**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Daniel KIM | 191st | 27-04-2019 | Listening | 40 min |

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| **Lesson** | |
| **Topic** | Would you mine…? |
| **Main Aim** | Ss will practice listening comprehension |
| **Secondary Aim** | Ss will practice speaking fluency |

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| **Materials and References** |
| [**https://www.cambridge.org/interchange/audioprogram/?utm\_source**](https://www.cambridge.org/interchange/audioprogram/?utm_source)  **Interchange 4th Edition Level 3 (Unit3, Page16, Exercise02A )**  Gap-fill worksheets, white board, coloured markers, eraser, audio player, Electronic display, picture |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | 13 to 19 | **Number of Students** | 10 |
| **Detail** | There are 7 females and 3 males. “kang” and “Park” is Korean; they are living in Istanbul with their families. 3 of them are Mongolian who works and study in Istanbul, and the rest are native Anatolian Turks. All of them are creative, and outgoing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| The class has the listening capability to understand the main point of this audio, but maybe they have some difficulty to comprehensive some words and phrase. The ability of all students to use technology (smartphone, tap etc.) is very good. And because of the national diversity of students, they are very interested to work with each other. They seem to have had similar learning experiences in the past. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Equipment- The recording for the listening section may not play.  Solution: Have a copy of the transcript ready to use if needed.  Interaction- Two of the students are much stronger than the others and they sometimes get bored or are not challenged.  Solution: Have the stronger students working with a weaker student. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is to give essential information in simple in an instruction stage. | | |
| **Stage Name:** Lead-in  **Purpose of this stage:** to relax both the students and the teacher; to start the lesson in a natural way; to focus the attention of the students; to involve students and allow them to share ideas related to the topic. | | |
| **Materials:** No material is needed | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  1 min  2 min | T  S-S  T-S | Good morning everyone, how are you doing this morning? Everyone is doing well? Have you ever borrow something from someone?  Divide them two by two into five groups and let them discuss with their partner furthermore.  Ask if someone is the volunteer to share their experiences with the class; Otherwise, appointed three of them to do that. |

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| **Stage Name:** Presentation  **Purpose of this stage:** teach a few keywords found in the recording to help Learners understand the main thought /topic of the recording | | |
| **Materials:** picture, board, coloured markers, eraser | | |
| **Timings** | **Interactions** | **Procedure** |
| 4 min  1 min | T-S  T-S / S-S | **Elicit**: Show the class a wedding picture  **C.C.Q.:**  - Is the ceremony where two people are united in marriage and  become husband and wife? yes  - Is the woman called the “Bride” and the man called the “Bridegroom on the wedding day? yes  **Drill**:   1. Ask all the student to repeat the word after you 2. Divide the students into two groups and asked to repeat the word after you by group 3. Call two or three student to repeat the word individually   applied a,b,c, with this sentence “Ryan and Emily will get married this Friday”.  **Board**: wedding /ˈwed.ɪŋ/  Divide *wedding* into syllables:   wed-ding Stressed syllable in *wedding*:   *wed*-ding  **Guiding question:** What do you think about borrow things from others? |

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| **Stage Name:** Practice Detailed Listening – Literal Comprehension  **Purpose of this stage:** Ss practice listening to details. Checking their accuracy is needed. | | |
| **Materials:** Gap-fill worksheets, audio player, main text printed out | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  2 min  1 min | T  S  S-S  T-S | The audio will be playing for you, listen carefully and answer questions number one and two on the distributed worksheet.  Before audio playing, distribute the worksheets and appoint two students to read the questions 1&2.  **I.C.Q**: which questions you have to Fill in the blank? questions 1&2  **literal Q's**  QN1: Where is Jana going to go on this weekend?  ANS: she's going to go to the wedding  QN2: Does Min-gu need his digital camera for this weekend?  ANS: he doesn't think he will need it for anything.  Students listen to the dialogue for the 1st time.  Given enough time to the students so they can think and write the right words in the blank on the worksheets  Divide them two by two into five groups and let them check their answers with each other.  Feedback to check answers. |
| **Stage Name:** Practice More Detailed Listening – Interpretive Comprehension  **Purpose of this stage:** Ss listen thoughtfully to interpret meaning. Accuracy focused. | | |
| **Materials** Gap-fill worksheets, audio player, main text printed out | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions**: Play audio again and ask the students to listen more carefully and answer questions 3 and 4.  **I.C.Q**: which questions you have to Fill in the blank? questions 3 and 4  QN3: Why did Min-gu ask Jana if she ever used a digital camera before?  ANS: Because using that digital camera is sort of complicated.  QN4: How Jana convinced Min-gu that she could work with a digital camera?  ANS: Because she has been working with a digital camera for a couple of time.  Students listen a 2nd time, more carefully than before.  Given enough time to the students so they can think and write the right words in the blanks on the worksheets.  In case if the students’ needs to hear again, replay the audio for 3rd times.  Students compare their answers in pairs.  Feedback to check accuracy. |

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| **Stage Name:** Production – Applied Comprehension  **Purpose of this stage:** Ss practice speaking. Fluency focused stage. Teacher mainly monitors and may offer necessary support. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  5 min  1 min | T  S-S  T-S | Do you think borrowing something from other people is a good thing?  Divide them in two groups and allow them to discuss with each other about the above question.  Give each group an opportunity to express their opinion on this issue. |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive feeling, and to handle any classroom management matters before ss go home. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
|  |  | **complicated**  **How many syllables in *complicated*?**  **4 syllables**  **Divide *complicated* into syllables:   com-pli-cat-ed How to pronounce *complicated*:   kom-pli-key-tid** |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**Worksheets**

**Question>**

1. Where is Jana going to go on this weekend?
2. Does Min-gu need his digital camera for this weekend?

**Think more>**

1. Why did Min-gu ask Jana if she ever used a digital camera before?
2. How Jana convinced Min-gu that she could work with a digital camera?

**“Would you mind...”**

**Min-gu**: Hello?

**Jana**: Hi, Min-gu. This is Jana.

**Min**-**gu**: Oh, hi, Jana. What's up?

**Jana**: My best friend is in a band, and I'm going to one of his concerts this weekend. I'd love to take some pictures for his website. Would you mind if I borrowed your new camera?

**Min-gu**: Um, no. That's OK, I guess. I don't think I'll need it for anything

**Jana**: Thanks a million

**Min-gu**: Sure. Uh, have you used a camera like mine before? It's sort of complicated

**Jana**: Uh-huh, sure, a couple of times. Would it be OK if I picked up on Friday night?

**Min-gu**: Yeah, I guess so.

**Resource: Interchange Fourth Edition Class Audio**

[**https://www.cambridge.org/interchange/audioprogram/?utm\_source**](https://www.cambridge.org/interchange/audioprogram/?utm_source)

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