**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jiwoo Han | TESOL | 19/11/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | A digital detox |
| **Main Aim** | Students will listen and practice their listening skills using comprehensive listening model |
| **Secondary Aim** | Students will practice their speaking and listening spontaneously. |

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| **Materials and References** | | | |
| PPT; http://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/a-digital-detox-podcast  Worksheet; board and pens; PC and audio equipment; back-up USB | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teens | **Number of Students** | 7 |
| **Detail** | This is an intermediate English class and students are enthusiastic learners. The students are all motivated to learn English and they are gathered in class for developing themselves. They may have any experiences of getting motivated for doing things. Students usually do the work in pair and they do need to communicate liberally before listening.  This activity mainly involves the students to auditory learning but it also require a visual learner mode. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| There can be malfunction of audio device: need back up USB to play, record the transcripts in my smartphone. And play beforehand.  It may be lecture (traditional) desk structured: need to rearrange to pods to pair with partner. | | | |
| **My Personal Aim** | | | |
| I would aim to improve listening skills as well as writing simultaneously and figure out important subject properly. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:**  Lead-in is required to relax and communicate both students and teacher freely before it starts.  Students can familiarize the topic and related words of the content. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  2 min  30 sec | T  T-S  S-S  T-S | If the desks are set as lecture style, rearrange it to pods to pair them for smooth discussion before the class starts. Then greet.  Hi everyone. Look at this picture (point out the picture). What do you see? Are you familiar with those devices? You may have used any devices in this picture. Talk to your partner about the situation they are in and when it happens. You have 2 min to talk.  Students talk to their partner about the devices they are seeing in picture and how they are used in real life.  Feedback to students. Ask class that any volunteer would talk about the things in picture at first then ask them randomly. |

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| **Stage Name:** Presentation  **Purpose of this stage:** It enable students to understand and get to know any keywords before listening. It can help the students listen easily and take less time to figure out the content. The keywords are provided with C.C.C technique as well as guiding questions. It requires the students think and accumulate their ability to identify the whole idea. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  10 sec  2 min  1 min | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords; turn off, detox, online**  Elicit – Point to PPT1. What do you see?(Devices)  CCQ – How many hours you use your devices? (each different answers).  Do you sometimes want to use less ?(Yes or Not).  Do you think it is harmful to use too much? (Yes)  Then what to do to lessen the harmful effects? (turn off the devices)  Drill – Listen and repeat carefully three times together.  Nominate students randomly and ask them to repeat (gesture).  Board – Write turn off on the right side of the board.  How many syllables?(2 ) Mark with blue pen.  Where is the stress?(1st) Mark with red pen.  Which part of the speech is it?(noun)  Elicit –Mime your hands to smooth down your belly to down. What am I doing?(swipe downwards)  When I swipe the belly to down, does it look like eliminating toxic thing in your body?(Yes)  CCQ- When you have something harmful in your body, what can you say you do to reduce the toxic material? (detox)  When it is applied to digital devices, what can you call it? (digital detox)  Drill-choral and individual drilling for correct pronunciations.  Board-Write detox on the right side of board.  How many syllables?(1). Mark with a blue pen.  Where is the stress?(1st). Mark with a red pen.  Which part of the speech is it?(noun)  Elicit-Point out PPT2. Can you describe what is the world called?(Online)  CCG-Does the world have transactions everyday?(Yes)  Is the world able to use email or the internet?(Yes)  Drill- choral and individual drilling for correct pronunciations.  Board- Write detox on the right side of board  How many syllables?(2). Mark with a blue pen.  Where is the stress?(2st). Mark with a red pen.  Which part of the speech is it?(adverb)  **Guiding Question**  Talk to your partners. Do you think people are somewhat addicted to digital devices and virtual world such as facebook, pinterest, etc.?  Students discuss with their partner.  Feedback. Ask few students to talk about their opinion. Draw out ideas that civilized men are accustomed to use digital devices such as smartphones, laptop and it makes anybody easy to access to the virtual world. |
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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** This stage aims for students to focus on listening first time and it enable the students to get some facts or ideas of what the speaker want to deliver. It is a start stage of the listening and it is mainly accuracy focused. Responses of the students take only short time but fast and less writing carries. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Giving them handouts for listening practice and set the purpose of listening beforehand.**  Now, it is time to listen to chats of podcast about this digital devices and along with effective virtual world. As you listen, you must answer only exercise 1 first.  When you got the answer, you need to write down the answer next to the question.  Do not do exercise 2.  **I.C.Q.**- Do you only listen once?(Yes)  Do you answer the exercise 2 questions?(No)  Do you need to write your answers?(Yes)  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.** Talk to your partner and compare if there are any different answers.  **Feedback to check accuracy.** Nominate few students to talk about their answers and ask others if they have different answers of each questions. Does anyone else have a different answer?  Who agrees with this answer? Who does not? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** It is intensive listening than listening first time. It is an accuracy focused stage and it aims to infer meaning of the literal facts. Students need to figure out what situation the speakers are in and what they want to represent. The interpretation can be met by listening the tone of their voice and the information they are talking as well as the contents they are trying to deliver. This stage needs deep understanding of narrators’ unspoken but implied meaning of sentences. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min  2 min  2 min | T  S  S-S  T-S | Listen carefully again for the second time and answer the exercise 2.  Listen and represent your answer after figuring out the overall talking of speakers.  Please write down your answer to the next questions.  I will give you time to think further and write down your thought.  I.C.Q.-So, do we need to listen one more time?(Yes)  Do we have time to think and write?(Yes)  Do you need to rush to write down your answers?(No)  Read the questions for the students.  **Students listen for the 2nd time. And they write down their answers .**  **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:** After listening stage and focus on speaking stage. Students freely communicate each other what ideas they have and it encourage them speaking naturally. It allows them sharing their ideas while talking. It can be a various opinion stage and it is helpful to know what are the others’ views in established questions. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-S | Pair the students. Wait for them to move.  Turn over your worksheet.  Talk to your partner what is your point of view.  You should talk freely without caring your grammar of pronunciation.  Just talk about your opinion and listen to your partner.  You have 5 minutes.  I.C.Q- Do you speak out your voice to talk your opinion?(Yes)  Do you only talk?(No, my partner talks to me as well as me talking)  **Students discuss.** And monitor the moment of sharing their ideas.  **Feedback. Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** It is the end of the lesson. It finally helps the students to improve their listening and speaking skills further. The entire class has talk and share their idea and gain the courage to present themselves. A teacher needs to give the students a positive feedback for continuing growth and may be a bit passive feedback that the area each student needs to improve. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Set homework.** As you listened the whole story, you need to ask your family members or friends what they think about digital world we are living in. It is due tomorrow. We will have a short chat about it.  **Inform students about the topic for the next lesson.**  **Dismissed.** |



**Worksheet 1 – A digital detox**

**Exercise One: Listen and write the answer next to the question.**

1. Where Amanda work for? Is the job needed to be online?
2. How many hours Amanda being online a day?
3. What book makes Amanda try to change her digital habit?
4. Amanda was killing time when she was with friends or family around?
5. Does the presenter also have automatic habit?

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

1. What does help Amanda to immediately focus on?
2. What does it mean of ‘digital detox’? Is it easy?

**Exercise Three: Talk to your partner freely about any of the questions below. No writing!**

1. Do you think digital detox is needy for yourself?
2. Do you think online(virtual world) has expanded enormous to even your life?
3. Do you also have automatic habit as Amanda?

**Answer Sheet- A digital detox**

**Exercise One**

1. Where Amanda work for? Is the job needed to be online? A fashion magazine in London. Yes being online is essential.
2. How many hours Amanda being online a day? 12 hours a day.
3. What book makes Amanda try to change her digital habit? Log off: How to Stay Connected After Disconnecting.
4. Amanda was killing time when she was with friends or family around? Yes, even she is around family and friends.
5. Does the presenter also have automatic habit? Yes, the presenter also has the automatic habit.

**Exercise Two**

1. What does help Amanda to immediately focus on?

Turning off alerts, buzzes, alarms or notifications of any kind except for important contacts help her focus immediately.

1. What does it mean of ‘digital detox’? Is it easy?

Digital detox refers the idea of a switch-off from all thing digital.

It is maybe not easy to someone so Amanda encourages everyone has to do this at their own pace.

**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** |  |  |