

**Background Information Sheet – Complete all sections accurately.**

Name & Class	Date & Place	Lesson Type	Plan	Topic	Length	Level
Min Young (144WD)	20/12/2016	Reading	PPP	A disappearing job, Switchboard operator	60min	Intermediate
<p style="text-align: center;"><b>Class profile</b></p> <p> <b>Number of students:</b> 9                      <b>Age:</b> 20-40                      <b>Nationality:</b> Korean  <b>Motivations:</b> To improve business English skills so that they get a promotion in their work place  <b>Individual or class hobbies and interests:</b> Students have motivation to change job  <b>Special considerations:</b> Students are mix level. </p>						
<p><b>Main aim</b></p> <p>1. Comprehend the passage well and answer the questions. Practice speaking fluency as well by discussing in groups.</p> <p><b>Subsidiary aims</b></p> <p>2. Students mainly practice reading skill. Practice speaking fluency as well by discussing in groups.  3. Students learn new vocabularies.</p>						
<p><b>Description of language skills specifically used/practiced:</b></p> <p> <input type="checkbox"/> Reading: SS read the passage and understand the meaning well.  <input type="checkbox"/> Speaking: SS will have discussion and share ideas with partner.  <input type="checkbox"/> Listening: SS will listen other student's opinions  <input type="checkbox"/> Writing: SS will work on assignment </p>				<p><b>Description of language systems specifically used/practiced:</b></p> <p> <input type="checkbox"/> Discourse: pair and group discussion  <input type="checkbox"/> Phonology: SS will practice the pronunciation of new vocabularies  <input type="checkbox"/> Lexis: SS will learn new words by eliciting </p>		
<p><b>Anticipated difficulties with lesson activities and classroom management:</b></p> <p> 1. Computer and projector are unstable.  2. SS could be passive and may feel shy when presenting their opinions </p>						
<p><b>How I can deal with these difficulties:</b></p> <p> 1. Prepare worksheets and bring extra prints for visual aids.  2. Ensure that every student equally presents their ideas and encourage them to respond the answer actively by giving positive reaction. </p>						
<p><b>Assumptions:</b></p> <p>Students are good at use of smart phone.</p>						
<p><b>Material(s) needed:</b></p> <p>PC, projector, whiteboard, markers, worksheet, PPT file</p>						
<b>Checklist. Mark down those included in this lesson plan ( ✓ or N/A)</b>						
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	
N/A	interaction pattern marked	N/A	a board plan (if relevant)	✓	examples of all tasks used	
✓	answer sheet to all exercises	✓	Tape or text script	✓	all materials labelled and numbered	
<p><b>Personal aim :</b> What I most hope to demonstrate in this lesson is the ability to eliciting efficiently and deliver clear instructions in each stages.</p>						

### Stage 1: Lead-in

The purpose of this stage is to relax 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.

#### 1. Greet:

- (1) "Good morning everyone. How was your weekend?" (student's responses)
- (2) "It's getting cold outside. Please be careful and do not catch a cold."

#### 2. Instruction

- (1) Show **visual aids#1**.
- (2) "Look at the pictures and guess what are these?"
- (3) "Talk briefly with your partner before sharing your ideas with the class."
- (4) Students share ideas and teacher monitor.

#### 3. Feedback

- (1) Nominate 2~3 students and bring their thoughts.
- (2) Encourage student's ideas and move to eliciting questions naturally.
- (3) Eliciting questions.
  - 1) Picture1: "Have you ever seen that kind of person(standing in middle of bus) in bus?" (maybe none of students)
  - 2) Picture2: "When was your last time to use the public telephone?" (student's responses)
  - 3) Picture3: "Do you see this kind of paints on movie billboard?" (not nowadays, not anymore)

Inter  
action

Time

Instructor's  
comments

T-S

30sec

T

30sec

S-S

1min

T-S

1min

T-S

1min

Picture#1



Picture#2



Picture#3



<p align="center"><b>Stage 2: Presentation</b></p> <p>The purpose of this stage is to make the reading 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.</p>	<p align="center"><u>Inter action</u></p>	<p align="center"><u>Time</u></p>	<p align="center"><u>Instructor's comments</u></p>
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<p><b>1. Instruction for pre-teach:</b>  “Today we are going to read a passage of an interesting job but first, we will learn some words from the passage.”</p> <p><b>2. Pre-teach</b> vocabularies (prepare pictures as a card and mirror for eliciting)</p> <p><b>(1) Disappear</b></p> <ul style="list-style-type: none"> <li>Elicit <ol style="list-style-type: none"> <li>Look at this mirror, what do you see? (desk, people etc)</li> <li>Blow on the mirror and make ♡ sign by using finger.</li> <li>What’s happening now? (Disappearing)</li> </ol> </li> <li>CCQ <ol style="list-style-type: none"> <li>Can you say ‘The Giant Panda is disappearing in these days?’ (Yes)</li> <li>Could the airplane disappear behind a cloud? (Yes)</li> </ol> </li> <li>Boarding: Write the word on board</li> <li>Drill: Teacher says the words and then students repeat loudly 3 times</li> </ul> <p><b>(2) Represent</b></p> <ul style="list-style-type: none"> <li>Elicit <ol style="list-style-type: none"> <li>What can you see in this picture? (beautiful ladies, miss universe)</li> <li>What she is doing in the show? (showing Korea’s beauty, boasting oneself)</li> <li>Does she stand for beauty of Korea? (yes) Then what can you call about her? (the representative)</li> </ol> </li> <li>CCQ <ol style="list-style-type: none"> <li>Does the Donald Trump represent the USA? (yes)</li> <li>Who is the representative of the UN? (Ban Ki-Moon)</li> </ol> </li> <li>Boarding: Write the word on board</li> <li>Drill: Teacher says the words and then students repeat loudly 3 times</li> </ul> <p><b>(3) Operator</b></p> <ul style="list-style-type: none"> <li>Elicit <ol style="list-style-type: none"> <li>What can you see in this picture? (a man, cranes, fork crane)</li> <li>What he is doing in the car? (diving the car, operate the car)</li> <li>What can you call about him? (expert, driver, operator)</li> </ol> </li> <li>CCQ <ol style="list-style-type: none"> <li>Show 2 more pictures and ask students that “Can you call him as an operator?” (yes)</li> </ol> </li> <li>Boarding: Write the word on board</li> <li>Drill: Teacher says the words and then students repeat loudly 3 times</li> </ul>	T	30sec	
	T-S	90sec	
	T-S	90sec	
	T-S	90sec	

T	30sec	
T-S	90sec	
T-S	90sec	
T-S	90sec	

30sec	
90sec	
90sec	
90sec	

<p><b>3. Instruction for Guiding questions:</b></p> <p>(1) Hand out a worksheet #1.</p> <p>(2) “Look at the worksheet <b>Exercise 1</b>.”</p> <p>(3) “Do you remember your first mobile phone? Please bring your memory and compare with your present smart phone. How it changed?”</p> <p>(4) “Please also think about how did you make a call back in the day?”</p> <p>(5) Discuss with your partner for 1 minute before sharing your thoughts with the class.</p> <p><b>4. ICQ</b></p> <p>(1) How many questions on Exercise 1? (2 questions)</p> <p>(2) Can you take notes while discussing? (yes)</p> <p>(3) How much time you have? (1 min)</p> <p><b>5.</b> Students discuss their ideas with partner and teacher monitor.</p> <p><b>6. Feedback</b></p> <p>(1) Nominate 3 students and bring their thoughts.</p> <p>(2) Response student’s answer in positive way and encouraging them.</p>	T	1min	
	T-S	1min	
	S-S	1min	
	T-S	90sec	

<p><b><u>Stage 3: Practice - Skimming and scanning for gist comprehension</u></b></p> <p>The purpose of this stage is to allow the students to practice gist skills by answering skimming and scanning questions. Specific and authentic exercises designed to encourage this skill should be used in a natural way.</p>	<p><u>Inter action</u></p>	<p><u>Time</u></p>	<p><u>Instructor's comments</u></p>
<p><b>1. Instruction:</b> “Okay, now I'll show you the passage. Please briefly see the passage and answer the questions in <b>Exercise 2</b>. You will only have 30 sec.”</p> <p><b>2. ICQ</b> (1) Do you work with your partner? (no) (2) Do you have to think about the answer carefully? (no)</p> <p><b>3. Students answer the questions.</b> (1) Switchboard operator is a _____ job. (2) What is the main role of Switchboard operator? (Connect person to another)</p> <p><b>4. Feedback</b> (1) Nominate 1 or 2 students and get the answer #1. (2) Ask other students if they also agree with it. (3) Nominate another student and ask the answer #2. (4) Confirmed the answer. (5) “How much time you spent for finding answers?” (15sec, 30sec or more) (6) Encourage students and move to the next.</p>	<p>T</p> <p>T-S</p> <p>S</p> <p>T-S</p>	<p>30sec</p> <p>30sec</p> <p>30sec</p> <p>90sec</p>	

<p><b>Stage 4: Practice – Detailed/Literal comprehension</b></p> <p>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.</p>	<p><u>Inter action</u></p>	<p><u>Time</u></p>	<p><u>Instructor's comments</u></p>
<p><b>1. Instruction</b></p> <p>(1) “Now please read the passage carefully and do the <b>Exercise 3</b> for literal questions.”</p> <p>(2) “You will work alone first and then compare the answer with your partner. You will have 4 minutes.”</p> <p><b>2. ICQ</b></p> <p>(1) How many questions do you have? (3 questions)</p> <p>(2) Is the answer can be more than one? (No, only have one correct answer.)</p> <p><b>3. Students work on Exercise 3 and teacher monitors.</b></p> <p>(1) What is this passage about?</p> <ul style="list-style-type: none"> <li>✓ a. What kind of job a switchboard operator did</li> <li>b. How phones replaced switchboard operators</li> <li>c. What a switchboard operator does these days.</li> </ul> <p>(2) What did people have to do to make a phone call in the past according to the passage?</p> <ul style="list-style-type: none"> <li>a. Speak to a switchboard operator where you lived.</li> <li>b. Ask a switchboard operator when she would be free.</li> <li>✓ c. Tell a switchboard operator who you wanted to speak to.</li> </ul> <p>(3) What is NOT mentioned in the passage?</p> <ul style="list-style-type: none"> <li>a. Where a switchboard operator worked.</li> <li>✓ b. How long you could talk on the phone.</li> <li>c. How a switchboard operator connected you.</li> </ul> <p><b>4. Feedback</b></p> <p>(1) Nominate students and ask answers in regular sequence.</p> <p>(2) Ask other students if they also agree with it.</p> <p>(3) Confirm answers</p>	<p>T</p> <p>T-S</p> <p>S-S</p> <p>T-S</p>	<p>30sec</p> <p>30sec</p> <p>4min</p> <p>2sec</p>	

<b>Stage 5: Practice - More detailed/Interpretive comprehension</b> The purpose of this stage is to allow student to read intensively for inference. Questions are implied or meant, rather than what is actually stated. Discriminating between fact and opinion and understanding the writer's true thinking are possible considerations during this stage.	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p><b>1. Instruction:</b></p> <p>(1) Hand out a worksheet #2.</p> <p>(2) "Please look at the <b>Exercise 4</b>. On the left side, you will see three boxes which came from the passage. Please read it more carefully and match with correct meaning of boxes from the right side."</p> <p>(3) "You will have 5minutes. Write your answer individually before comparing with your partner."</p> <p><b>2. ICQ</b></p> <p>(1) Can you make pairs for all of boxes? (no)</p> <p>(2) Can you share your answer with your partner? (yes)</p> <p><b>3. More detailed/Interpretive comprehension questions</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>(1)</b> When you call someone on the telephone, a computer automatically connects you. But this wasn't always the case. A long time ago, a person called a "switchboard operator" had to connect you.</p> <p><b>(2)</b> If too many people were making calls, you couldn't call anyone. You had to wait until the operator was free. Sometimes you had to wait over an hour to make a phone call.</p> <p><b>(3)</b> This job has disappeared today, but back then it was just how phones worked.</p> </div> <div style="width: 45%;"> <p><b>A.</b> A switchboard operator has not to connect you to someone today.</p> <p><b>B.</b> Thanks to a switchboard operator, people could talk on the phone in the past.</p> <p><b>C.</b> People sometimes had to wait for an hour to speak to the person they want to talk to.</p> <p><b>D.</b> If you don't know the name of the person you want to speak to, the switchboard operator help to find the person.</p> </div> </div> <p><b>4. Feedback</b></p> <p>(1) Nominate 3 students and ask them to match the boxes from (1) to (3).</p> <p>(2) Confirm answers.</p>	<p>T</p> <p>T-S</p> <p>S-S</p> <p>T-S</p>	<p>1min</p> <p>30sec</p> <p>5min</p> <p>2min</p>	

<b><u>Stage 6: Production - Applied Comprehension</u></b> 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.			
	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<b>1. Instruction:</b> (1) "Now we will think more jobs which could be disappeared in near future." (2) "Please read questions in <b>Exercise 5</b> and discuss with your group to answer the questions." (3) Make 3 groups for students (4) "You will have 10 minutes. Please make some notes before sharing your ideas with the class."  <b>2. Applied comprehension questions</b> (1) These days, more and more people are sending emails instead of letters. What will happen to the mailperson? (2) We connect to the internet to get information. We don't have to wait anymore. Will we still need the librarian? (3) What other jobs can be disappeared in future?  <b>3. Students work on Exercise 5 and teacher monitor.</b> (1) Teacher is not disturbing students. (2) Give time warning: 30sec  <b>4. Feedback</b> (1) Nominate at least half of students and let them present their answer (2) Point out good ideas and supportive reasons. (3) Give suggestions if needed.	T	1min	
	S-S	10min	
	T-S	5min	

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.

**1. Instruction:**

- (1) "Now we will think more jobs which could be disappeared in near future."
- (2) "Please read questions in **Exercise 5** and discuss with your group to answer the questions."
- (3) Make 3 groups for students
- (4) "You will have 10 minutes. Please make some notes before sharing your ideas with the class."

## 2. Applied comprehension questions

- (1) These days, more and more people are sending emails instead of letters. What will happen to the mailperson?
- (2) We connect to the internet to get information. We don't have to wait anymore. Will we still need the librarian?
- (3) What other jobs can be disappeared in future?

**3. Students work on Exercise 5 and teacher monitor.**

- (1) Teacher is not disturbing students.
- (2) Give time warning: 30sec

#### 4. Feedback

- (1) Nominate at least half of students and let them present their answer
- (2) Point out good ideas and supportive reasons.
- (3) Give suggestions if needed.



<p>The purpose of this stage is</p> <p><b><u>Stage 7: Wrap-up</u></b></p>	<p><b><u>Inter action</u></b></p>	<p><b><u>Time</u></b></p>	<p><b><u>Instructor's comments</u></b></p>
<p><b>1. Summarize &amp; Review of the lesson</b>            (1) "Today, we read a Switchboard Operator and learned how they worked in the past."</p> <p><b>2. Feedback</b>            (1) How was the passage? Was it difficult? Easy?            (2) What did you enjoy the most? (student's responses)            (3) Was it good to share your ideas with your partner and class? (student's responses)</p> <p><b>3. Wrap up</b>            (1) You all did great job today and I liked how you shared your ideas and answer with your partner.            (2) For improving your writing skill, I will give you an assignment. Please check your email after class and write a short essay. You can check more details in email.            (3) Okay, pack your stuffs and have a great day everyone.</p> <p><b>4. Class dismissed</b></p>	<p>T</p> <p>T-S</p> <p>T</p>	<p>30sec</p> <p>1min</p> <p>30sec</p>	

**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:** ...../...../.....

[Visual Aids#1 for Lead in]

Picture#1



Picture#2



Picture#3



[Visual Aids#2 for Pre teach: Represent]

Picture#4



Picture#5



[Visual Aids#3 for Pre teach: Operator]

Picture#6



Picture#7



Picture#8



**Exercise 1**

- (1) Please bring the memory of your first mobile phone and compare with your present smart phone. How it changed?
- 1) Appearances: **bigger size, touch screen, slim etc**
  - 2) Functions: **can take pictures, use internet, can use variety of apps etc**
- (2) How did you make a call back in the day? : use a telephone at home, find public telephone at outside

**Exercise 2**

- (1) Look at the passage briefly and fill out the below gap.

Switchboard operator is a **disappeared** job.

- (2) What is the main role of Switchboard operator?: connect persons each other / connect you to that person by connecting the wire to the right plug.

**Exercise 3**

Please refer to the passage and answer the below questions.

- (4) What is this passage about?
- ✓ **d. What kind of job a switchboard operator did**
  - e. How phones replaced switchboard operators
  - f. What a switchboard operator does these days.
- (5) What did people have to do to make a phone call in the past according to the passage?
- d. Speak to a switchboard operator where you lived.
  - e. Ask a switchboard operator when she would be free.
  - ✓ **f. Tell a switchboard operator who you wanted to speak to.**
- (6) What is NOT mentioned in the passage?
- d. Where a switchboard operator worked.
  - ✓ **e. How long you could talk on the phone.**
  - f. How a switchboard operator connected you.

#### **Exercise 4**

Please find out correct meaning and match boxes each other.

**(1)** When you call someone on the telephone, a computer automatically connects you. But this wasn't always the case. A long time ago, a person called a "switchboard operator" had to connect you.

**(2)** If too many people were making calls, you couldn't call anyone. You had to wait until the operator was free. Sometimes you had to wait over an hour to make a phone call.

**(3)** This job has disappeared today, but back then it was just how phones worked.

**A.** A switchboard operator has not to connect you to someone today.

**B.** Thanks to a switchboard operator, people could talk on the phone in the past.

**C.** People sometimes had to wait for an hour to speak to the person they want to talk to.

**D.** If you don't know the name of the person you want to speak to, the switchboard operator help to find the person.

#### **Exercise 5**

Discuss with your group to answer the below questions.

- (1) These days, more and more people are sending emails instead of letters. What will happen to the mailperson?
- (2) We connect to the internet to get information. We don't have to wait anymore. Will we still need the librarian?
- (3) What other jobs can be disappeared in future?

### **Exercise 1**

- (1) Please bring the memory of your first mobile phone and compare with your present smart phone. How it changed?
  - 1) Appearances
  - 2) Functions
- (2) How did you make a call back in the day?

### **Exercise 2**

- (1) Look at the passage briefly and fill out the below gap.

Switchboard operator is a \_\_\_\_\_ job.
- (2) What is the main role of Switchboard operator?

### **Exercise 3**

Please refer to the passage and answer the below questions.

- (1) What is this passage about?
  - a. What kind of job a switchboard operator did
  - b. How phones replaced switchboard operators
  - c. What a switchboard operator does these days.
- (2) What did people have to do to make a phone call in the past according to the passage?
  - a. Speak to a switchboard operator where you lived.
  - b. Ask a switchboard operator when she would be free.
  - c. Tell a switchboard operator who you wanted to speak to.
- (3) What is NOT mentioned in the passage?
  - a. Where a switchboard operator worked.
  - b. How long you could talk on the phone.
  - c. How a switchboard operator connected you.

### **Exercise 4**

Please find out correct meaning and match boxes each other.

**(1)** When you call someone on the telephone, a computer automatically connects you. But this wasn't always the case. A long time ago, a person called a "switchboard operator" had to connect you.

**(2)** If too many people were making calls, you couldn't call anyone. You had to wait until the operator was free. Sometimes you had to wait over an hour to make a phone call.

**(3)** This job has disappeared today, but back then it was just how phones worked.

**A.** A switchboard operator has not to connect you to someone today.

**B.** Thanks to a switchboard operator, people could talk on the phone in the past.

**C.** People sometimes had to wait for an hour to speak to the person they want to talk to.

**D.** If you don't know the name of the person you want to speak to, the switchboard operator help to find the person.

### **Exercise 5**

Discuss with your group to answer the below questions.

- (1) These days, more and more people are sending emails instead of letters. What will happen to the mailperson?
- (2) We connect to the internet to get information. We don't have to wait anymore. Will we still need the librarian?
- (3) What other jobs can be disappeared in future?