Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| (Yea Eun Kim)  144WD | | 30/11/2016  Gangnam | Listening | | | PPP | | Teaching a listening lesson. | | | 45min | Intermediate |
| **Class profile**  **Number of students:** 10  **Age**: 20 – 40  **Nationality:** Korean    **Motivations**: To improve listening skills through listening practice  **Individual or class hobbies and interests:** Most students are interested in global and social issues.  **Special considerations:** Students may have problem understanding the materials. | | | | | | | | | | | | |
| **Main aim**   1. Students understand the main topic and discuss it with their classmates.   **Subsidiary aims**   1. Students will learn new vocabulary and expressions. | | | | | | | | | | | | |
| Description of any language skills specifically used/practiced:  * Listening: listening audio materials * Speaking: Discuss and share the answers with group * Writing: Students fill in the blank and take note * Reading: n/a | | | | | | | Description of any language systems specifically used/practiced:  * Lexis: Students learn key words and expressions to understand * Discourse: noticing new/change in topics * Phonology: practicing new vocabulary and expressions | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. The quality of audio and video may be not good enough 2. Students may have problem catching what the speaker says | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Use the backup recording, laptop and speakers.  1. Repeat the audio and say it out loud until they can fully understand it. | | | | | | | | | | | | |
| **Assumptions**:  Students will have a common sense about the ‘health care’ and interested in that issue. | | | | | | | | | | | | |
| **Material(s) needed:**  PC, projector, whiteboard, markers, worksheet, <http://www.arirang.com/News/News_View.asp?nseq=197723> | | | | | | | | | | | | |
| 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) | | | |  | 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 help students to be better at listening. | | | | | | | | | | | | |

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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:  1) Look at this picture. Based on what you can see, what do you think?  2) Based on the picture, what can you 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: Recline, Costs   * Elicit, c.c.q. and drill in context.   Guiding questions:   1. How much do you usually care about your health? 2. Please draw a mind map of HEALTH 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 has general knowledge about health care and ask the good point of it. * Students’s drawing will be used to assess the listening text   Expected comments may be   * Not too long; simple, easy, bring their background and experience, lots of opportunities to think and listen. | T  T-S  T  S-S  T-S | 1  2  2  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? (Healthy lifespan) 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   * Get some answers from students and ask if others agree with that or not. * And then ask what they noticed to support their answer. | T  T  S  T-S | 1  2  1  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. What is the main idea in this text? (Koreans hope for healthy lifespan of 80.5 years old on average.) 2. Fill in the blanks that describes about the details of the topic.   It’s been shown that Koreans are living longer these days, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_, a new report shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  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 3 or 4 students to get an answer.  Elicit answers to the following questions.   * How much did you need to think about these questions before listening? * How many times did you need to listen to get the right answers? | T  T  S-S  T-S | 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 I also show you the video. Talk with your partner and share your answer to these questions.  Interpretive questions:   1. Does the video helpful for you to better understand the material? (Yes, it was helpful to understand the topic.) 2. What age do you think is ‘the healthy average lifespan’? 3. How much money would be the moderate amount spending on health care?   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 their thoughts. | T  T  S-S  T-S | 1  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 can spend money on health care, how much would you willing to spend? 2. Imagine you’re in your 70s or 80s, how would you care your health, both physically and mentally?   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 can see that Koreans expect the average age of health to 80 years old.   1. How many times did you need to listen to the audio to understand the news? (?) 2. Did you have any difficulty catching the speed of the speaker? (?) 3. Were there any confused questions? (?) 4. Which activity you liked the most? (?) 5. Did you like checking your answers with your partner? (?)   You all did great job today and thank you for your participation. 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=197723>

**Survey shows Koreans hope for healthy lifespan of 80.5 yrs on avg.: Pharmanex**

It's been shown that Koreans are living longer these days, but as for their years of good health, a new report shows they'd like more of them.  
According to the World Health Organization, Koreans on average have a healthy lifespan of 73.2 years.  
But a survey of a thousand people by health product brand Pharmanex shows, on average, people would actually like to be physically and mentally healthy until the age of 80-and-a-half, a difference of over seven years from the actual.  
The survey also asked people how much money they'd be willing to pay to extend their healthy lifespan by one year, and on average respondants said they'd give about 25-million won for an extra year of healthy living, or about 21,300 U.S. dollars.  
Men were willing to pay a bit more than women by about 24-hundred dollars.  
And people in their 20s said they'd pay the most -- about 32-hundred dollars more than the average.