

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
SUZY	TESOL 208W	06/10/2020	Listening	PPP	25 min
<b>Lesson</b>					
Topic	hardships (from relationship).				
Main Aim	students will practice their listening comprehension using an interactive model.				
Secondary Aim	students will practice their speaking fluency.				
<b>Materials and References</b>					
★ <a href="https://music.youtube.com/watch?v=V9183RpXZ3o&amp;feature=share">https://music.youtube.com/watch?v=V9183RpXZ3o&amp;feature=share</a> ★ worksheet, P.C or smartphone and audio equipment.					
<b>Student Profile</b>					
Level	intermediate				
Age	16-17 yrs old	Number of Students	6		
Detail	A general English class with highly motivated students. The students are all Koreans and enjoy listening to pop song. They like to work in pairs and still need to relax before they open up a communication freely. They are still weak with just listening to the lecture, but are active in kinesthetic learning.				
<b>Anticipated Classroom Management Difficulties and their Solutions</b>					
The audio equipment could fail → bring my smartphone to move on or print an A4 size picture of my PPT. Nervousness at the start of the lesson → check if equipments work and follow my teach talk plan.					
<b>My Personal Aim</b>					
what I aim to demonstrate is the ability to write out a complete and detailed lesson <del>plan</del> plan.					

Stage Name: Lead-in

Purpose of this stage: ① To relax both students and the teacher. ② To increase student talk that is related to the topic.

Materials:

Time	Interaction	Procedure
30 sec	T	Greet. Instructions.
2 min	J-S/S-S	Brainstorm/talk to a partner.
30 sec	T-S	Feedback if appropriate.

organize seating arrangements so everyone has a partner,

\* Hello guys. I brought a pop song today. After listening to this talk to your partners about your hardships of being in a relationship. You have 1 minute.

- Gesture students to begin talking with their partners.

Students talk to their partners. Monitor for any use of keywords.

Feedback. Gesture to a few groups and ask, "Tell me about your ideas".

Stage Name: Presentation

Purpose of this stage: To offer any needed help, which students may need to comprehend the text. Uses C.C.S. techniques and guiding questions.

\* Encourages the use of the students' schema when comprehending a text.

Materials:

Time	Interaction	Procedure
2 min	T-S	<p><b>Pre-teach keywords</b></p> <p>Elicit – elicit/mime</p> <p>CCQ – check students properly understand the meaning</p> <p>Drill – choral and individual drilling for correct pronunciation</p> <p>Board – highlight special areas of pronunciation.</p>
10 sec	T	<p><b>Guiding Question</b></p>
1 min	S-S	<p>Students discuss the question with a partner.</p>
50 sec	T-S	<p>Feedback. Nominate a few students to share their ideas, if necessary.</p> <p>① Elicit: Point to PPT 1. What are they doing? (arguing) What do you call this? (Hardship)</p> <p>CCQ: Do you fight when you are in hardship? (Yes) Do you understand each other? (No.) Do you scream? (Yes)</p> <p>Drill: Listen and repeat 3 times (Gesture) Nominate 2 or 3 individually.</p> <p>Board: Write "hardship" on the board. How many syllables? (2) mark with blue pen. Where is the stress? (1st) mark with red pen.</p>



Stage Name: Practice - Literal Comprehension Listening

Purpose of this stage: literal understanding only using a bottom-up listening strategy with short responses. This stage is an accuracy focused stage.

\* listen for the first time.

Materials:

Time	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for listening. Hand out worksheets.
2 min	S	Students listen for the 1 <sup>st</sup> time, and write answers on the worksheet.
1 min	S-S	Pair check. Compare your answers with your partner. Monitor.
1 min	T-S	Feedback to check accuracy.
		<p>Hold up worksheet.</p> <p>Now it is time to listen about the hardships in a relationship.</p> <p>As you listen, you must answer these questions in exercise one only. When you catch the answer, write it down next to the question.</p> <p>★ Don't do exercise 2.</p> <p>I. C. Q. ① Do you need to write your answers? (Yes).</p> <p>② Do we need to answer exercise 2 questions? (No.)</p> <p>③ Do you have a pen/pencil ready? (Yes)</p> <p>Ask students for the answer, checking if others have same or different answers. Does anyone else have a different answer? Who agrees with this answer?</p>

**Stage Name:** Practice - Interpretive Comprehension Listening

**Purpose of this stage:** listen a second time to infer the meaning of the literal information.

Answers need to be supported by reasons found from the audio.  
Still an accuracy focused stage. Answers need to be checked.

**Materials:**

Time	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for listening. Hand out worksheets.
3 min	S	Students listen for the 2 <sup>nd</sup> time.
1 min	S-S	Pair check. Monitor. If students need, then replay the audio a 3 <sup>rd</sup> time.
2 min	T-S	Feedback to check accuracy.
		<p>Listen again. This time, answer exercise 2.</p> <p>These questions need more thoughts. You need to listen carefully and think about what you know before answering it.</p> <p>★ Write your answers next to the questions★. I will give you time afterwards to think and write.</p> <p>I.C.Q: Do you need to rush to answer these questions? (No, we will have time afterwards to write).</p> <p>Read questions aloud for the students.</p>

**Stage Name:** Production - Applied Comprehension Speaking

**Purpose of this stage:** For students to practice their speaking fluency. It must be related to the listening topic. No less than 5 minutes.

**Materials:**

Time	Interaction	Procedure
1 min	T-T	Instructions. Give students a question to discuss in pairs or groups.
8 min	S-S	Students discuss. <i>monitor from a distance.</i>
1 min	T-S	Feedback. Students share their ideas with the class.
<p><i>make 2 groups of 3 students. wait for students to move.</i></p> <p><i>Talk with your partner about any of these questions.</i></p> <p><i>Talk freely. You have 8 minutes</i></p>		

<b>Stage Name:</b> Wrap-up <b>Purpose of this stage:</b> To end a <del>lesson</del> lesson with a positive note. This will give students a sense of accomplishment, and encourage students to continue making progress. Teachers get lesson feedbacks from the students.		
<b>Materials:</b>		
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. Inform students about the topic for the next lesson.
<i>For homework, listen again to this song. Summarize the story and what you feel about it. It is due tomorrow.</i>  <i>Next class, we will do a reading lesson about Princess beauty.</i>  <i>⇒ Dismissed!</i>		

## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
<b>Above Standard 85%-100%</b>	<b>Standard 70%-84%</b>	<b>Below Standard 69%-0%</b>
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		



# intermediate - upper intermediate

# teenagers (16-17)

# Fill in the Blanks.

#metaphoric

These Days - Rudimental

I know you moved onto someone new

Hope life is beautiful

You were the light for me to find my truth

I just wanna say, thank you

Leaving to find my soul

Told her I had to go

And I know it ain't pretty

When our hearts get broke

Too young to feel this old

Watching us both turn cold

Yeah, I know it ain't pretty (x2)

When two hearts get broke (x2)

(refrain)

I hope someday

We'll sit down together

And laugh with each other

About these days, these days

All our troubles

We'll lay to rest

And we'll wish we could come back to

these days (x4)

Three years of ups and downs

Nothing to show for it now

And I know it ain't pretty when the fire burns out



Calling me when I'm drunk, remind me of what I've done

And I know it ain't pretty when you're trying to move on, yeah

(x)

Cigarettes in the ash tray

Reminiscing on those past days

I thought you'd end up with my last name

But that changed

And I travelled around the world

Think where you living at now?

I heard you moved to Oxford

Got an apartment and settled down

And every once in a while

I start texting

Write a paragraph

But then I delete the message

Think 'bout you like a past time

I could cry you a river

Get you baptised or

I wasn't ready to act right

Used to always think I'd get you back, right

They say that things fall apart (yeah)

We were gonna move to Brooklyn

You were gonna study Art (oh no, oh)

Love is just a tool

To remind us who we are

And that we are not alone

When we're walking in the dark

~~097717121~~



## Worksheet 1 - These days

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

- 1) How many hearts are getting broken?
- 2) Which days do we want to go back to?
- 3) How many years of ups and downs did we have?
- 4) When did you call me?

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

- 1) Why is he leaving?
- 2) Why isn't it pretty to see you move on?

## Exercise 1 Answers.

- ① 2 broken hearts
- ② These days
- ③ 3 years
- ④ When I'm drunk.

## Exercise 2 Answers.

- ① He is leaving to find his soul
- ② Two hearts get broken, they call each other when they are drunk.