**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jin WK200 | TESOL  | 05/10/2019 | Listening | PPP | 35 min |

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| **Lesson** |
| **Topic** | “noisy neighbors” |
| **Main Aim** | Student will practice their listening comprehension. |
| **Secondary Aim** | Student will practice their speaking fluency. |

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|  **Materials and References**  |
| Audio file.( https://breakingnewsenglish.com/1409/140918-neighbours-l.html) . Work sheets. Audio transcript. Picture. Speaker’s computer monitor. White board and markers**.** |
| **Student Profile** |
| **Level** | Upper-intermediate |
| **Age** | Adults | **Number of Students** | 2 |
| **Detail** | Everyone is Korean.There is age in 30.There are 2 female students.They have a good rapport. |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| Technical Failure – prepare a back-up audio file on my smartphoneAbsence, lateness – send worksheet and audio file to student |
|  **My Personal Aim**  |
| Complete and detail lesson plan. |

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| **Stage Name:** Lead-in(3min)**Purpose of this stage:** To relax both the student and teacher / To lead-in to the topic |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 30 sec2 min30 sec | TS-ST-S | Greet. Instructions.Hello everyone! ( S.S: hello!)Good to see you again.Brainstorm/talk to a partner What are your next door people like? Feedback if appropriate. |

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| **Stage Name:** Presentation(8min)**Purpose of this stage:** To help students able to understand difficult words. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 2sec2min5 min2sec3min10sec | TT-sT-sTS-ST-S | **Pre-teach keywords “neighbor”**Elicit –pictureLook at this picture.CCQ – check students properly understand the meaning-Do they live close? Yes-Do they live in the same house or different house? Different house-Do they live next to other? Or far from other place? next What is the word living in a next door? The word is “neighbor”Board – Write the word “neighbor” with black makerDrill – choral and individual drilling for correct pronunciation1. Please listen and repeat after me “neighbor”
2. Very good now listen and repeat 3times (“neighbor, neighbor, neighbor”)
3. Select one or two student check accuracy

How many syllables?(2) what is the stress?(first) What part of speech?(noun)Highlight special areas of pronunciation with color maker.**Guiding Question**Have you had bad experience with your neighbor? Students discuss the question with a partner.Time is up! Can you share your opinion?Feedback. Nominate a few students to share their ideas, if necessary. |

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| **Stage Name:** Practice - Literal Comprehension Listening (6min)**Purpose of this stage:** To get students to practice their listening skill |
| **Materials: An audio file, worksheet, a picture**  |
| **Time** | **Interaction** | **Procedure** |
| 30 sec3min2 min1min | TSS-ST-S | **(Instructions. Set the purpose for listening. Hand out worksheets.)****Now** **Listen carefully and answer the questions on worksheets.****Play the audio****Students listen for the 1st time, and write answers on the worksheet.**a) What is the biggest complaint from neighbor? Answer) Noiseb) What is the name of organization for the survey? Answer) WhichC) What are the annoying things people told? Write at least 3.Loud voice, Sounds of arguing, Door slamming…. d) What percentages of the people had bad experience? 27 percent**Pair check.****Now when you done writing, please compare your answer with your partner****Feedback to check accuracy.****Alright, class let’s check the answer together** |

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| **Stage Name:** Practice - Interpretive Comprehension Listening(10min)**Purpose of this stage:** To students listen thoughtfully to interpret meaning |
| **Materials: an audio file, worksheet** |
| **Time** | **Interaction** | **Procedure** |
| 20 sec3min5 min2 min | TSS-ST-S | **Instructions. Set the purpose for listening.** **Now turn the page and write down the answer.****Students listen for the 2nd time.**Why young people did not know where to go for help?Answer – Because they have not enough information for help or there is no such organization to dealing with difficulties neighbor or The government did not considering peoples problems with neighbor and so on…Why “Which” is recommended to make a diary on your neighbor?Answer –Because if they have a detail evidence, they might get some help from higher organization such as court.**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(11min)**Purpose of this stage:** practice speaking. Fluency focused stage. Teacher mainly monitors and may offer necessary support. |
| **Materials:**  |
| **Time** | **Interaction** | **Procedure** |
| 1sec10min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs.****Students discuss.**Relationships with your neighbour is it important?If you have in this difficult situation with your neighbour, what is the best solution?Write 5 things To be a good neighbour.**Feedback. Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up(2min)**Purpose of this stage:** To end the lesson on a positive feeling, and to handle any classroom management matters before ss go home. |
| **Materials:**  |
| **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.**Well done guys you all did very good job today.Thank you all for great participation.That’s all for today.Please arrange the table and clean up your area before you go thank you all for today class. |

**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** |  |  |

**<Picture>**

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**Work sheet 1**

**Literal question**

**Listen and write the answer next to the question.**

a) What is the biggest complaint from neighbor? Answer) Noise

b) What is the name of organization for the survey? Answer) Which

C) What are the annoying things people told? Write at least 3.

Loud voice, Sounds of arguing, Door slamming….

d) What percentages of the people who had bad experience? 27 percent

**Work sheet 2**

**Interpretive question**

**Why young people did not know where to go for help?**

**Answer –** Because they have not enough information for help or there is no such organization to dealing with difficulties neighbor or The government did not considering peoples problems with neighbor and so on…

**Why “Which” is recommended to make a dairy on your neighbour?**

**Answer –** Because if they have a detail evidence, they might get some help from higher organization such as court.

**Applied question**

**Relationships with your neighbour is it important?**

If you have in this difficult situation with your neighbour, what is the best solution?

**Write 5 things To be a good neighbour.**

**☞Script**

Do you get on well with your neighbours, or are the people living next door stressful? A new report says that a quarter of people in Britain have had problems with their neighbours in the past year. The survey was carried out by an organization called "Which?” It tries to help and protect consumers. The researchers asked 2,062 adults about their relations with neighbours. They found that 27 per cent had experienced problems. "Which?" said on its website that: "Half [of the people] were left feeling angry and half felt irritable, with 42 per cent saying they felt stressed, and one in ten admitted to feeling afraid." It added: "The survey also found that 64 per cent didn't know where to go to seek help and advice."

The biggest complaints about neighbours were loud voices and the sound of arguing. Loud music and televisions, and doors slamming were also a problem. People also described drug use and police arriving at their neighbour's house. Only one-third of people spoke to the noisy neighbour about the problem. However, people said the problem became worse if the neighbour did not apologise or continued with their annoying behaviour. "Which?" said 86 per cent of young people (those aged 18-24) did not know where to go to get advice. A "Which?" spokesperson said: "Our research has found that young people especially are suffering in silence." "Which?" said people needed to keep a diary of unneighbourly behaviour.