**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Serena (Chaebin Lee) | TESOL | 01/08/20 | Listening | PPP | 30min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Talking about the Rumors. |
| **Main Aim** | Students will develop their listening skills. Mostly focus on fluency and accuracy. |
| **Secondary Aim** | Students will develop their speaking fluency and creative thinking. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Materials and References** | | | |
| <https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/talking-about-rumours>; worksheet; board; audio | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 3 |
| **Detail** | This is a general English class. Students are highly motivated. They are 30ish Koreans, and enjoy group talk. Class is student centered. Teacher is mostly observed student. They are just coming class right after their work done so speaking listening only class.  They participated really well but sometimes, distracted very easily so teacher monitor needed.  Still need to work on their speaking practice. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| 1. Hand out work sheet with blank ( while listening) 2. Bring lap top if I am not available to work with classroom computer audio or bring Bluetooth speaker to connect my smartphone just in case. | | | |
| **My Personal Aim** | | | |
| To monitor students how well on their work on their speaking and listening accuracy. | | | |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Lead-in  **Purpose of this stage:**  Break the ice before the class starts. Make students to feel comfortable to start the class.  Try to explain brief instruction to students. At least I need to understand them what they are going to do for this class. | | |
| **Materials: Screen (photo needs to provide)** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  30 sec | T-S  S-S  T-S | Greeting students, let them seat together to make group work better.  In front of desk, I should set up screen (rumor related photo set up on screen, attached photo below)  Hello class, how are you? Hope you guys had a wonderful day. Let’s start the class!  Hey folks, look at the screen. Talk with three of your group with these questions.  Please see the screen first!  Apple, iPhone, iOS, iPhone XS 2, iPhone XSi, Smartphones, rumors   1. What are they doing? 2. Have you ever placed in this situation? Or have you witness this situation at work? 3. If yes, please share your experience with your group!   Folks talk to their group. Teacher needs to monitor the group talk. ( no feedback needed)  Times up! Folks, tell me about your story  How did you answer these three questions? Any ideas?  Try to react students idea that still you are listening   1. Oh, it happened to you. I am sorry to hear that or it is very interesting story. 2. Oh, I see. I think it happens everywhere |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Presentation  **Purpose of this stage:** this is upper intermediate class so the word on transcript is quite difficult. Need to use 3 key words and it will help students to understand better for listening transcript (mostly using C.C.C and C.C.Q) | | |
| **Materials: ppt (1,2,3), board** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  30 sec  1 min  1 min | T-S  T-S  T-S  T  S-S  T-S | **Key word : fire; award; furious**  Elicit – point to screen with photo (someone is fired at work). what is happened to the man? (he got fired!)  CCQ – Can this situation happens at work? (yes)   * Do you think he is happy to leave work? (No) * Somebody forced to leave him work? (Yes) * Will he come back to work tomorrow? (No) * Does he needs to find a new job? (Yes) * Also could happen in school? (No)   Drill – Listen and repeat 3 times (fire)  Speak individually (fire \*3)  Board – write “to **fire** someone” on the board  How many syllables? 2  Where is the stress? First  Point to screen with photo of pp2 (award) look at this picture, what is it? (prize, award)   1. Do you get this when you do something good? (yes) 2. Does anybody get an award? (No) 3. Do you need to buy an award? (no)   Drill – listen and repeat 5 times ( award \*5)  Speak individually ( award \*5)  Board – write award on the board  How many syllables? 2  Where is the stress? Second syllable  Show the ppt 3, what emotion is she showing? (angry, furious)   * Is she very angry? (Yes) * Can she control herself? (No)   Drill – listen and repeat 3 times (furious \*3)  Board – furious  How many syllables? 3  Where is the stress - first  Guide question  What behavior causes to be fire at work place?  Folks discuss the question with their group.  Feedback. Nominate a few students to share their ideas, if it needed. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:**  Let student to listen first time and let group work to pair check. I will help student what is right or wrong answers. Also, they can develop their speaking fluency while they are sharing ideas with peers. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2.5min  30 sec  30sec | T  S  S-S  T-S | It is time to listen to talking about the rumor  Please complete your work sheet first don’t move to next step  So guys, do we need to complete work sheet while listening? (yes)  Do we need to move next step after complete the work sheet? (no)  Students listen for the 1st time, and write answers on the worksheet.  Listen to talking about the rumor audio and write answers  **Pair check.**  Please compare your ideas with your group  **Feedback to check accuracy.**  So guys! What are the answers? Did you compare with your group?  How was it? Do you agree or disagree? |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:**  If student didn’t get the right answer for first listening, it will be a second time to fix their answer. Student will compare first answer and second answer. I will self-motivated work. They need to focus more on second listening. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2.5 min  1min  1min | T  S  S-S  T-S | Let’s start the next step so we will listen again  This time is more tricky than the first one so please listen carefully  I will give you an enough time to write the answers.  **Students listen for the 2nd time.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:**  Practice speaking fluency at the group work, teacher monitoring but help student’s fluency. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  2 min  1 min | T  S-S  T-S | **Guys, talk about your experiences that working with boss at work.**  **Students discuss.**  **Feedback. Students share their ideas with the class.** |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Wrap-up  **Purpose of this stage:** students will feel success on the lecture when they complete the lesson. Positive and critical feedback also improve their English fluency. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback.**  Thank you for sharing your experiences about your work.  Today I saw your guys… \_\_\_\_\_\_\_\_\_\_\_\_\_\_ really well, good!  Which questions were most difficult for you? (ah, I see those difficult question try to listen for clues and it will help your listening skill better.) |

**PPT1**



**PPT2**



****

**Ppt3**

**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** |  |  |