**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Lily | 193th TESOL | 2019/04/27 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Shopping for clothes |
| **Main Aim** | Ss practice their listening comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **Audio file** <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/shopping-clothes>  **Audio Transcript**  **Speakers and Computer**  **Worksheets**  **Pictures**  **Realia**  **White board and Color board markers** |

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| **Student Profile** | | | |
| **Level** | Pre-intermediate | | |
| **Age** | 14 | **Number of Students** | 5 |
| **Detail** | There are 4 female students and 1 male student.  Everyone is Korean. They are teenagers.  They are visual and auditory learners.  They have interpersonal intelligence. They enjoy sharing their experiences and tend to get involved more in the lesson when they work together. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Technical failure - Prepare a backup audio file on my smartphone.  Absentee/Lateness – Adjust the desk arrangement for the group work  Use of L1 – Remind students of the rule speaking English only. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to write a detailed and accurate lesson plan.  I want to avoid echoing, helpful sentence completion and asking ‘Do you understand” when I give the instructions. |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. To lead in to the topic, activating background knowledge. | | |
| **Materials: A picture of dress** | | |
| **Time**  **(8min)** | **Interaction** | **Procedure** |
| 1 min 30sc  30sec  4 min  2min | T-S  T  T-S  S-S  T-S | **[Greeting/Lead in]**  Hello everyone! How are you today? (Ss: Good! )  Great. The weather is so nice. I feel spring has already come!  So, yesterday, I went to ‘Hyundai’ department store and bought my new dress.  This is what I bought in the shop.  (showing students a picture of dress I bought in the department store).  Do you have your favorite clothes? When do you usually wear it?  You have 2 minutes to discuss each.  “  **[I.C.Q** ]  “What do you need to talk about?” (Ss : about our favorite clothes, when do we wear it)  “How long can you talk for?” (4minutes)  **[Ss talk to a partner.]**  Monitor the students. Alarm them the remain time.  “1 minute left”  **[Warm up]**  Time is up. Can you share your discussion with your class?  Nominate 2 students to share the discussion to the class. |

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| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach keywords if necessary, and to help students be better able to understand a difficult part of the audio. | | |
| **Materials:** White board, Color markers , Paper doll/Paper dress | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  1min  30sec  2min | T-S  T-S | **[Pre-teach keywords]**   1. **Try one - miming** 2. **Credit card – realia** 3. **Receipt – realia**   **[Elicit – elicit/mime]**  We will play an episode game. I’ll show you the day I bought my dress with this paper doll.  Say the name of the action or item I show you to go to the next episode.  “Yesterday Lily teacher went to a shop to buy her dress. She picked one dress and ask can I\_\_\_\_\_\_?”  ( hold a paper doll with left hand and hold a paper dress with right hand. Mime the action of wearing by putting the dress on the doll’s body)  Ss say wear! Try! Try on! - If they can’t get to answer the word try ‘on’, follow up question. – ‘Do you wear ‘in’ your body or ‘on’ your body?’ then, where should we try? (Ss may say try on the body!) Great.”  Let’s move to the next scene. I’ve tried on the dress. I didn’t have cash in my wallet. I used \_\_\_\_\_\_\_\_ (showing my real credit card)  Ss say card! Plastic card! Credit card! Good.  After I pay, I get this \_\_\_\_\_\_\_\_\_ ( showing my real receipt)  Ss say paper! List! Receipt! Perfect.  **[CCQ – check students properly understand the meaning]**   1. Why did I try on the dress before paying? ( to see/ to check if the dress is good on you) 2. With a credit card, are you paying for the clothes now or later? (Later) 3. What can you find in the receipt? (total amount paid/ price for the dress/ refund period/exchange period/ date you bought/ address of the shop…)   **[Drill – choral and individual drilling for correct pronunciation]**  I will say a word repeat after me 2 times together with a class.  1) Try – on (repeat 2 times together)  2) Credit-card (repeat 2 times together)  3) Receipt (repeat 2times together / make sure not to pronounce the sound of p)  **[Board – highlight special areas of pronunciation]**  Write the 3 words with black marker; try on / credit card / receipt on the white board  Ask student how many syllables, what part of speech and where to put the stress.  How many syllables? 2  (pointing the word ‘try on’ / divide the word into two with a slash with a blue marker)  What part of speech? [verb]  (write the word ‘verb’ in a bracket with a green marker)  Where should we put the stress? (first part)  (draw a filled circle above the letter ‘a’ with a red marker.)  **Next,**  How many syllables? 2  (pointing the word ‘credit card’ / divide the word into two with a slash with a blue marker)  What part of speech? [noun]  (write the word ‘noun’ in a bracket with a green marker)  Where should we put the stress? first part  (draw a filled circle above the letter ‘e’ with a red marker.)  **Last,**  How many syllables? 1  (pointing the word ‘receipt’)  What part of speech? [noun]  (write the word ‘noun’ in a bracket with a green marker)  Where should we put the stress?  (draw a filled circle above the letter ‘e’ with a red marker.)  **[Guiding Question]**  E.g., Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas  Have you bought your clothes by yourself in a shop?” (Yes!)  “Talk to your partner for 2 minutes each  **I.C.Q** : “What do you need to talk about?” (Buying clothes by myself in a shop)  “How long can you talk for?” (2minutes)  Ss talk to a partner.  **Feedback. Nominate a few students to share their ideas.**  Nominate 2 students to share the experience to the class. |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** to get students to practice their literal listening skill. | | |
| **Materials:** An audio file (1:25) | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions.**  What are the things you need to check when you buy clothes?  (Ss may answer: color, size, price..etc)  “Now, we are going to listen to a dialogue about shopping for clothes.  A is a shop assistant and B is a customer. They are in England. So they use British money called pound. 1 pound is 1500 won.  (showing a picture of British money ; 1 pound/ 1 pence / 20 pounds )\_  Listen carefully and answer some questions in this worksheet while you listen”  **Hand out worksheet to students.**  **ICQ**  “what dialogue are we going to listen to?” (A dialogue about shopping for clothes)  “what do we call British money? (Pound)  “what do you need to do while listening?” (Answer some questions in the worksheet)  “Okay. I will now play the audio.”  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.**  “Now, check your answers with your partner.”  “I’ll give you 1 minute.”  **Feedback to check accuracy.**  “Ok. Time is up.”  “Let’s check the answer together with class.  Read the sentences with answer in order  “Number 1. What size do you want?”  ”Number 2. Ok,red. Can I try it on?”  “Number3...4…5…”  Do you have the correct answers? (Yes)  Very good. Now I’ll ask you 5 questions.  Each of you should answer one question  **Ask students 5 literal questions.**  **“Very good. Now**  What size of T-shirt does the customer want? Medium  What is the color of the t-shirt the customer holds at the first time? White  What color does the customer buy? red  Where does she try on the clothes? Changing room  How much do the clothes cost? £10.95  What does the customer get after the payment? receipt  **Pair check.**  Feedback to check accuracy. |

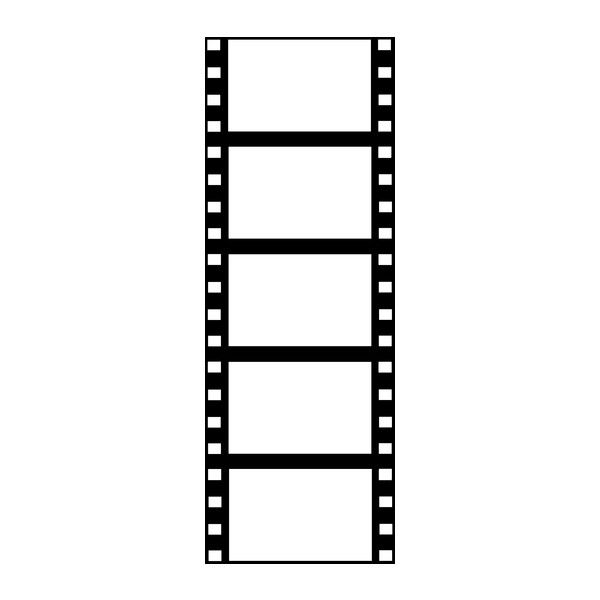
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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** is to get students to practice their interpretive listening skill. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions.**  **Now, you will listen the audio file again. You have 2 questions to answer. Please turn over the paper. Write some keywords in the box while listening and answer the questions in complete sentences when we finish listening.**  **Students listen for the 2nd time.**  **answer the questions individually.**  **[2 interpretive questions]**   1. **Why does the customer ask purple color? (She prefers purple to black and red because she asked “and in purple?” to the shop assistant although he already told her “in medium we’ve got black and red.”)** 2. **Why does the customer try on the clothes before paying?  (She wanted to check if she looks good with the medium size and the red color of that t-shirt. She doesn’t want to come to the shop again to refund or exchange.)**   **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** is for students to practice their speaking fluency on a topic related to the lesson. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions.**  **Okay. I have a question for you. Do you like shopping for clothes by yourself?**  **Discuss it with your partner.**  **Students discuss.**  **Feedback. Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **“Well done. Thank you for your active participation today. We discussed about shopping for clothes today. Can you tell me the things to check when we buy clothes?**  **(Ss: size! Color! Existence of changing room! Keeping a receipt! Different payment!)**  **Set homework.**  **Inform students about the topic for the next lesson.**  **Next class, we will have role playing for shopping clothes. Group A will be shop assistants and Group B will be customers. Bring a picture of your favorite clothes. Make two columns on your note. On the left side, write questions to sell/help the customer if you are a shop assistant and on the right side, write questions to buy if you are a customer.**  **Show the sample on the board**   |  |  | | --- | --- | | **Shop assistant** | **Customer** | | * **Can I help you?** * **What item are you looking for?** * **Don’t you need a skirt for that blouse?** | * **Do you have a bigger size?** * **Can you check if other branch has its stock ( in case that the item is out of stock)** | |

[Worksheet#1 / Front]

Listen carefully.

Fill in the blanks and number the sentences in order

“OK, ”. Can I it ?”

“What do you want?”

“Here’s your

”

“Is it ?”

“Would you like to pay by

or

with ?

[Worksheet#1 / Back]

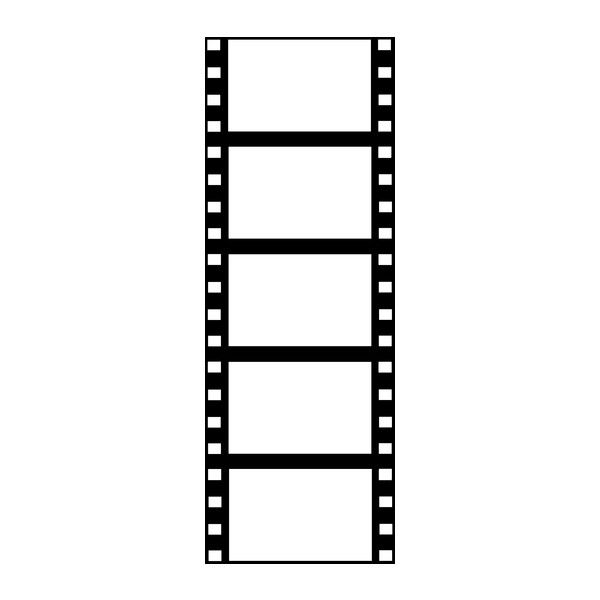
Listen again.   
Write your answer and discuss it with your partner

1. **Why didn’t the customer choose the black or red color as her first choice?**
2. **Why did the customer try on the clothes before paying?**

[Worksheet#1 / Front] – answer key

Listen carefully.

Fill in the blanks and number the sentences in order



“OK, red”. Can I try it on?”

2

“What size do you want?”

“Is it OK/okay?”

“Here’s your

Receipt”

“Would you like to pay by

Credit card or

with cash?

1

5

3

4

[Worksheet#1 / Back] – answer key

Listen again.   
Write your answer and discuss it with your partner

1. **Why didn’t the customer choose the black or red color as her first choice?**

**She prefers purple to black and red because she asked “and in purple?” to the shop assistant although he already told her “in medium we’ve got black and red.”**

1. **Why did the customer try on the clothes before paying?**

**She wanted to check if she looks good with the medium size and the red color of that t-shirt. She doesn’t want to come to the shop again to refund or exchange.**

[A picture of dress]

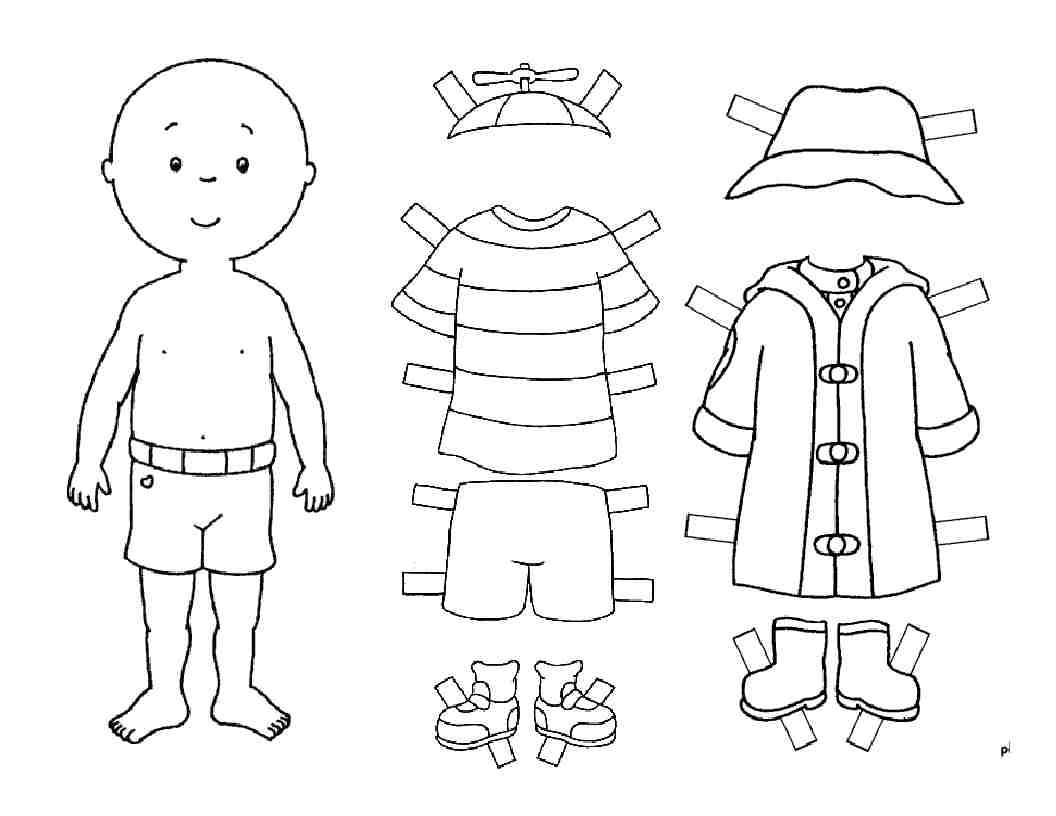


[British Pound ]





[A paper doll/paper dresses]



**[Transcript for Shopping for clothes.]**

**Shop assistant: Can I help you?**

**Customer: Yes, have you got this T-shirt in other colours?**

**Shop assistant: We’ve got it in white, black, red and purple. What size do you want?**

**Customer: Medium.**

**Shop assistant: OK, in medium we’ve got black and red.**

**Customer: And in purple?**

**Shop assistant: No, just black and red.**

**Customer: OK, red. Can I try it on?**

**Shop assistant: Yes, of course. The changing rooms are over there.**

**(pause)**

**Shop assistant: Is it OK?**

**Customer: Yes, I’ll take it.**

**Shop assistant: That’s £10.95. Would you like to pay by credit card or with cash?**

**Customer: Cash please. Here’s twenty.**

**Shop assistant: OK, thanks, that’s nine pounds, 5p change and here’s your receipt.**

**Customer: Thanks. Bye.**

**Instructor’s Comments and Assessment**

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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** |  |  |