Background Information Sheet

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| (Min Young Lee)  144WD | | 30/11/2016  Gangnam | Listening | | | PPP | | Teaching a listening lesson. | | | 45min | Intermediate |
| **Class profile**  **Number of students:** 9  **Age**: 20 – 40  **Nationality:** Korean    **Motivations**: To improve listening and speaking skills by understanding and discussing the topic.  **Individual or class hobbies and interests:** Most students are interested in business English and social things.  **Special considerations:** Levels of Intermediate students could be different such as lower and upper. | | | | | | | | | | | | |
| **Main aim**   1. Students will understand the topic and extend the ideas beyond the situation.   **Subsidiary aims**   1. Students will learn vocabulary in scene. | | | | | | | | | | | | |
| Description of any language skills specifically used/practiced:  * Listening: listening audio materials, explanation about new voca * Speaking: Discuss and share the answers with group * Writing: SS answer the blank questions and take note * Reading: comprehension questions and the text | | | | | | | Description of any language systems specifically used/practiced:  * Lexis: Ss learn key words and expressions to describe and understand * Discourse: noticing new/change in topics * Phonology: practicing new vocabulary | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Audio and video equipment may not working 2. Ss may feel difficulty in speed of news | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Prepare a cell phone for backup recording. (Ss are only 10)  1. Let them know this is common speed of News and encouraged. Choose a general topic to easy understand. | | | | | | | | | | | | |
| **Assumptions**:  Students have common knowledge of transportation. | | | | | | | | | | | | |
| **Material(s) needed:**  PC, projector, whiteboard, markers, worksheet, **http://www.arirang.com/News/News\_View.asp?nseq=198080** | | | | | | | | | | | | |
| Check list. 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) | | | |  | examples of all tasks used | | |
|  | answer sheet to all exercises | | | n/a | 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 instruction and examples so don’t make students coufused. | | | | | | | | | | | | |

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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** |
| Greet the class and ask students to discuss what they see in the picture.  Instruction: (prepare a picture and present on board by using projector)  1) Look at this picture. Based on what you can see, what do you think?  2) Based on the picture, what differences you can find out?  3) Discuss your ideas with your partner for a minute.    Ss share and Teacher Monitor.  Feedback – nominate and invite comments from 2 or 3 pairs.  Board some of the comments during feedback and encourage additional ideas.  Expected answers: All, some, a few etc…   * ss listening / hearing. * ss doing nothing / doing something * ss thinking / replying * ss are bored/engaged. | T-S  S-S  T-S | 1  1  2 |  |

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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** |
| Today we are going to do listening practice. To bring your background knowledge, I will ask you some question. You will then listen to the text, write down your answers and then compare them with your partner’s.  Pre-teach vocabulary: (prepare pictures as a card and show it to the students)   1. Recline 2. Eliciting  * What she’s doing now? (relaxing, lying on the sofa, resting, etc) * Does she sitting upright now? (no, reclining)  1. CCQ  * Can you recline on sofa? (yes) * Can you recline against a fence? (yes)  1. Board: spell the word on board 2. Drill: teacher says the words first and students repeat, five times. 3. Cost 4. Eliciting  * What can you see? (house, money, calculator) * How could you buy the house? (pay the money, cost money)  1. CCQ  * Which one costs more? Business class or Economy class? (Business class) * (point out a student who bring the coffee) Can you tell me how much did it cost?   (It costed KRW4,000)   1. Board: spell the word on board 2. Drill: teacher says the words first and students repeat, five times.   Guiding questions:   1. Have you ever experienced the first class seat in airplane? 2. Please draw a mind map of GOOD TRANSPORTATION in your note. And then share your map with your partner.   Ss note down their ideas and share it with their partner and Teacher monitor.  Feedback   * Nominate a student who had an experience of first class seat and ask the good point of it. * Draw mind mapping comments during feedback and encourage additional ideas.   Expected comments may be   * Not too long; simple, easy, bring their background and experience, vivid demonstration. | T  T-S  T  S-S  T-S | 1  3  2  2 |  |

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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 of the text. 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** |
| Instruction:  Listen to the audio and think about the questions below.  Gist questions:   1. What is he talking about? (New premium bus!) 2. Is this an advertisement? (No, it’s News) 3. Summarise what he was talking about in one sentence.   Play the audio. Ss listen and decide individually before comparing their opinion.  Feedback   * Quickly get answers from few students and ask if all agree with answer. * And then ask what they noticed to support their answer. | T  T  S  T-S | 30sec  2  2 |  |

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| **Stage 4: Practice - Literal comprehension**  **The purpose of this stage is for students to focus on literal understanding e.g. of facts, 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:  Now listen again. And this time, you will write down the answers on your worksheet.  ICQ   1. Are you ready to listen and write down the answer?     List questions:   1. How would you describe the new services? (More comfort, safety and entertainment.) 2. Fill out the blanks that presented the new premium bus.   The new service gives passengers more space using the standards of first-class airline seats that recline to 160 degrees.  Play the audio for 57 seconds. Ss listen.  Ss work individually to complete answering the questions.  Pair-check. “Now check with your partner.” and Teacher monitor.  Feedback: Nominate at least half the class for the answer. Ask follow-up questions to check what they heard “How would you describe something? By using noun or adjective…?” Replay the audio if needed.  Elicit answers to the following questions.   * How much time did you need to think about these questions before listening? * How many times did you need to listen to the text to get the answers to 1 & 2? | T  T  S  S-S  T-S | 1  1  1  1  2 |  |

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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** |
| Instructions:  Listen again, but this time you will also provide the video. Talk to your partner and share your answer to these questions.  Interpretive questions:   1. Do you think the new transportation is necessary or not? 2. Who might be the person chose the new premium bus? 3. What if you have two choices between premium bus and KTX? Why?   Students listen to the clip  Pair-check answers. Monitor and decide if replaying the audio is needed.  Feedback:   * Nominate at least one student from each of group and share the ideas. * Questions are subjective and open ended. | T  T  S-S  T-S | 30sec  3  3 |  |

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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** |
| Instructions:  Now in groups of 3, discuss the following questions.  Applied questions:   1. If you were in the progress of development, what kind of aspect you would consider most to make a premium bus? 2. Imagine that you are in a marketing department and make a promotion for the band new premium bus. Describe the details of the promotion which would last about 8 minutes.   ICQ   1. How much time do you have?   Ss work in groups of 3 or 4 to complete the exercise. Monitor and take notes of language used for future error correction.  Feedback: Each group presents their answers. Encourage the good point and offer suggestions if needed. | T  S-S  T-S | 1  8  4 |  |

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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** |
| To wrap up, summarise the main points and then ask students some questions.  Today, we practiced the listening comprehension. From the text, we knew the new transportation that just launched in Korea and also studied some vocabularies.   1. How many times did you need to listen to the audio for understanding of news? (?) 2. Did you feel comfortable with the speed of news? (?) 3. Were there any confused questions? (?) 4. Which activity you liked the most? (mind mapping, make a promotion?) 5. How was the interaction with your partner? (?)   You all did well today and thank you for your following of my instructions. I could see that you are getting used to listening the news. I liked how you shared your ideas and answers with your partner and you also did well for your group activity.  Keep up the good work!  Class dismissed.  Follow-up work for after the next lesson: | T  T-S  T | 1  2 |  |

**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: …………/……………/…………** | |

**Transcript of Audio**

<http://www.arirang.com/News/News_View.asp?nseq=198080>

**New "premium" express buses offer more comfort, safety and entertainment**

The convenience and comfort of Korea's high-speed rail network are well known, but for a cross-country trip, buses remain an economical option.   
And they've now added a new class of premium service offering more comfort, safety and entertainment.  
The first passengers boarded the new premium express buses on Friday morning, after an opening ceremony.  
The new service gives passengers more space using the standards of first-class airline seats that recline to 160 degrees.  
They also come with individual 10-inch LED monitors, a small table, neck pillow, reading light, USB charging station and more.  
The buses run from Seoul's Express Bus Terminal and Central City Terminal to Busan and Gwangju.  
A ticket from Seoul to Busan costs about a third more than the existing deluxe service, but at 44,400 won, it's significantly cheaper than the high-speed KTX train.

**Language Analysis Sheet - Vocabulary**

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| **Item: recline** | **Anticipated Problems** | **Possible solutions** |
| **Meaning:**  **To lean or lie back with the upper part of your body supported at an angle.**  **to** [**lean**](http://dictionary.cambridge.org/dictionary/english/lean) **or** [**lie**](http://dictionary.cambridge.org/dictionary/english/lie) **back with the** [**upper**](http://dictionary.cambridge.org/dictionary/english/upper)[**part**](http://dictionary.cambridge.org/dictionary/english/part) **of** [**your**](http://dictionary.cambridge.org/dictionary/english/your)[**body**](http://dictionary.cambridge.org/dictionary/english/body) | Not familiar with the meaning of the word. | Eliciting  -What she’s doing now? (relaxing, lying on the sofa, resting, etc)  -Does she sitting upright now? (no, reclining)  CCQ  -Can you recline on sofa? (yes)  -Can you recline against a fence? (yes) |
| **Form: verb** | May get confused on tense. | When drilling, say the tense from the past to present. (recline-reclined) |
| **Pronunciation:**  rɪ**|**klaɪn | Don’t know where the stress is. | Board the world and drill with teacher.  Teacher perhaps use a subsidiary audio material |
| **Item: cost** | **Anticipated Problems** | **Possible solutions** |
| **Meaning:**  **If something costs a particular amount of money, you can buy, do, or make it for that amount** | Not familiar with the meaning of the word. | Eliciting  -What can you see? (house, money, calculator)  -How could you buy the house? (pay the money, cost money)  CCQ  -Which one costs more? Business class or Economy class? (Business class)  -Can you tell me how much did it cost? (yes) |
| **Form: noun** | Confused if it is noun or verb.  May get confused on tense. | Can figure out in a sentence. Point out subject, verb and noun separately.  When drilling, say the tense from the past to present. (recline-reclined) |
| **Pronunciation:**  kɔ:st kɒst kɒst | Don’t know where the stress is. | Board the world and drill with teacher.  Teacher perhaps use a subsidiary audio material |

**Pictures of pre-teach vocabulary**

1. **Recline**



1. **Cost**



**Picture of Lead-in**

