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| **Name & Class** | | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | | | **Length** | | **Level** | |
| Nathaniel Bae & Times TESOL 141st WD | | | 07OCT2016 & Room 602 | Listening | | | PPP | | Bananas Ripen Better With Mozart (28NOV2010) | | | | | 45 min | | Intermediate | |
| **Class profile**  **Number of students:** 13  **Age**: Average 30 **Nationality:** Republic of Korea  **Motivations:** Preparing for professional practice  **Individual or class hobbies and interests:** Current affairs and interesting news reports.  **Special considerations:** Most Ss are mature. Students are mostly female. L1 is Korean. | | | | | | | | | | | | | | | | | |
| **Main aim (Skills)**   1. Students learn and practice listening skills, using a combination of top-down and bottom-up models.   **Subsidiary aims (Skills)**   1. Students practice listening while listening to gist and specific detail. 2. Students practice speaking by sharing their ideas with partners. | | | | | | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Listening – Ss listen to a news report, teacher’s explanation, and other students’ presentations. * Speaking – Ss carry out pair discussion and presentation. * Reading – Ss read the listening script. * Writing – Essay Assignment. | | | | | | | | Description of language systems specifically used/practiced:  * Lexis – ripe, effect, claims, chambers, particularly, word, trend, spanning, study, soothing, flourish * Discourse – Small talk, informal, opinion sharing. * Phonology - Practice speaking lexis. | | | | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: 1. Students are inclined to be overly cautious so as not to make any mistakes. | | | | | | | | | | | | | | | | | |
| **How I can deal with these difficulties:** 1. Lesson was announced yesterday – all students are okay. Show and encourage a respectful attitude for the topic during the class. 2. Lead-in to encourage warm, relaxed classroom atmosphere, reducing anxiety and increasing self-esteem and motivation. | | | | | | | | | | | | | | | | | |
| **Assumptions**: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)  -Most Ss are aware of Mozart.  -Ss are able to express their ideas and opinions in English actively. | | | | | | | | | | | | | | | | | |
| **Material(s) needed:** Picture of Banana and Mozart, Audio File, Script, Gap fill, Synonym Match, True/False. | | | | | | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | | | | | | |
|  | | model sentences for target language | | |  | concept questions for target language | | | |  | analysis sheet for target language | | | | | | |
|  | | stages clearly titled and separated | | |  | purpose of each stage indicated | | | |  | anticipated timing included | | | | | | |
|  | | interaction pattern marked | | |  | a board plan (if relevant) | | | |  | examples of all tasks used | | | | | | |
|  | | answer sheet to all exercises | | |  | Tape or text script | | | |  | all materials labelled and numbered | | | | | | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to  -Identify the main idea of the listening script by repeated listening and answering guiding questions.  -Express their opinions about the topic through discussion and presentation. | | | | | | | | | | | | | | | | | |
| **Stage 1:\_Lead-in**  **The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text.** | | | | | | | | | | | **Inter**  **action** | **Time**  **5min** | | **Instructor’s comments** | |
| **Instruction:** Hello. Everyone. How are you today? Today we are going to learn about music’s effect.  Let’s look at the picture (Banana and Mozart)  Talk freely with your partner about these 2 pictures and guess how these relate to each other.  Ok! Now I’m going to hand out the synonym match. These words will help in our listening activity today.  **SYNONYM MATCH:** Match the following synonyms from the article. For example, 1. Effect matches with f. impact. So you make a single line that connects these two.  Be quick! This is competition~  When you are done, help others.   |  |  |  |  | | --- | --- | --- | --- | | 1. | effect | a. | rooms | | 2 | claims | b. | report | | 3. | chambers | c. | news | | 4. | particularly | d. | stretching | | 5. | word | e. | especially | | 6. | trend | f. | impact | | 7. | spanning | g. | do well | | 8. | study | h. | fashion | | 9. | soothing | i. | says | | 10. | flourish | j. | relaxing | |  |  |  |  | |  |  |  |  |   Share your answer with your partner.  **Feedback:** Make sure they all get the answer right by writing on the board the answer. | | | | | | | | | | | T  SS  SS  TS | 1min  2min  1min  1min | |  | |

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| **Stage 2: Presentation**  **The purpose of this stage is to make the listening less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.** | **Inter**  **action** | **Time**  **8min** | **Instructor’s comments** |
| **Pre-teach vocabulary:** Briefly elicit/ccq the keywords that students had difficulty with.  **Drill:** The pronunciation of specific words.  **Instruction:** Look on the worksheet true/false.  Based on your knowledge, you can guess each statement is either true or false.  Don’t worry! There’s no right answer for now! Just Guess!  **Hand out True/False**  **TRUE / FALSE:** Read the headline ‘Bananas Ripen Better With Mozart’. Guess if  a-h  below are true (T) or false (F).   |  |  |  | | --- | --- | --- | | a. | A company says the music of Mozart helps bananas taste better. | T / F | | b. | The company says bananas can actually hear Mozart’s music. | T / F | | c. | The bananas need a week of Mozart for the ripening to take effect. | T / F | | d. | The company is selling its “Mozart Bananas” all over the world. | T / F | | e. | Japanese food companies have experimented with music for a decade. | T / F | | f. | No Japanese company has experimented with music and drinks. | T / F | | g. | A while back a Japanese bakery baked “Beethoven Bread”. | T / F | | h. | A botanist did a study in 1973 and found plants loved rock music. | T / F |   **Pair Work:** Ss compare their answers.  Monitor for completion.  **No feedback required yet.** | TS  T  S  SS | 3min  1min  3min  1min |  |

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| **Stage 3: Practice - Listening for gist comprehension**  **The purpose of this stage is to allow the students to practice gist skills to identify the main idea and key points of interest. Specific and authentic exercises designed to encourage this skill should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.** | **Inter**  **action** | **Time**  **8min** | **Instructor’s comments** |
| Now you are going to listen to a news ‘Bananas Ripen Better with Mozart’.  **Instruction:** As you listen, think about these questions.  1. What is the news about?  2. What is the relation between banana and Mozart?  3. Is there a special music that has positive impact?  You have 1 minute to answer these questions after the listening.  After answering these questions, compare your answer with your partner.  **ICQs:** 1. How much time do you have? (1min)  2. What do you have to do after answering all the questions? (compare with partner)  **Listen:** to the news  Ss work **individually.**  **Announce stop:** and carry out pair-check even if ss are not finished.  Stop. Compare your answers.  **Ss Pair-check:** their answers.  **Feedback:** Nominate each student for an answer and compare each answer with the classes’ answer. If most of them have a wrong answer, listen again, and invite the students to answer again correctly.  Answers: 1. It’s a news about Classic music’s positive impact on plants.  2. Mozart’s music has positive impact on banana’s ripening.  3. Yes. ("String Quartet No. 17" and "Piano Concerto No. 5 in D major") | T  TS  S  S  SS  TS | 1min  30sec  2min  1min  1min  2min |  |

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| **Stage 4: Practice - Literal comprehension**  **The purpose of this stage is for students to focus on literal meaning, e.g. of vocabulary, phrases, details, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.** | **Inter**  **action** | **Time**  **7min** | **Instructor’s comments** |
| **Instruction:** 1. Listen to the news again and fill in the gap as you listen.  2. Choices are on the right side of the sheet.  3. After the listening, you should be done with filling in the gap.  4. Share your answer with your partner.  Hand out the Gap Fill sheet.  **GAP FILL:** Put the words into the gaps in the text as you listen.   |  |  |  | | --- | --- | --- | | Scientists have shown that Mozart has a \_\_\_\_\_\_\_\_\_\_\_\_ effect on many things, but the \_\_\_\_\_\_\_\_\_\_\_\_ composer himself might be surprised that his music helps bananas ripen. A Japanese fruit company, Toyoka Chuo Seika, \_\_\_\_\_\_\_\_\_\_\_\_ its bananas taste better after being exposed to Mozart’s music for a week. The company has special “ripening \_\_\_\_\_\_\_\_\_\_\_\_” that play wall-to-wall Mozart to its Philippine bananas non-\_\_\_\_\_\_\_\_\_\_\_\_ for a week. Company officials say "String Quartet No. 17" and "Piano Concerto No. 5 in D major" are \_\_\_\_\_\_\_\_\_\_\_\_ good at sweetening the fruit. The company is very \_\_\_\_\_\_\_\_\_\_\_\_ its methods work. It has started selling its fruit as "Mozart Bananas" in local supermarkets. A spokesperson believes the bananas will become a hit throughout the rest of Japan once \_\_\_\_\_\_\_\_\_\_\_\_ gets out. |  | *stop claims confident word positive particularly great chambers* | | Toyoka Chuo Seika is not the first Japanese company to \_\_\_\_\_\_\_\_\_\_\_\_ with classical music to produce better \_\_\_\_\_\_\_\_\_\_\_\_ food. The “Japan Times” newspaper reports this is the latest in a \_\_\_\_\_\_\_\_\_\_\_\_ spanning ten years. It writes: “Over the past few decades, a wide variety of foods and \_\_\_\_\_\_\_\_\_\_\_\_ have been exposed to classical vibrations — soy sauce in Kyoto, udon noodles in Tokyo, miso in Yamagata, maitake mushrooms in Ishikawa and "Beethoven Bread" in Nagoya, to \_\_\_\_\_\_\_\_\_\_\_\_ a few.” The paper reports on a 1973 study into music and plants by \_\_\_\_\_\_\_\_\_\_\_\_ Dorothy Retallack. It says: “After playing various kinds of music to plants for three hours daily, she found they "preferred" \_\_\_\_\_\_\_\_\_\_\_\_ classical, which made them flourish. Rock and country, on the other \_\_\_\_\_\_\_\_\_\_\_\_, had either a debilitating effect or none at all.”  OK! We should have filled in the gap by now~  Check and compare your answer with your partner.  Feedback: Verbal only. Drill the pronunciation of words that students have problem with. |  | *beverages hand tasting botanist soothing experiment trend name* |   Answer) Scientists have shown that Mozart has a **positive** effect on many things, but the **great** composer himself might be surprised that his music helps bananas ripen. A Japanese fruit company, Toyoka Chuo Seika, **claims** its bananas taste better after being exposed to Mozart’s music for a week. The company has special “ripening **chambers**” that play wall-to-wall Mozart to its Philippine bananas non-**stop** for a week. Company officials say "String Quartet No. 17" and "Piano Concerto No. 5 in D major" are **particularly** good at sweetening the fruit. The company is very **confident** its methods work. It has started selling its fruit as "Mozart Bananas" in local supermarkets. A spokesperson believes the bananas will become a hit throughout the rest of Japan once **word** gets out.  Toyoka Chuo Seika is not the first Japanese company to **experiment** with classical music to produce better **tasting** food. The “Japan Times” newspaper reports this is the latest in a **trend** spanning ten years. It writes: “Over the past few decades, a wide variety of foods and **beverages** have been exposed to classical vibrations — soy sauce in Kyoto, udon noodles in Tokyo, miso in Yamagata, maitake mushrooms in Ishikawa and "Beethoven Bread" in Nagoya, to **name** a few.” The paper reports on a 1973 study into music and plants by **botanist** Dorothy Retallack. It says: “After playing various kinds of music to plants for three hours daily, she found they "preferred" **soothing** classical, which made them flourish. Rock and country, on the other **hand**, had either a debilitating effect or none at all.” | T  S  SS  TS | 1min  2min  1min  3min |  |

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| **Stage 5: Practice - Interpretive comprehension**  **The purpose of this stage is to allow student to listen intensively for inference. Discriminating between fact and opinion and understanding the writer’s true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context.** | **Inter**  **action** | **Time**  **7min** | **Instructor’s comments** |
| **Instruction:** Now you should be familiar with this news by now.  1. Let’s Look at True/False sheet that we did before.  2. This time, it’s no guessing and there is a ‘right’ answer.  3. Listen to the news again and this time, try to guess ‘right’  4. After the listening, share your ‘correct’ answer with your partner.  **ICQ:** 1. Is there a right answer for this true/false? (Yes)  2. What do you do after the listening? (Share with partner)  **Listen:** to the news  **TRUE / FALSE**   |  |  |  | | --- | --- | --- | | a. | A company says the music of Mozart helps bananas taste better. | T / F | | b. | The company says bananas can actually hear Mozart’s music. | T / F | | c. | The bananas need a week of Mozart for the ripening to take effect. | T / F | | d. | The company is selling its “Mozart Bananas” all over the world. | T / F | | e. | Japanese food companies have experimented with music for a decade. | T / F | | f. | No Japanese company has experimented with music and drinks. | T / F | | g. | A while back a Japanese bakery baked “Beethoven Bread”. | T / F | | h. | A botanist did a study in 1973 and found plants loved rock music. | T / F |   Now compare with your partner.  **Feedback:** Nominate for T/F and explanation.  Answer) TFTFTFTF | T  TS  S  SS  TS | 1min  30sec  2min  2min  2min |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students’ background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition.** | **Inter**  **action** | **Time**  **8min** | **Instructor’s comments** |
| **Instruction:** Did you have fun answering all the questions?  This time, it’s you who **make the questions.**  1. Write questions based on the news for 2 min.  2. Mingle, ask your question.  Example question would be “Would you like to try the Mozart Banana?”  **ICQ:** 1. How much time do you have to prepare your questions? (2min)  2. What do you do after writing the question? (walk around and mingle to ask my questions)  Write Questions.   |  |  | | --- | --- | | a) | What did you think when you read the headline? | | b) | What springs to mind when you hear the word ‘banana’? | | c) | What do you think of Mozart helping ripen bananas? |   **Mingle:** to ask students questions and answer them.  **Feedback:** Make students nominate students who made an interesting question and answer. | T  TS  S  SS  TS | 1min  30sec  2min  3min  2min |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Feedback:**  Q/A  Offer any error correction after several students have spoken.  **Announcements:**  Homeworks: Research more on the positive impact of music.  Arrange the desks and chairs.  You got served.  Class dismissed. | TS | 2min  30sec |  |

**<Banana and Mozart>**

 

**< Script >**

Scientists have shown that Mozart has a positive effect on many things, but the great composer himself might be surprised that his music helps bananas ripen. A Japanese fruit company, Toyoka Chuo Seika, claims its bananas taste better after being exposed to Mozart’s music for a week. The company has special “ripening chambers” that play wall-to-wall Mozart to its Philippine bananas non-stop for a week. Company officials say "String Quartet No. 17" and "Piano Concerto No. 5 in D major" are particularly good at sweetening the fruit. The company is very confident its methods work. It has started selling its fruit as "Mozart Bananas" in local supermarkets. A spokesperson believes the bananas will become a hit throughout the rest of Japan once word gets out.

Toyoka Chuo Seika is not the first Japanese company to experiment with classical music to produce better tasting food. The “Japan Times” newspaper reports this is the latest in a trend spanning ten years. It writes: “Over the past few decades, a wide variety of foods and beverages have been exposed to classical vibrations — soy sauce in Kyoto, udon noodles in Tokyo, miso in Yamagata, maitake mushrooms in Ishikawa and "Beethoven Bread" in Nagoya, to name a few.” The paper reports on a 1973 study into music and plants by botanist Dorothy Retallack. It says: “After playing various kinds of music to plants for three hours daily, she found they "preferred" soothing classical, which made them flourish. Rock and country, on the other hand, had either a debilitating effect or none at all.”

**TRUE / FALSE:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. | A company says the music of Mozart helps bananas taste better. | | | | | | | | | | | | | | | T / F | |
| b. | The company says bananas can actually hear Mozart’s music. | | | | | | | | | | | | | | | T / F | |
| c. | The bananas need a week of Mozart for the ripening to take effect. | | | | | | | | | | | | | | | T / F | |
| d. | The company is selling its “Mozart Bananas” all over the world. | | | | | | | | | | | | | | | T / F | |
| e. | Japanese food companies have experimented with music for a decade. | | | | | | | | | | | | | | | T / F | |
| f. | No Japanese company has experimented with music and drinks. | | | | | | | | | | | | | | | T / F | |
| g. | A while back a Japanese bakery baked “Beethoven Bread”. | | | | | | | | | | | | | | | T / F | |
| h. | A botanist did a study in 1973 and found plants loved rock music. | | | | | | | | | | | | | | | T / F | |
| a. | | T | b. | F | c. | T | d. | F | e. | T | f. | F | g. | T | h. | | F | |

**SYNONYM MATCH:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | effect | a. | impact |
| 2 | claims | b. | says |
| 3. | chambers | c. | rooms |
| 4. | particularly | d. | especially |
| 5. | word | e. | news |
| 6. | trend | f. | fashion |
| 7. | spanning | g. | stretching |
| 8. | study | h. | report |
| 9. | soothing | i. | relaxing |
| 10. | flourish | j. | do well |

**GAP FILL:**

### Bananas ripen better with Mozart

Scientists have shown that Mozart has a **positive** effect on many things, but the **great** composer himself might be surprised that his music helps bananas ripen. A Japanese fruit company, Toyoka Chuo Seika, **claims** its bananas taste better after being exposed to Mozart’s music for a week. The company has special “ripening **chambers**” that play wall-to-wall Mozart to its Philippine bananas non-**stop** for a week. Company officials say "String Quartet No. 17" and "Piano Concerto No. 5 in D major" are **particularly** good at sweetening the fruit. The company is very **confident** its methods work. It has started selling its fruit as "Mozart Bananas" in local supermarkets. A spokesperson believes the bananas will become a hit throughout the rest of Japan once **word** gets out.

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**Instructor’s Final Comments**

|  |  |
| --- | --- |
| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/…………** | |