen.Where is the stress? (1st) Mark with a red pen. Then move to Exam. Point it and ask.How many syllables? (2) Mark with a blue pen.Where is the stress? (2nd) Mark with a red pen. Elicit – Show PPT2. Point to PPT2. When you work well what do you get? (reward)CCQ – Is it something that you get? (Yes.) When you done something great can you get it? (Yes.)Drill – Choral and individual drilling for correct pronunciation. Board – How many syllables? (2) Mark with a blue pen. Where is the stress? (2nd) Mark with a red pen.Elicit – Point to PPT3. What do you call all the stuff that’s in the food such as protein, fat and so on? (Nutrition) What is relating to nutrition? (Nutritional)CCQ – Does nutritional relate with all the stuffs in food? (Yes.) Does nutritional food help you to stay healthy or unhealthy? (healthy.) Drill – Choral and individual drilling for correct pronunciation. Board – How many syllables? (4) Mark with a blue pen. Where is the stress? (2nd) Mark with a red pen.**Guiding Question**Discuss in a group. Is the physical exam different with exam? Students discuss the question. Feedback. Nominate a few students to share their ideas, if necessary. Draw out ideas that physical exam is not testing knowledge and there is no reward for that.  |

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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: Worksheet, PC, Screen, audio**  |
| **Time** | **Interaction** | **Procedure** |
| 50 sec2 min10 sec1 min1 min | TST S-ST-S | **Instructions. Set the purpose for listening. Hand out worksheets.**Show the worksheet towards students. Now we will watch the video. While we listening, you will answer the questions. This time you will answer only Exercise 1 and it will be individual work. I.C.QDo you work alone or with the group? (alone)Do you work only exercise 1? (Yes.)Do you answer the questions while you are watching or after watching? (While)**Students listen for the 1st time, and write answers on the worksheet. (individual work)****▶0:00~1:10**While students are listening and answering, Teacher monitor such as;* Whether they easily answer the questions that they have given.
* Who got the right answer or wrong answer.

Compare the answer with the group.If you have a different answer talk about the reason why.**Pair check.**Monitor. **Feedback to check accuracy.**Read the question and point the student with gesture and ask.What’s the answer to number1? / What do you have for the next one? * If the answer is not correct, nominate other students to share it.

T: Interesting! Do you have a same answer? Does anyone have a different 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: Worksheet, PC, Screen, audio** |
| **Time** | **Interaction** | **Procedure** |
| 30 sec3 min10 sec50 sec1 min | T‘STS-ST-S | **Instructions. Set the purpose for listening.** Now we will listen again and this time we will do an exercise 2. Q1. Why does the doctor say “That’s the problem”?-Read the question and check they understand or not.You have to think to answer the question. Listen carefully and answer the question after listening.I.C.QDo exercise while listening or after listening? (After)**Hand out worksheets.**▶0:00~1:10**Students listen for the 2nd time.**Monitor. Before 1min If students are still answering the question remind them. Ok, everybody. One more minute. (You have one minute left.)Right. Work in group and compare the answer.If you have a different answer talk about the reason. **Pair check.** **Monitor. If students need, then replay the audio a 3rd time.****Feedback to check accuracy.**Read the question and point the student with gesture and ask.“What is the answer?” * If the answer is not correct, nominate other students to share it.

“Do you have a similar or same answer? Do you agree with that?”“Anyone has different answer?” |

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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** |
| 30 sec5 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Now turn over your worksheets. Discuss in a group about any of these questions. Talk freely and you don’t need to write down. You have 5 minutes. I.C.QDo you need to write-down? (No.)**Students discuss.****Feedback. Students share their ideas with the class.**Anyone can share? Can you share it?  |

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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.**How was the video? Did you enjoy it? How was the speed of this video? I know that there are some parts that bears speak quite fast but I found out you captured the dialogue very well. **Offer delayed corrections to the previous stage.****Set homework.** H.W: Watch the whole video and we will talk about the end of story tomorrow. **Inform students about the topic for the next lesson.**Tomorrow we will do a speaking lesson about communication in hospital. That’s about it for today. You may/can go. Dismissed. |

**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** |  |  |