**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Kevin. Ku | TESOL | 04/04/2020 | Listening | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Arriving late to class |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening model. |
| **Secondary Aim** | Students will practice their speaking fluency |

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| **Materials and References** | | | |
| PPT; <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/arriving-late-to-class> ; worksheet ; board pens; P.C. and audio equipment | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teens | **Number of Students** | 3 |
| **Detail** | This is a general Englsih class and students are motivated learners. The students are all Koreans, and enjoy daily conversation. They are accustomed to pair work, but still need to be relaxed before they communicate freely. They engage actively in kinesthetic learning and favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The P.C. and audio equipment could fail -> print a prepared picture of my PPT and bring a portable speakers to use.  Not clear instruction due to nervousness -> relax by sitting down and slowly follow the planned teacher talk. | | | |
| **My Personal Aim** | | | |
| What I aim to demonstrate is the ability to write out a complete, detailed 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  30 sec | T  T-S/S-S  T-S | Organize seating arrangements so 3 students can sit close to each other, and all can easily see the screen. Show PPT 1.  Hello guys, look at this picture and talk about what is happening in this picture. For example, you guys can talk about the location, and situation. You have 1 minute.  Students talk in their group. Monitor for any use of key words.  Feedback Gesture to one person and ask – “Tell me about your ideas.” |

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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 4 key words using the C.C.C. 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  1 min  50 sec | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords: textbook ; catch ; share**  Elicit – Point to PPT1. What do you see in this picture? Yes, you also can see books.  Then, what kind of book is it? (It’s a textbook.)  CCQ – Do students use textbook to study particular subject? ( Yes )  Does school give textbook to students? ( Yes )  Does a book contain detailed information about subject? ( Yes )  Drill – Listen and repeat 3 times together. ( Gesture )  Nominate 2 or 3 individually.  Board – Write textbook 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 – Point to PPT1. Who is listening better to the teacher, a boy or a girl? Yes, a girl ; so girl can \_\_\_ teacher’s lecture better. ( catch )  CCQ – Does students need to concentrate in order to catch? ( Yes )  If you don’t manage to hear, can you miss the information? ( Yes )  Drill – choral and individual drilling for correct pronunciation  Board – How many syllables? (1) Mark with a blue pen  Where is the stree? (1st) Mark with a red pen  Elicit – Point to PPT1. Look at these boys. What are they doing with one book? ( Share )  CCQ – Do people use something together at the different time? ( No )  Does one person use something with another person? ( Yes )  Drill – choral and individual drilling for correct pronunciation  Board – How many syllables? (1) Mark with a blue pen  Where is the stree? (1st) Mark with a red pen  **Guiding Question**  Talk in your group. How will you feel if someone keeps bothering you in the classroom? And how will you react to it?  Students discuss with their partners.  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 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 before handing out worksheets.**  Hold up the worksheet.  Now it’s time to listen to a story about arriving late to class.  As you listen, you must answer these questions in exercise one only.  When you catch the answer, write it down next to the question.  But don’t do exercise 2.  **I.C.Q –** Do you write answer while you listen to audio? ( Yes )  Do we need to do exercise 2? ( No )  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 answers with your partner. Monitor.  **Feedback to check accuracy.** Ask students for answer and check if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer? |

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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 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  3 min  30 sec  1 min | T  S  S-S  T-S | Listen again. And this time, answer exercise 2.  These questions are more difficult, but if you listen carefully and think about what you know, you can find the answers.  I will give you time to write after we listen to audio first.  I.C.Q. – Do you write answer while you hear the audio? (No, we will have time after we listen to audio.)  Read the questions aloud for the students.  **Students listen for the 2nd time. And write answer for Exercise 2.**  **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:** For student 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 satge. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  30 sec | T  S-S  T-S | Make a group of 3 students. Wait for students to move.  Now talk to your partner about the questions on Exercise 3.  You should talk freely, and remember to listen and ask questions to your partners.  You have 5 minutes.  I.C.Q – do you need to write anything? ( No )  **Students discuss.** Monitor from a distance.  **Feedback. Nominate 1 students to share.** |

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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. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Set homework.** For homework, make one sentence per each key word that we learned today.  **Inform students about the topic for the next lesson.** Tomorrow we will do a listening lesson about other happening which also can occur in the classroom.  Dismissed. |

**Worksheet 1 – Arriving late to class**

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

1. How late did he come to the class?
2. When do they get their test paper?
3. Does he have his textbook?
4. What class was he supposed to go?

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

1. Why was she angry?

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

1. Have you ever late to class before? Talk about the situation
2. How did you feel that time?



**Transcript**

**Time: 1 min 50 seconds**

**Student 1**: Sorry. Sorry, excuse me. I'm just … just coming to sit over here. Phew. Hey. How's it going? So, what have I missed?

**Student 2**: Nothing. He just started around five minutes ago.

**Student 1**: Did he say anything about the mid-term?

**Student 2**: What?

**Student 1**: About the mid-term tests. Did he say anything about when he was going to hand them back?

**Student 2**: He's almost finished marking them, he said. We get them next Tuesday.

**Student 1**: I'm sorry, I didn't catch that. When do we get them?

**Student 2**: Tuesday. Next Tuesday.

**Student 1**: OK. Got it. Sorry. What page are we meant to be on?

**Student 2**: Page 34.

**Student 1**: Page … 34. Oh, wait. I don't have my textbook. Can I … share with you? Wow. This is hard stuff.

**Student 2**: Mmm.

**Student 1**: What does SEO mean?

**Student 2**: What?

**Student 1**: SEO. This is all about SEO but he hasn't said what it means.

**Student 2**: Search engine optimisation. How to appear on internet searches.

**Student 1**: Internet searches. Right. Right. OK.

**Student 2**: He said what it meant.

**Student 1**: What?

**Student 2**: He explained it before you got here.

**Student 1**: Oh. Right. OK.

**Student 2**: Can you be quiet? I'm trying to listen to the lecture.

**Student 1**: So am I. Sorry. Sorry, one more question. What does this have to do with the American Revolution?

**Student 2**: What?

**Student 1**: I don't get it. Why is he talking about search engines in a course on the American Revolution?

**Student 2**: What are you talking about? This is a class on software engineering.

**Student 1**: You mean, it's not Early American History?

**Student 2**: You're in the wrong class.

**Student 1**: Oh, wow. Now it all makes sense. I'm so sorry.

**Student 2**: It's fine.

**Answer Sheet – Arriving late to class**

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

1. How late did he come to the class? ( around 5 minutes )
2. When do they get their test paper? ( Next Tuesday )
3. Does he have his textbook? ( No )
4. What class was he supposed to go? ( Early American History )

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

1. Why was she angry?

( Because late student kept asking question to her so she was unable to listen to the lecture. )

**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** |  |  |