**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Florence | TESOL | 27.April.2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Work-life balance |
| **Main Aim** | Students practice their listening comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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| **Materials and References** |
| **Audio file (**[**https://learnenglish.britishcouncil.org/intermediate-b1-listening/work-life-balance**](https://learnenglish.britishcouncil.org/intermediate-b1-listening/work-life-balance)**)**  **speakers and computer; worksheets; board and markers.** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | 20’s -40’s | **Number of Students** | 5 |
| **Detail** | All has different jobs and they would develop their speaking skills in normal communication. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Technical failure. - Prepare a backup audio file on my smartphone.  Students do not talk much – prepare more questions and activities |

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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. |

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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:** - | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec | **T**  Greet. Instructions. | ***(Line on board to divided three columns.)***  Hi, nice to see you again class.  how are you?  ***(short answering time with everyone)***  now we are going to talk about your daily schedule during weekdays  Talk to your partner. |
| 2 min | **T-S/S-S**  Brainstorm | ***(2min)*** |
| 30 sec | **T-S**  Feedback if appropriate. | OK, Ryatt. Please tell me how your day is going?  And Lily?  One more person?  ***(2-3 students answer the question)*** |

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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:** board, markers | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T-S | Alright. Thanks.  I know you are working very hard.  And you feel you don’t have much time for yourself. Right?  if you work 15 hours and can spend only 2hours, do you feel it’s alright?  if you work 8 hours but work 7 days of week, is it fair for you?  how much time do you think is right amount?  (***listening answers from students)***  so 8 hours work and 8hours rest for yourself, you have "work-life balance"  sometime work hard daily but if you can have enough vacation it’s also work-life balance.  **work life balance**  ***(Choral drills three times)***  ***(Individual drills from front to clock wise)***  Work-life balance  ***(write on board )***  And follow after me.  **"this is good thing for work-life balance.”**  ***(모두 같이 drills three times)***  ***(individual drills from front to clock wise)*** |
| 10 sec | T | Alright.  How could you work with others with distance?  How could we be connected with others, Any idea? Please talk to your partner. |
| 1 min | S-S | ***(1min talking)*** |
| 50 sec | T-S | Tell me what you think.  ***(answering: smartphone, email and so on.)***  we can move around and still work with other.  The work is able to move somewhere.  Do you know any word can say for this, something can be able to move.  **“Mobility”** |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** is to get students to practice their literal listening skill. | | |
| **Materials:** audio material, worksheets, board, markers | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec | T | I will give you hand out, please do not turn the page when you get it.  We are going to listen to the conversation with the presenter and Chris.  Please listen carefully and find the correct answers for each question.  ***(distribute hand-outs)***  Start now.   |  | | --- | | 1. is the book they mentioned popluar?  **1) yes** 2) no 3) can not know  2. what is the title of the book written by Chris?  ***The work-life balance***  3. what is the meaning of overtime?  1) working less than your normal work  2) working as your normal working hours  **3) working more than your normal work**  4) no working  4. which one is NOT related 'mobility'of current working environment?  1) email  2) mobile phone  **3) working nine to five**  4) laptop | |
| 3min | S | ***(Listening the audio files)***  Did you find all answers? Check with your partner. |
| 1 min | S-S | ***(Students check the answers)*** |
| 1 min | T-S | What’s the answer for question number one? ***(listen to a chosen student the answer)***  What’s the answer for question number two? ***(listen to a chosen student the answer)***  What’s the answer for question number three? ***(listen to a chosen student the answer)***  What’s the answer for question number four? ***(listen to a chosen student the answer)***  Good job.  I think you have all correct answers. |

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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:** audio material, worksheets, board, markers | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec | T | Alright. We are going to listen again.  Turn the page, then read your questions.  Find answers from the conversation.  Start now.   |  | | --- | | **1. In the past, how could spend time with their family in the evening and holidays?**  **- Because they can clearly separate their working lives and their private lives.**  **2. Why does the presenter feel much of work-life balance from Current work environment?**  **- people can access their work in any time and everywhere.** |   Talk with your partner about what you found out.  ***(If they need to listen one more time, listen again)*** |
| 3 min | S | ***(Listening the audio files)*** |
| 1min | S-S | Please check the answer together.  ***(Students check the answers)*** |
| 2 min | T-S | What is the answer of question number 1 of the second section?  Read the question one person. And another person tells the answer.  **1. In the past, how could spend time with their family in the evening and holidays?**  **- Because they can clearly separate their working lives and their private lives.**  What is the answer of question number 2 of the second section?  **2. Why does the presenter feel much of work-life balance from Current work environment?**  **- people can access their work in any time and everywhere.**\_\_\_\_\_\_\_\_\_\_\_\_ |

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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:** printed statement, board, markers | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min | T | here is the statement for you. Please, yumi read the satament.  **"Mobility helps work-life balance"**  **do you agree or disagree?**  talk to your partner about your idea. |
| 8 min | S-S | ***(Students discussion)*** |
| 1 min | T-S | Who would agree?  (listening to students who agree with the statement.)  Is there anyone disagree?  (listening to students who agree with the statement.) |

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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: -** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | Well done.  Alright. Working environment has been changing somehow. And there are always pros and cons.  Hope you find your own “work-life balance”.  Next lesson, we are going to talk about non-work area.  The Chris mentioned it before in the conversation we heard today.  What is it?  ***(Listening to students : hobbies, holidays)***  Yes, it s about your life out of work. Hope see you all again in next lesson.  Have a good week!  See you. |

**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** |  |  |