**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Lisa | TESOL | 22/01/2020 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Joining a Gym |
| **Main Aim** | This class will be able to improve their listening skills by listening to and understanding about conversation at a gym.  Students will establish dialogue to check and confirm Gym registration conditions. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| **PPT :** [**https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/joining-a-gym**](https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/joining-a-gym) **;**  **worksheet ; board pens ; P.C. and audio equipment** | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 7 |
| **Detail** | This class is generally able to vary language form to suit the situation.  Students know how the class is set up and run (3pairs in a class)  They are actively participating in the class  They have personal experiences of joining memberships somewhere. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Odd-numbered mates of 7 students ->Two teams of two are paired, and the other three who are a captain and two slow learners are paired.  The audio from the pc doesn’t work -> Let them listen to through my smartphone and portable speakers.  The class may finish their tasks earlier than anticipated -> They can share their answers or ideas with a different partner | | | |
| **My Personal Aim** | | | |
| It is to lead an effective class that involves students a lot with a stable lesson plan. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the students and the teacher; to increase student talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min  30 sec | T  T-S  S-S  T-S | * Sitting arrangement   In the middle is a team of three and a team of two on each side sits with horse-shoe arrangement.  They can easily look at the board and teacher.   * Greet. Instructions.   Hello everyone, Have you ever Joined a Gym? Talk to your partner. For example, what kind of Gym, when do you go there, etc. You have 1 min.  Let’s talk with your partner.  They start to talk with a partner. Monitor their terms.  Feedback if appropriate.  Point to a randomly nominated group – ‘what about you? Have you ever joined there?’ |

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| **Stage Name:** Presentation  **Purpose of this stage:** To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching from 1 to 4key words using the CCC technique and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending a text. | | |
| **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 : Fitness, Assign, Personalized**  Elicit – show student PPT 1, What do they do? (They are working out)  CCQ – Do they look healthy? (Yes)  Can you see some of guys physically fitted in a gym?(Yes)  How do you describe this physical condition? (Fitness)  Drill – Listen and repeat 3 times together ‘fitness’ with gesture.  Nominate 2 or 3 individually.  Board – Write fitness on the right of the board.  How many syllables? (2) Mark with a blue pen  Where is the stress? (1st) Mark with a red pen.  Elicit – Questioning : Imagine you are in a first grade of high school.  The school provides you a class and your teacher in advance.  What do you call this situation instead of ‘provide’? (assign)  CCQ - Do you belong to the class? (Yes) Does the teacher assign students tasks? (Yes) We say this situation ‘assign’.  Drill – Listen and repeat 3 times together ‘assign’ with gesture.  Nominate 2 or 3 individually.  Board – Write assign on the right of the board.  How many syllables? (2) Mark with a blue pen  Which part of speech is this? (verb)  Elicit – Anecdote ; I’ll tell you about a site event found on the internet. ‘Introducing www.seattletoday.com, the new website not only tells you everything that’s happening in the city today, but also lets you create a personalized calendar of upcoming events’.  CCQ - Is that calendar particular for me? (Yes)  Is the calendar specialized for me? (Yes)  We can describe the calendar is personalized to me.  Drill – Listen and repeat 3 times together ‘personalized’ with gesture.  Nominate 2 or 3 individually.  Board – Write personalized on the right of the board.  How many syllables? (4) Mark with a blue pen  Where is the stress? (1st) Mark with a red pen.  Which part of speech is this? (adjective)  **Guiding Question**  Talk to your partners, Have you ever been to a gym?  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas.  Draw out checking points individually when students will join a gym using keywords. |

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| **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; and perhaps why they are speaking. The responses are short, objective, and are only a surface understanding. This is an accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening.**  Hold up the worksheet.  I will give you a listen to a conversation at a gym.  While you are listening, you write answers the questions of exercise one.  Don’t do exercise2.  **ICQ -** Do you write your answers as you listening at the same time? (Yes)  Do you do exercise 2? (No)  Read the questions loudly and hand out the worksheet.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.**  Let’s talk about your answers with your partner. Monitor  **Feedback to check accuracy.**  Ask each answer and check the answers if there are different answers.  All you guys have the same answers.  If you have different answer, let someone who has right answer explain it.(volunteering) |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen a second time, more carefully to infer or interpret the meaning of the literal facts. This is still an accuracy focused stage- answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like the overall situation, tone of voice, multiple pieces of information or a single statement to explain the unspoken, intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  5 min  2 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  We’ll listen again. Let’s look at the Exercise 2.  These questions are more difficult, so listen carefully to find the right answers.  After the audio is finished, you will have some time to think and write.  I.C.Q. – DO you need to rush to answer these questions? (No, we will have time to think and write afterwards.)  Read the questions loudly for the students.  You have 5minutes.  **Students listen for the 2nd time, and write their answers.**  **Pair check**  Let’s talk about your answers with your partner. Monitor. If students need, play the audio a 3rd time.  **Feedback to check accuracy.**  Nominate a few students for their answers and draw out the complete answer.  I like your idea.  If any students have wrong answers, let a student who has right answer explain correct answer. |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** For students to practice their speaking fluency. Therefore this stage should be no less than 5 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-S | Now, look at the exercise 3. Talk to your partner about any of these questions.  Talk freely and ask questions to your partner. You don’t need to write anything.  I.C.Q. – Do you need to write down your answers? (No)  I’ll give you 5 minutes.  **Students discuss.**  Monitor from a distance without intervention.  **Feedback. Students share their ideas with the class.**  I like your idea.  Does anyone want to share an idea?  That’s interesting |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive note. This will give students a sense of accomplishment, encourage students to continue progressing, and realize how to improve in future. A teacher may also get valuable feedback from students regarding the activities used in the lesson for future planning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback.**  You guys did good job.  If you join a gym, I believe you can check the best personalized condition you considered now.  **Set homework**.  For the next speaking lesson, make your own 5 sentences that can happen between personal trainer and you in a gym.  **Inform students about the topic for the next lesson**  We are going to have speaking lesson about this listening dialogue next class.  See you guys! |

**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** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |



**Worksheet – Joining a Gym**

**Exercise 1 : Listen and write the answer next to the question.**

**Q1) What is the gym name?**

**Q2) Does the gym have sign-up fees and cancellation fees?**

**Q3) What is the opening hours of the gym?**

**Q4) Has the customer worked with a personal trainer before?**

**Q5) What will the gym assign for his first visits?**

**Exercise 2 : Listen carefully, think, and write your answer.**

**Q1) Why isn’t the gym open 24 hours?**

**Q2) Why does the receptionist suggest customer to drop by and see?**

**Exercise 3 : Talk to your partner freely about any of the questions below. No writing!**

**Q1) What is the most important thing to join a gym?**

**Q2) Have you ever experienced a personal training through a promotion?**

**Transcript**

**Receptionist**: Hello, welcome to Shake it Off Fitness. How can I help you?

**Customer**: Yes, thanks. I've been meaning to come in and find some information about here for some time. I was wondering if you could help me?

**Receptionist**: Sure, of course. What would you like to know?

**Customer**: I saw on the sign outside that you have the best budget membership in the city. Is that right?

**Receptionist**: You've got that right, yes. If you find a better rate, then we'll match it. Also, we don't have any sign-up fees or cancellation fees.

**Customer**: Sorry, what was that last bit?

**Receptionist**: Cancellation fees. Some gyms charge you money if you leave before a minimum number of months or something like that. We don't do that.

**Customer**: That's useful to know. Ummm, what times do you have?

**Receptionist**: We open at 5 a.m. and close at midnight.

**Customer**: Not 24 hours then, I see.

**Receptionist**: No. Almost, though! We tried doing the 24-hour thing, but there really weren't a lot of people who wanted to do exercise at 2 in the morning.

**Customer**: Makes sense. Another question: do you have trainers? Like, will you do a personalised evaluation of me?

**Receptionist**: Sure we do. As we say on our brochure, we can show you what to do, how to do it and why you're doing it. Have you worked with a personal trainer before?

**Customer**: Err, no. No, I haven't. No.

**Receptionist**: So, it's very easy. For your first visits we'll assign you one of our expert personal trainers. He or she will design an exercise plan that's just right for you and show you exactly what to do. We even include nutrition advice in the plan.

**Customer**: Let me get this straight. All of this is included in the price?

**Receptionist**: Yes, it is. If you want to continue with your trainer after the first few classes, we can talk about that. It does cost extra though. OK?

**Customer**: Yeah. Sounds ... great.

**Receptionist**: Do you have any other questions?

**Customer**: Hmmm, yeah. Um, OK. Why should I choose here instead of any of the other gyms in the city?

**Receptionist**: What, you mean apart from our competitive rates and personalised attention?

**Customer**: Yeah, I guess.

**Receptionist**: Listen, here's a free day pass. Why don't you drop by and see for yourself? That way you can talk to other members, see the facilities and our staff.

**Customer**: OK, I'll do that. Thanks very much!

**Answer sheet – Joining a Gym**

**Exercise 1 : Listen and write the answer next to the question.**

**Q1) What is the gym name? It is Shake it Off Fitness.**

**Q2) Does the gym have sign-up fees and cancellation fees?**

**No, It doesn’t.**

**Q3) What is the opening hours of the gym?**

**They open at 5 a.m. and close at midnight.**

**Q4) Has the customer worked with a personal trainer before?   
No, he hasn’t.**

**Q5) What will the gym assign for his first visits?**

**They will assign one of their expert personal trainers**

**Exercise 2 : Listen carefully, think, and write your answer.**

**Q1) Why isn’t the gym open 24 hours?   
It‘s because there really weren’t many people who wanted to do exercise at 2 in the morning.**

**Q2) Why does the receptionist suggest customer to drop by and see?  
It’s because she gives the customer a chance to talk to other members, see the facilities and staff.**

**Exercise 3 : Talk to your partner freely about any of the questions below. No writing!**

**Q1) What is the most important thing to join a gym?**

**Q2) Have you ever experienced a personal training through a promotion?**