**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hyungrae Lee | TESOL | 01/02/2020 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Joining a gym |
| **Main Aim** | Student will practice their listening comprehension using an integrated listening model |
| **Secondary Aim** | Student will practice their speaking fluency and listening skills. |

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| **Materials and References** | | | |
| **https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/joining-a-gym** | | | |
| **Student Profile** | | | |
| **Level** | Upper intermediate | | |
| **Age** | adults | **Number of Students** | 9 |
| **Detail** | This is general English class and students are highly motivated learners.  The students are all Koreans,and like working out at gym.  They are accustomed to pair work,but  Still need to be relaxed before they will open up to communicate freely.They engage actively in  Kinaesthetic learning and tend to favor the visual learner mode,but auditory learning  Still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail->bring a set of portable speaker to use with my smartphone,print A4 size picture of my ppt./back up the data to smartphone to use alternatively  Nervousness at the start of the lesson->check the equipment is working,to start the lesson.sit down and follow the planned teacher talk. | | | |
| **My Personal Aim** | | | |
| **My aim in this activity is to improve their listening skills and comprehension for listening.** | | | |

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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  1 min  1 min | T  T-S  T-S  S-S  T-S | Organize seating arrangements so everyone has a partner,with one group of 3 sitting together,and all can easily see the screen.  Lead-in question.hello guys.Before we get started,have you worked out at gym recently?talk to your partner.you have 1 minute  Let them know time’s up.Show ppt 1.look at these pictures on the screen.  Gesture for students to talking to their partners.  Students talk to their partners.Monitor for any use of key words.  Feedback.Gestrue to a few groups and ask.Tell me about your ideas. |

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| **Stage Name:** Presentation  **Purpose of this stage:** | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  10 sec  2 min  50 sec | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords:Personal trainer,cancellation fee,membership**  **Elicit** – point ppt1what does he do at gym?(personal trainer)  **CCQ** – does personal trainer teach the way people exercise?(yes)  Should personal trainer be knowledgeable about exercising?(yes)  Do personal trainer give you advice for free?(no)  **Drill** – listen and repeat 3 times together(Gesture)  **Board** – write personal trainer on the left of the board  How many syllables?(5)3 Syllables for personal and 2 syllables for trainer  Personal-per-son-al/trainer-train-er mark with a blue pen  Where is the stress?personal/trainer mark with a red pen  **Elicit**-point ppt2 when could this happen?when this situation happens,is there any fine that you should pay?(cancellation fee)  **CCQ** Do people pay this for braking a contract?(Yes)  Does this mean that you have terminated the contract halfway through?(Yes)  Do you usually pay cancellation fee when you terminate the acontract?(No)  **Drill** listen and repeat 3 times(Gesture)  **Board** Write cancellation fee on the middle of the board  how many syllables?(5)cancellation(3)/fee(1)  Can-cel-la-tion(4)/fee(1)  Where is the stress?cancellation/fee  **Elicit-**point ppt 3 what do you call those who have this kind of card?(Membership)  Do you have to register a gym for membership?(yes)  Is there any advantages for membership?(yes)  **Drill-**listen and repeat 3 times together  **Borad**-how many syllables?(3)membership  Mem-ber-ship  Where is the stress?  membership  **Guiding Question**  Talk to your partner.why do people need personal trainer at gym?  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas, if necessary. |

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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,where they are;and perhaps why they are speaking.The responses are short,  Objective,and are only a surface undersanding.This is an accuracy focused stage | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  2 min | T  S  S-S  T-S | Hold up the worksheet.  Now it’s time to listen to a story about joining a gym  As you listen,you must answer these question in exercise one only  When you catch answer,write it down next to the question  Don’t do exercise 2  **I.C.Q**-what are they mainly talking about?  When dose a gym open and close?  Does it cost extra after few classes with personal trainer?  Does customer have to pay extra for nutrition advice?  Read each question aloud for the students.Hand out the work sheet.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.-**compare your answer with your partner.Monitor  **Feedback to check accuracy.**  Ask students for answer,checking if others have the same or different answers.Does anyone else have  Different answer?who agrees with this answer?How did you know |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  4 min  2 min  2 min | T  S  S-S  T-S | Listen again.This time,answer exercise 2.  These question are more difficult,but if you listen carefully and think about what you know,you can find the answers.  Write your answer next to the questions.  I will give you time afterwards to think and write.  **I.C.Q** What does customer mean “you have the best budget membership.is that right?  Why did receptionist say “listen,here is a free day pass?”  **Students listen for the 2nd time.**  **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:** | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  1 min | T  S-S  T-S | Make 3 groups of 3 students.wait for students to move.  Now,turn over your worksheets.  Talk to your partner about any of these questions.  You should talk freely and remember to listen and ask questions to your partner.  You have 6 minutes.  **I.C.Q** Do you want to receive personal trainer’s help when you go to a gym?  Do you usually compare the cost of joining a gym?  Would you recommend receiving personal trainer’s help for your friend?why?  **Students discuss.Monitor from a distance**  **Feedback. Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** | | |
| **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**.For homework,listen to the next 4 minutes of the story.Summarize it by writing no more than 60 words.It is due to tomorrow,I will text the homework in the class chatroom.  **Inform students about the topic for the next lesson.**  Tomorrow we will do reading lesson about sam’s working out at gym for getting muscles. |

**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** |  |  |