**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Shawn & Felix | 198TH WD | 25/09/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | An effective way of studying. |
| **Main Aim** | Students will practice their listening comprehension. |
| **Secondary Aim** | Students will practice their speaking fluency |

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| **Materials and References** | | | |
| **https://learnenglish.britishcouncil.org/upper-intermediate-b2-listening/creating-study-group**  **Fill in the gap worksheet, whiteboard, Smartphones, earphones, pen/pencil, eraser** | | | |
| **Student Profile** | | | |
| **Level** | Upper intermediate | | |
| **Age** | Adults | **Number of Students** | 10 |
| **Detail** | **There are men and women in the class. three men and Seven women**  **All of students age between 25 ~ early sixties.**  **All students are native to Korea. thus, their first language is exactly Korea.**  **All of students are Adults. There’s no children or teenagers.**  **Some are still university students but some of them are not students.** | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| 1. **Technology problems.**   **- Check the computer or Audio programs before start a class.**  **2. Smart phone doesn’t work.**  **- Have back-up smart phone.** | | | |
| **My Personal Aim** | | | |
| * **To give good instructions.** * **To understand all students.** * **Complete and detail lesson plan.** | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:**  Before start a class, Teacher wants students to feel comfortable and relax in class. Ans start lesson in a modern way not in traditional way. And make students to follow teacher’s instruction. And make students to come up with their ideas. | | |
| **Materials: List all materials that will be needed in this stage.** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min | T  S-S  T-S | Greeting.  “Hello everyone! How do you feel today? When I was a university student, I’ve studied as a group work. and it helped me a lot too. Does anyone has a same experience like me?”  What do you think about studying for a group?  Talk to your partner.  (Ss answer)  “Okay, time’s up!”  Warm up  Nominate 1 student to share his answer to the class mates. |

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| **Stage Name:** Presentation  **Purpose of this stage:**  **\* Understand ‘Key words’**  **\* Think about Topic question.** | | |
| **Materials: List all materials that will be needed in this stage.** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  30 sec  2 min  1 min | T-S  T-S  T  S-S    T-S | **Pre-teach keywords – ‘Enough’**  **\*Elicit – CCQ.**  Show a picture of Several students doing group study in a class room.  “What are they doing now?” “Studying”  “What is the opposite word of Insufficient?” “Enough”  “Repeat after me. Enough.”  (Ss answer)  **\*Drill:**  “Okay, guys. Please listen and repeat after me. ‘Enough’. DO Three times please.”  “Right side for this time, Left side for this time. Nominate 2 students.”  **\*Board:**  Write the word on the board  “How many syllables does this word have?” “two syllables”  “What’s a part of this word?” “Adjective”  **Pre-teach keywords – ‘Group’**  **\*Elicit – CCQ.**  Show a picture of people gathered together.  “Are there many people in the picture?” “Yes”  “Do they look unhappy?” “No”  “What do you call it when people get together and form a team?” “Group”  “Repeat after me. Group.”  (Ss answer)  **\*Drill:**  “Okay, guys. Please listen and repeat after me. ‘Group’. DO Three times please.”  “All the men please., All the women please. Nominate 1 students.”  **\*Board:**  Write the word on the board  “How many syllables does this word have?” “one syllable”  “Where is the stress?” “first”  “What’s a part of this word?” “noun”  **Guiding question – Why do people study for a group?**  Pair with a partner.  “Share your answers with your partner. I will give you 1 minute”  “Okay, guys. Times‘s up” (Clap once for attention)  “What was your answer?” (Ask each pair of students to answer the question)  Give students feedback after hearing their answers. |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:**  **\*Students practice their listening skills.** | | |
| **Materials: List all materials that will be needed in this stage.** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  2 min | T  S  S-S  T-S | Before we listen. I want you guys to listen and write the answer next  to the question. Gesturing hold up the worksheet and point to the question.  For the first listening you guys are going to do the exercise one part only.  So, are you guys just going to listen?  No. you have to listen and write it down.  Handing out the worksheet and turn on the listening material.  Students listen for the 1st time, and write answers on the worksheet.  While students write down their answers, I am walking around and monitor the students  Now. I want you guys to check your answers with your partner.  Also monitoring the students.  Feedback to check accuracy.  Nominate one student.  what is the answer for the first question?  Good, that is correct. Did everyone get the same answer? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:**  **\*Students practice their listening skills and think deeply.** | | |
| **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 | Now. We are going move to exercise two. Before we listen, I want you guys to  Listen very carefully, this, and write you answer.  Students listen for the 2nd time.  Pair check. Monitor. If students need, then replay the audio a 3rd time.  Okay, will it be better for you guys listen one more time?  Replay the audio a 3rd time.  I want everyone to check the answers with you partner.  Feedback to check accuracy. Nominate one student who have a right answer.  What is the answer for number 1??  Does anyone have a different answer?  What is the reason?? |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:**  **\*Students will practice their speaking skills.** | | |
| **Materials: List all materials that will be needed in this stage.** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  8 min  3 min | T  S-S  T-S | I want you guys to talk with your partner about exercise three questions.  Students speaking with their partner.  While they talk, monitoring students and also listen to their story.  Nominate one student and ask about the question.  Make the student share their ideas. |

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| **Stage Name:** Wrap-up  **Purpose of this stage:**  **\*To end a lesson and give the students a positive note.** | | |
| **Materials: List all materials that will be needed in this stage.** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback.**  **Okay everyone. You guys were wonderful today. Everyone did a good job!!**  **We are almost done for today.**  **Before we leave, I want to hear about which part was difficult?**  **And which part was interesting for you guys??**  **There is no homework for today so you guys are free to go !!** |

**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** |  |  |



**\*Several students are doing group study.**



**\*They work in group.**

**Worksheet – Creating a study group**

**Exercise one: listen and write the answer next to the question.**

**a) Why Chris can’t join in to the study group??**

**b) How many people are going to be in the study group??**

**c) How long will it be for every meeting?**

**d) Were did they choose to meet?**

**Exercise Two: listen carefully, think, and write your answer.**

**a) Why does the students was to create a study group?**

**b) Why Chris is attending the first meeting even though he can’t be in the study group?**

**Exercise Three: talk to your partner freely about the questions.**

**a) What is you most concern when you make your own study group?**

**b) When you make a study group, do you prefer to work with someone you already know?**

**c) Do you prefer to work alone or work together?**

**Worksheet – Creating a study group**

**Exercise one: listen and write the answer next to the question.**

**a) Why Chris can’t join in to the study group?? Chris has an assignment to do.**

**b) How many people are going to be in the study group?? Three**

**c) How long will it be for every meeting? Ninety minutes.**

**d) Were did they choose to meet? Study hall**

**Exercise Two: listen carefully, think, and write your answer.**

**a) Why does the students was to create a study group?**

**It is better for them to share their ideas and could see the different point of view.**

**b) Why Chris is attending the first meeting even though he can’t be in the study group?**

**They know each other already and Chris knows that three people would not be enough for the study group. He also wants to be helpful.**

**Exercise Three: talk to your partner freely about the questions.**

**a) What is you most concern when you make your own study group?**

**b) When you make a study group, do you prefer to work with someone you already know?**

**c) Do you prefer to work alone or work together?**