

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length							
Lannie, Soo	198WD	25/09/2019	Listening	PPP	35 min							
Lesson												
Topic	Creating a study group											
Main Aim	Student will practice their listening comprehension.											
Secondary Aim	Student will practice their speaking fluency.											
Materials and References												
http://learnenglish.britishcouncil.org/upper-intermediate-b2-listening/creating-study-group												
Student Profile												
Level	Upper intermediate											
Age	Adults		Number of Students	10								
Detail	All Korean students (5 women, 5 men). Most of student have an experience of a study group.											
Anticipated Classroom Management Difficulties and their Solutions												
For technology failure, we have a back-up on the smartphone.												
My Personal Aim												
To write out complete and detailed lesson plan.												

Stage Name: Lead-in Purpose of this stage: To make teachers relaxed and make student centered.		
Materials: Show questions on the board and make students discuss with their partner.		
Time	Interaction	Procedure
30 sec	T	<i>Greet. Instructions.</i> "Hi, everyone! How are you today? I've got some interesting things to talk about!" (Write questions on the board in advance or quickly.) "Everyone, look here." Q: Do you usually study alone or in a group? Which way is more efficient? Discuss with your partner why do you think so."
2 min	T-S/S-S	<i>Brainstorm/talk to a partner.</i> (Monitoring students during a discussion.)
1 min	T-S	<i>Feedback if appropriate.</i> "Okay guys, time's up! Ben, what do you prefer? And why?" "Does anyone have a different opinion?" (If there is no volunteer, nominate a student who said opposite idea while they discussed. You know that by previous monitoring.)

Stage Name: Presentation Purpose of this stage: To offer extra helps for students.		
Materials: show a picture and use a realia.		
Time	Interaction	Procedure
2 min	T-S	<p>Pre-teach keywords : study group, assignment</p> <p><i>Elicit – elicit/mime</i></p> <p><i>CCQ – check students properly understand the meaning</i></p> <p><i>Drill – choral and individual drilling for correct pronunciation</i></p> <p><i>Board – highlight special areas of pronunciation</i></p> <p><study group> Convey + brief CCQ: (Show a picture) “Everyone, look at this picture. What are they doing?” A: Studying, group studying ETC “Are they studying together?” A: Yes. “Right, this is a study group.” (Write down study group on the top-right side of the board.)</p> <p><assignment> Convey: (Show a real worksheet in my hand) “Look here! I’m going to give you this worksheet after the class. What is this?” A: Homework. “Yes, in another word?” A: Assignment. “Right!”</p> <p>CCQ: Q1) Is this usually given as part of your study? A: Yes. Q2) Is this optional to do or a duty? A: A duty.</p> <p>Drill: “Okay, now listen and repeat after me 3 times. Assignment X3.” “Left side. Right side.” (Nominate 3 students’ name to drill individually.)</p> <p>Board: (Write down assignment (n) on the top-right side of the board. And mark the stress, syllables in different colors. If there is enough time, ask students.) “How many syllables are there? 3 / Where is the stress? Second / What part of the speech is this? Noun.”</p>
10 sec	T	<p>Guiding Question</p> <p>“Okay, guys. What kind of things should be considered to create a study group? Talk with your partner.”</p>
1 min	S-S	<p><i>Students discuss the question with a partner.</i></p> <p>(Monitoring students.)</p>
1 min	T-S	<p><i>Feedback. Nominate a few students to share their ideas, if necessary.</i></p> <p>“Time’s up, guys! Tell me your opinion!” A: Time, members, place, rules ETC.</p> <p>“Good job!”</p>

Stage Name: Practice - Literal Comprehension Listening

Purpose of this stage: To offer students a better understanding by answering objective questions while they are listening.

Materials: Worksheet and audio file.

Time	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for listening. Hand out worksheets. (Give students a worksheet.) "Now, I'm going to play an audio file, and I want you to answer the Task One individually while you are listening."
3 min	S	Students listen for the 1st time, and write answers on the worksheet. (Monitoring students.) Task One : Listen and write the answer next to the question. a) How many students attend the first meeting of a study group? b) Can they all do a study group? If not, who is not available? c) Where is the place for a study group? d) How often do they have a seminar? e) When is the final exam?
1 min	S-S	Pair check. "Everyone finished? Check the answers with your partner."
2 min	T-S	Feedback to check accuracy. "Let's check the answer all together. Question a), How many students attend the first meeting of a study group? A: 4 Yes, everyone got same answer? Good!" (Check all answers).

Stage Name: Practice - Interpretive Comprehension Listening
Purpose of this stage: To get students think about deeper meaning.

Materials: Worksheet and audio file.

Time	Interaction	Procedure
30 sec	T	<p>Instructions. Set the purpose for listening. Hand out worksheets.</p> <p>"Let's move on to the Task Two! I will play this one more time. So listen carefully, think, and write down the answers individually for now."</p>
5 min	S	<p>Students listen for the 2nd time.</p> <p>(Monitoring students.)</p> <p>Task Two : Listen carefully, think, and write your answer.</p> <p>a) Does this conversation take place on Thursday? Explain why.</p> <p>b) Are the members of a study group cooperative? Support your answer.</p> <p>(Give students extra seconds to finish their writing.)</p>
1 min	S-S	<p>Pair check. Monitor. If students need, then replay the audio a 3rd time.</p> <p>"Okay, now share the answer with your partner."</p>
3 min	T-S	<p>Feedback to check accuracy.</p> <p>"Time's up! Let's see the first one. Is it Thursday? Why do you think so?" (Nominate 2-3 students and listen their answers first, even some answers are wrong. Then tell them the right answer.)</p>

Stage Name: Production - Applied Comprehension Speaking Purpose of this stage: To encourage students' speaking fluency by making students more conversation about similar topic after listening.		
Materials: Communication		
Time	Interaction	Procedure
1 min	T	Instructions. Give students a question to discuss in pairs or groups. (Write questions on the board quickly.) Q1: Do you think a study group need rules? Q2: If there is a person who break the rules in your study group, how would you handle it? "Everyone, look at these questions and share your opinion with your partner."
8 min	S-S	Students discuss. (Monitoring students.)
2 min	T-S	Feedback. Students share their ideas with the class. "Does any group want to share idea? John?"

Stage Name: Wrap-up Purpose of this stage: To give students assignments and to end the lesson positively.		
Materials: Assignment worksheet.		
Time	Interaction	Procedure
2 min	T	Lesson feedback. Tell the class what they did well, and what needs to improve. Offer delayed corrections to the previous stage. Set homework. Inform students about the topic for the next lesson. "Okay, everyone did really well! Excellent! What was the most fun part? What about the most difficult part? Well done today! And do you remember this word? Assignment! I want you to do this until next lesson! See you next week, Bye! "

Instructor's Comments and Assessment

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