**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Kyungmi Cho | TESOL | 19/11/2019 | Listening | PPP | 35 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | At the Chemist |
| **Main Aim** | Students will practice their listening comprehension |
| **Secondary Aim** | Students will practice their speaking fluency |

|  |  |  |  |
| --- | --- | --- | --- |
| **Materials and References** | | | |
| **Audio and transcript :**  <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/at-the-chemist>  ; work sheet; board ; pens ;P C and Audio equipment. | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teens | **Number of Students** | 8 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy learning new vocabularies. They get used to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode but auditory learning still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Technical Failure - prepare a back- up audio file on my smartphone  Absence, lateness – send worksheet and audio file to student | | | |
| **My Personal Aim** | | | |
| **Write out complete detailed lesson plan** | | | |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Lead-in  **Purpose of this stage:**  To relax both the students and the teacher / To introduce the topic or topic - related | | |
| **Materials: pictures** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S/S-S  T-S | Organize seating arrangements so everyone has a partner, with one group of 2 sitting together.  “Good morning everyone.”  Instruction  Show a picture A “What do you think they are doing? Talk to your partner”  Monitor  Feedback if appropriate.  Indicate a few students to talk about what his or her partner has discussed |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Presentation  **Purpose of this stage:**  To help students to understand the key words and topic before listening. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1min  1min  10sec  2min  1min | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords : ache , sore throat, prescription**  Elicit – point to PPT1 What does he seem to be ?(He seems to be sick)  CCQ – Does he feel pain?(yes)  Is he talking to a chemist? (yes)  Drill – Listen& repeat three times together (Gesture)  Nominate 2or 3 individually  Board – Write ‘Ache’ on the left of the board  How many syllables? (1)  Where is the stress? Explain about ache has only one syllable  What part of speech? (noun)  Elicit – When you feel uncomfortable in your inside neck, what can we call this kind of aching?(sore throat)  CCQ – Is it kind of pain ?(yes)  Is it hard to swallow something if you have a sore throat? (yes)  Drill – choral and individual drilling for correct pronunciation  Please listen & repeat after me “sore throat”  Very good now listen and repeat 3 times  Select one or two students to check accuracy  Board – How many syllables? (2) mark with a blue pen  Where is the stress? (1st) mark with a red pen  What part of speech? (noun)  Elicit – What does the doctor give when I buy a drug that requires doctor’s permission?(prescription)  CCQ –Where are prescription used ? (at the chemist)  Can people buy all medicine when they want to? (no)  Do we need the prescription to get antibiotics? (yes)  Drill - choral and individual drilling for correct pronunciation  Please listen & repeat after me “prescription”  Very good now listen and repeat 3 times  Select one or two students to check accuracy  Board –How many syllables? (3) mark with a blue pen  Where is the stress? (1st) mark with a red pen.  What part of speech? (noun)  **Guiding Question :** Where do you go first in hospital and chemist when you are sick?  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas, if necessary. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** : For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text to notice who the speakers are, where they are, and perhaps why they are speaking. The responses are short, objective and are only a surface understanding. This is an accuracy focused stage. | | |
| **Materials: an audio file, work sheet, a picture** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  3 min  30sec  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Now it’s time to listen to a story about this situation.  As you listen, you must answer these questions in exercise one only  Write it down next to the question. Don’t do exercise 2,and 3  I.C.Q – Do you need to write your answer?(yes)  Do we need to read the questions for exercise 2and3?(no)  **Students listen for the 1st time, and write answers on the worksheet.**   1. Can he get some antibiotics? (NO) 2. How often should he take the lozenges? ( One every 4 to 6 hours) 3. Does he have a sore throat? (yes) 4. Does he have a headache? (No) 5. Are lozenges cheaper than syrup? (yes)   **Pair check. “class, compare your answer with your partner.**  **Feedback to check accuracy.**  **“**Class, let’s check the answer together”  (Ask the questions from the worksheet and give a few seconds for students to answer. Give the correct the answer and praise students for the right answer) |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage :** Students listen a second time, more carefully, to infer or interpret of the literal facts.  Help students practice interpretive listening comprehension skills | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening**  “Look at exercise 2 question. Finishing the 2nd listening ,and write down the answer”  I’ll give you time afterwards to think and write.  I.C.Q – Do you need to rush to answer these questions? (no, we will have time afterwards to write)  **Students listen for the 2nd time.**   1. Why did the chemist ask about allergic?   (If he is allergic to medicine, it can cause severe damage.)   1. Why did the chemist tell him to go to the doctor if the cough continues?   ( If the cough continues, other parts of his body can get worse or damaged)  **Pair check. Monitor.**  **“**class, check your answers with your partner**”**  **Feedback to check accuracy.**  “ok. Class, let’s check our answer”  (Ask the questions from the worksheet and give a few seconds for students to answer. Give the correct the answer and praise students for the right answer) If a student disagrees with the answer, give evidence and be ready to give an answer. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** Help students improve their speaking fluency. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  7 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Turn over your worksheet. Talk to your partner about exercise 3. You don’t have to write anything, just talk freely, remember to listen and ask question to your partner.  I.C.Q – Do you need to write anything? (No)  **Students discuss.**  What would do if you had a bad cough?  Do you go to the hospital right away or rest at home and wait for it to recover?  When do you usually go to the chemist?  **Feedback. Students share their ideas with the class.** |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive feeling and to handle any classroom management matters before students go home. A teacher may also get valuable feedback from students regarding the activities used in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  “Good job, everyone, What new things have you learned from the class?”(nominate 2students if no one volunteers to answer) Well done guys you all did very good job today.  **Set homework.** For homework, Show a picture. Let the students find out new vocabularies. It is due tomorrow  **Inform students about the topic for the next lesson.** Tomorrow we will do another situation lesson |

**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** |  |  |