Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Ahra Kim  TESOL 141st | | 10/07/2016  Room 602 | Listening | | | PPP | | New iPhone 7 | | | 45 min | Int. |
| **Class profile**  **Number of students:** 12  **Age**: Adults  **Nationality:** Koreans / Filipino  **Motivations**: Demonstrating knowledge and understanding, Social relationships, Cognitive interest  **Individual or class hobbies and interests:** Current affairs and discussing issues all around the world  **Special considerations:** Most of the students are reserved. Students are mature and rule-formers. Be aware of controversial regarding to nationalities. | | | | | | | | | | | | |
| **Main aim (Skills)**   1. Students practice and develop listening comprehension, using combination of top-down and bottom-up listening activities.   **Subsidiary aims (Skills)**   1. Students practice and improve speaking fluency while discussing topics on the news. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking – Pair and group discussion, small class debate * Listening – Listening of recording | | | | | | | Description of language systems specifically used/practiced:  * Lexis – earbud; eliminate. * Function – express opinions of agree and disagree. | | | | | |
| Anticipated difficulties with lesson activities and classroom management: 1. Not all students may interested in the topic and therefore not participating  3. If some of the students finish their tasks earlier than anticipated | | | | | | | | | | | | |
| **How I can deal with these difficulties:** 1. Indicate the listening as an academic purpose 3. Pair the pairs to share opinion with different students / Make pairs of combining strong and weak students together | | | | | | | | | | | | |
| **Assumptions**:  Students are familiar with the teacher’s teaching style and the pace of the course / All students are familiar with iPhone  All students are willing to participate and interested in improving informal and unprepared speaking | | | | | | | | | | | | |
| **Material(s) needed:**  PPT (all pictures are ready inside ppt); computer; beam projector; 12 copies of handout; earphone; white board; markers. | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
| 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 | | | n/a | a board plan (if relevant) | | | | n/a | 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 give clear instructions. Present details of lesson plan as much as possible. | | | | | | | | | | | | |

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| **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** | **Instructor’s comments** |
| “Hello, everyone. How are you today?”    **Show picture of zoomed in iPhone (PPT 1)**  “Guess what this picture is!”  Students chat with people on next seats and speak out different guesses.  Get few answers from the students.  (Nominate students if there is silence.)  “Right. Now look!”    **Show picture of zoomed out (PPT 2**)  “So, what is today’s topic about?”  Point out the PPT 2 with slight nodding to the students.  Students answer “iPhone!” | T  T-S  T | 1 min |  |

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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** | **Instructor’s comments** |
| **Pre-teach vocabulary** – earbud, eliminate  Eliciting questions for earbud   1. Show the earphone 2. “What is this?” (Earphone) 3. “So, what is this part called (indicate the part which going inside the ears)?” (earbud) 4. Tell the students the word if no one knows   CCQ 1) Is the sound coming out through the earbuds? (Yes)  CCQ 2) Where do you put the earbuds? (Ear)  Eliciting questions for eliminate   1. Write down any words or scribbles on the white board 2. “Some of them are not necessary.” 3. Erase scribbles and ask students “what action am I doing?” (Erase, wipe out, clean, remove, eliminate, etc.) Board answers   CCQ 1) Hide a pen from the table “Is the pen eliminated from the desk?” (Yes)  CCQ 2) Turn off the light “Is the light eliminated?” (Yes)  **Instruction:** “Discuss with your partner about the answer to the question”  **Guiding questions**   1. Do you like or dislike iPhone? Why? (Yes, design, ios system/No, inconvenience, get used to galaxy system)   Read the questions clearly for the students.  Pair the students by indicating who is working with whom.  **Pair work and discuss with your partner** – monitor  **Feedback** – nominate 2 students who was observed to have a good answer in each like and dislike | T-S  T-S  T  S-S  T-S | 1 min  1 min  1 min  1 min  1 min |  |

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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** | **Instructor’s comments** |
| “Now, we are going to listen a news story from NBC Nightly News about the new iPhone7.”  **Instruction:**  Show PPT 3  “Pens down. You will listen about 4 seconds of very beginning.”  “Think about why is this person talking about iPhone. Is it for advertising? Is it for complaint? Or is it for giving information?”  “Listen carefully. Here we go”  **Play the audio** without showing the video for 4 seconds.  “Do you want to listen again?”   * Yes – Play one more time * No – Students decide the answer individually   **Feedback** – ask for volunteer to answer. If no one, nominate a student to answer. | T  T-S  S  T-S | 30 sec  30 sec  1 min |  |

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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** | **Instructor’s comments** |
| **Instruction:**  Holding worksheet on my hand, “I will play the video 2 times.”  “At first time, pens down and just listen. Try to catch at least 2 features of the iPhone.”  “At second time of playing, fill the gaps here (indicate gap-fill activity on the worksheet) while listening.”  “After listening, compare your answer with your partner.”  **Hand-out the worksheets**  **ICQs:**   1. “Are you using a pen while listening first time?” (No.) 2. “Do you need to write something down at second time of listening?” (Yes.) 3. “Are you ready?” (Yes)   Play audio and video. Pause after 40 seconds. Students listen.  Monitoring students, checking their face expressions.  “Did you all get features?” (Yes)  “Okay. Are you ready for second time? Is pen ready?” (Yes)  Play audio and video one more time for 40 seconds, then pause.  Students work on the activity while listening.  **Pair work to compare answers** – monitor  **Feedback:** Verbal   * Nominate 3-4 students who was observed to have a good answer, one feature for one student, try not to nominate same student already spoke  1. Expected answers; Port is being replaced with an additional speaker, waterproof casing, higher quality camera, wireless earbuds, corded earphones that plug in through the charging port  * Go over passage as a whole class to fill the gap (replay certain part if students are unsure)  1. Answer; eliminating, features, earbuds, change | T  T-S  S  T-S  S  S-S  T-S | 1 min  30 sec  1 min 30 sec  2 min  3 min |  |

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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** | **Instructor’s comments** |
| **Instruction:**  “This time, we are going to listen for whole story.”  “Think about the answers of these questions individually while you are listening.”  Read the questions at the worksheet  Question 1) Are people going to buy the wireless earbuds? Why or why not? (Yes, it’s new. Early-adopters will love them / No, too expensive)  Question 2) Do people expect that the new iPhone sale is going to increase? Why or why not? (Yes, new release always affect in sales increase, plus take chance over disadvantage of Samsung)  “After listening, discuss your answers with your partner.”  Students listen to whole clip  Let the students discuss in pair – monitor and assist carefully if needed    **Feedback:** Verbal   * Nominate 2-3 students who haven’t talked to answer each question * If the answer is guess-able from any passage in the audio, replay the passage part only, so that students can catch the idea | T  S  S-S  T-S | 1 min  1 min 30 sec  4 min  30 sec  3 min |  |

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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** | **Instructor’s comments** |
| **Instruction:**  “Now, you are going to divide in 2 groups, 6 people in each group, and we will have a small classroom debate.”  Write down ‘Pro – wireless earbuds are good/useful’ and ‘Con – wireless earbuds are not good/useless’ on the white board.  “The Pro side will cover with supporting ideas of why the wireless earbuds are good and useful, and the Con side will cover why wireless earbuds are not good and useless.”  Set 2 groups by asking  “Is there anyone who want to be the Pro side?” (If 6 students hand up, make them a group / if less or more than 6 students hand up, ask volunteer to move to the other side / if no one want to move, nominate students to move to the other side by considering strong and weak students combination in a group)  “Please move tables and chairs. Pro team has tables and chairs on this right side, and Con team on here left side.”  Students move tables and chairs, and seat with groups  “Okay, for the first part, I will give you 3 min to come up with very strong support idea to cover Pro or Con. You are allowed to use internet with your phones. And pick one or two speaker(s) in your group to present idea for 1 min and half. Let’s begin!”  Students discussion as a group – monitor and assist carefully to drive right direction  “Let’s hear the Pro side first. Speaker or speakers please stand up, and you may begin.”  Pro side student(s) presents the idea  “Now let’s invite the Con side speaker(s).”  Con side student(s) presents the idea | T  T-S  T  S  T  S-S  T  S  T  S | 1 min  1 min  1 min  20 sec  3 min  1 min  30 sec  1 min  30 sec |  |
| “Well done! Now for second part, you will have another 4 min to come up with contradiction for opponent group and summary. Have another speaker or speaker(s) from previous to present for 1 min and half. Let’s begin!”  Students discussion as a group – monitor and assist discreetly  “Let’s go with Pro first. Speaker(s) please begin.”  Pro side student(s) presents  “Okay, let’s hear from Con side. Speaker(s)?”  Con side student(s) presents  **Feedback:** Verbal  “Great debate! Hope you learned a lot. Both of groups support great point, therefore I would say it is a tie.”  “How was it?” nominate 2 students to hear opinions (Fun to be involved in debate, little challenged come up with supporting quickly, etc.) | T  S-S  T  S  T  S  T-S | 20 sec  4 min  1 min 30 sec  1 min 30 sec  1 min 20 sec |  |

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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** |
| “Great job everyone. This kind of listening will help you a lot to listen in real world.”  “How do you feel? Was it easy? So-so or little bit challenged?” (Easy, so-so)  “Yes, definitely you are getting better at listening! There is no homework for tomorrow. Please arrange the desks and chairs before leaving, and see you tomorrow.”  **Class dismissed.** | T  T-S  T | 1 min |  |

**Instructor’s Final Comments**

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| 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: …………/……………/…………** | |

**Apple Eliminates Headphone Jacks with iPhone 7 | NBC Nightly News**

**https://www.youtube.com/watch?v=6K5bMbymCHc**

**Script (1 min 30 sec)**

It's the best iPhone that we have ever created.

Apple eliminating one of its most iconic features on the new iPhone 7, the headphone jack, the white earbuds, god.

The port is being replaced with an additional speaker along with waterproof casing and the higher quality camera. The iPhone 7 itself starts 649 bucks.

Wireless earbuds will cost an additional one hundred sixty dollars. Apple will include corded earphones that one now plug-in through the charging port.

Apple’s eliminating the headphone jack on the iPhone 7 is a controversial move. It’s an attempt to fundamentally change consumer behavior and has its fans and its credits.

I'm so used to my headphones and it's really inconvenient.

Historically apple is always remove things. I think initially gave consumers pause. And I think apple is shown over time that the decisions they make are pretty good.

Over the years, Apple engineers have done away with the DVD player on laptops and even banish the traditional button on a mouse.

Apple needs a new iPhone to sell well earlier this year global iPhone sales decline for the first time ever.

Putting it at a disadvantage against rival Samsung, but just last week Samsung recalling two-and-a-half million Galaxy Note seven phones because of fires linked to its lithium-ion battery.

Giving Apple a shot to make a bigger splash this time around.

Jolene Kent, NBC News, San Francisco.

**Activity (gap-fill)**

It's the best iPhone that we have ever created.

Apple one of its most iconic on the new iPhone 7, the headphone jack, the white earbuds, god.

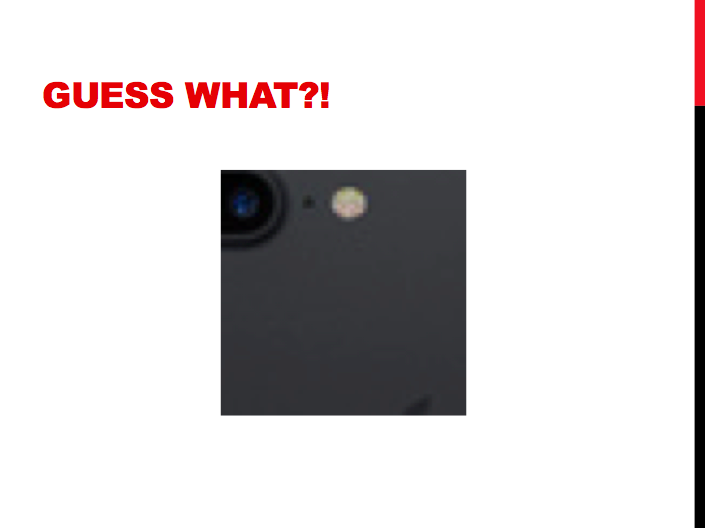
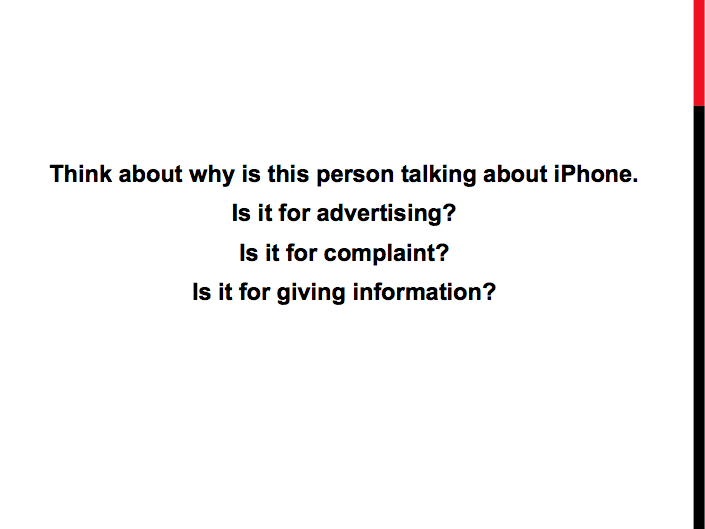
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**Q1.** Are people going to buy the wireless earbuds? Why or why not?

**Q2.** Is the new iPhone sale going to increase? Why or why not?

PPTs