

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Alicia	TESOL	07/10/2020	Listening	PPP	35 min

Lesson	
Topic	Take risks
Main Aim	Students will practice their listening comprehension using an integrated listening model.
Secondary Aim	Students will practice their speaking fluency.

Materials and References			
https://www.youtube.com/watch?v=JEFbfg9dek&list=WL&index=1 (from 7:07 to 8:41); PPT; worksheet; board marker; P.C. and audio equipment.			
Student Profile			
Level	Upper Intermediate		
Age	Adults	Number of Students	4
Detail	This is a general English class and this class is settled. Students are highly motivated learners. The students are all Korean, and enjoy self-help. They are accustomed to pair work. They engage actively in Kinesthetic 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 portable bluetooth speaker with my smartphone; print A4 size pictures of my PPT.

Nervousness at the start of the lesson. → do stretching before starting class; check the equipment is working; rehearse the lesson plan; to start the lesson, sit down and follow the planned teacher talk.

Participation could be low. → change students' seats before they do activities.

Students can finish discussions faster than I expected → ask about their partners' answers or their own answers to make them speak more.

My Personal Aim

I want to create a complete and detailed lesson plan.

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; to reduce teacher talk to encourage increasing student talk.		
Materials: PPT 1		
Time	Interaction	Procedure
30 sec	T	<p>Organize seating arrangements. If necessary, change seats so the students can participate more actively. Make sure everyone has a partner. All can easily see the screen. Show PPT 1.</p> <p>Hello guys, David, please change your seat with Daisy. Look at this picture. What is this picture describing? Which type are you; A type or B type, and why? Talk to your partner.</p> <p>Gesture for students to begin talking to their partners.</p>
2 min	S-S	Students talk to their partners. Monitor for any use of keywords. If students mention words similar to 'risk' write down to use it to teach Key words.
30 sec	T-S	Feedback. Gesture to a few groups and ask - "Tell me about your partner's choice and the reason."

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 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: PPT 2,3,4; white board; board markers(black, blue, red);		
Time	Interaction	Procedure
1 min	T-S	<p>Pre-teach keywords: worthwhile; risk; fall; forward.</p> <p>Elicit –Point PPT 2. How much effort do you think she put on ballet? (a lot/ so much) How can you describe what “doing ballet” means to her? (It is important/ precious/ valuable) It is similar to important/ precious/ valuable. (It is worthwhile.) Can you repeat the word again? (worthwhile)</p> <p>CCQ - When it is worthwhile, is it unimportant? (NO) For something worthwhile, do you spend a lot of effort? (Yes) Which one is worthwhile to a mother; spending time with her children or her friend. (spending time with her children)</p> <p>Drill – choral and individual drilling for correct pronunciation</p> <p>Board - Write “worthwhile” on the right of the board with a black marker. How many syllables? (2) Mark with a blue marker. Where is the stress? (2nd) Mark with a red marker. What is the type of the word? (adjective) Mark “adj” on the left of the word.</p>
1 min		<p>Elicit – Point PPT 3. Can the knight be killed by the dragon? (Yes) What do you call the possibility of him being killed by the dragon? (danger) It is similar to danger. (risk) Can you say the word again? (risk)</p> <p>CCQ - Are you 100% sure that something bad will happen if you take risks? (No) Is there any possibility that you have bad results if you take risks? (Yes)</p> <p>Drill – choral and individual drilling for correct pronunciation</p> <p>Board - Write “risk” on the right of the board with a black marker.. What is the type of the word? (noun) Mark “N” on the left of the word.</p>
1 min		<p>Elicit – Everybody look at me. Mime walking shortly, falling on the ground, laying down shortly, and waking up quickly. What did I do? Show one more falling (fell/fall) I did... (fall) Can you say the word again? (fall)</p> <p>CCQ – Did I intentionally fall? (No) Did I stand before I fell? (Yes) How did I fall; suddenly or slowly? (suddenly) Can you point out where you will be after you fall? (a student point to the ground)</p> <p>Drill – choral and individual drilling for correct pronunciation</p> <p>Board - Write “fall” on the right of the board with a black marker.. What is the type of the word? (verb) Mark “V” on the left of the word.</p>
1 min		<p>Elicit –Mime walking forward. Which way am I walking? (front) It is similar to front. (forward) Can you say the word again? (forward)</p> <p>CCQ – Do you move in a direction that is in front of you? (Yes) Does that mean you are heading backwards? (No)</p> <p>Drill – choral and individual drilling for correct pronunciation</p> <p>Board – Write “forward” on the right of the board with a black marker.. How many syllables? (2) Mark with a blue marker.</p>

		<p>Where is the stress? (1st) Mark with a red marker.</p> <p>What is the type of the word? (adverb) Mark "adj" on the left of the word.</p> <p>Guiding Question</p>
30 sec	T	<p>Show PPT 4-base picture. What is he doing? (thinking/ worrying) Show PPT 4-animation 1. What does he want? (a fresh flower) Show PPT 4-animation 2. What happened to his flower? (died/ withered) Talk to your partner about why his flower is dead and what he should do when he grows a new one.</p>
1 min 30sec	S-S	<p>Students discuss with their partner.</p>
1 min	T-S	<p>Feedback. Nominate a few students to share their ideas, if necessary.</p>

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 what the speaker thinks is important; what the speaker doesn't agree; and the supporting details of the speaker's main idea. The responses are short, objective, and are only a surface understanding. This is an accuracy focused stage.		
Materials: worksheet; P.C. and audio equipment.		
Time	Interaction	Procedure
1 min	T	Instructions. Set the purpose for listening. Hand out worksheets. Hold up the worksheet. We will listen to a speech about taking risks. As you listen, you must answer these questions in exercise one only. When you catch the answer, write it down under the question. Don't do exercise 2. I.C.Q. - Do you need to write your answers? (Yes.) Are you going to do exercise 2? (No.) Do you have a pen or pencil ready? (Yes.) Read each question aloud for the students. Hand out the worksheet.
2 min	S	Students listen for the 1st time, and write answers on the worksheet.
1 min	S-S	Pair check. Compare your answer with your partner. If the answer is different, ask why. Monitor if they have wrong answers.
1 min	T-S	Feedback to check accuracy. Students share their answers with the whole class. Ask students for answers, checking if they have the same answers or different answers. Do you agree with your partner? Does anyone else have a different answer? Why did you think taking risks makes our life worthwhile? (because the speaker said "nothing is this life worthwhile unless you take risks.")

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 answer. They may need to focus on things like the overall situation, multiple pieces of information, or a single statement to explain the unspoken, intended meaning.		
Materials: worksheet; P.C. and audio equipment.		
Time	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for listening. Hand out worksheets. Listen again. This time, answer exercise 2. This question is more difficult, but if you listen carefully and think about what you know, you can find the answers. I will give you time afterwards to think and write. Write your answers under the question. I.C.Q - Do you have time to think and write afterwards? (Yes, we have time to think and write afterwards) Read the question aloud for the students.
3 min	S	Students listen for the 2nd time, and write their answer.
2 min 30 sec	S-S	Pair check. Monitor. If students need, then replay the audio a 3rd time partially. (audio from 7:28 to 8:31 of audio)
2 min	T-S	Feedback to check accuracy. Students share their ideas with the whole class. Why do you think the speaker wants to fall forward? (because he said he wanted to know where he hit.) Say correct answers if they have the wrong answers and why. If you know where you hit, what can you do? (I can avoid the situation next time.) So, what can we do when we know why we failed? (we could figure out what the problem is and what we should try more to fix the problem. And then we can figure out how to step closer to success.) What did you hear about that? (The speaker mentioned that he will see what he is going to hit and the examples of Reggie Jackson and Thomas Edison. They failed several times, but keep trying and fix their problem so they achieve success.)

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 question to help them communicate without intervention from the teacher. This is a fluency focused stage.		
Materials: worksheet		
Time	Interaction	Procedure
1 min	T	Instructions. Give students a question to discuss in pairs or groups. Now, turn over your worksheet. Talk to your partner about the question. You should talk freely, and remember to listen and ask questions to your partner. You have 8 minutes. I.C.Q - Do you need to write anything? (No.)
8 min	S-S	Students discuss. Monitor from a distance not to interrupt their communication.
1 min	T-S	Feedback if necessary. Students share their ideas with the whole class. Nominate students. What is the most interesting goal of your partner? What is your partner doing to get the goal?

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. Offer delayed corrections if their language was completely wrong in the previous stage. review new vocabularies(from Present stage) Ask feedback about the lesson Which part did you like the most? Which question was difficult? Set homework. For homework, listen to the left speech. Write the three reasons why the speaker says to fall forward. It is due tomorrow. I will send the link in the class chatroom. Inform students about the topic for the next lesson. Tomorrow we will do a listening lesson with a pop-song. Dismissed.

Worksheet - Take Risks

Exercise One: Listen and write the answer under the question.

1. What did the speaker find out that makes our life worthwhile?
2. What do people tell the listeners to make sure to have?
3. Who struck out 26000 times?
4. How many times did Edison conduct failed experiments to make the light bulb?

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

Why does the speaker want to fall forward?

Exercise Three: Talk to your partner freely about the question below. No writing!

Talk about 3 things that you want to achieve in your lifetime and what effort you are making.

Answer Sheet - Take Risks

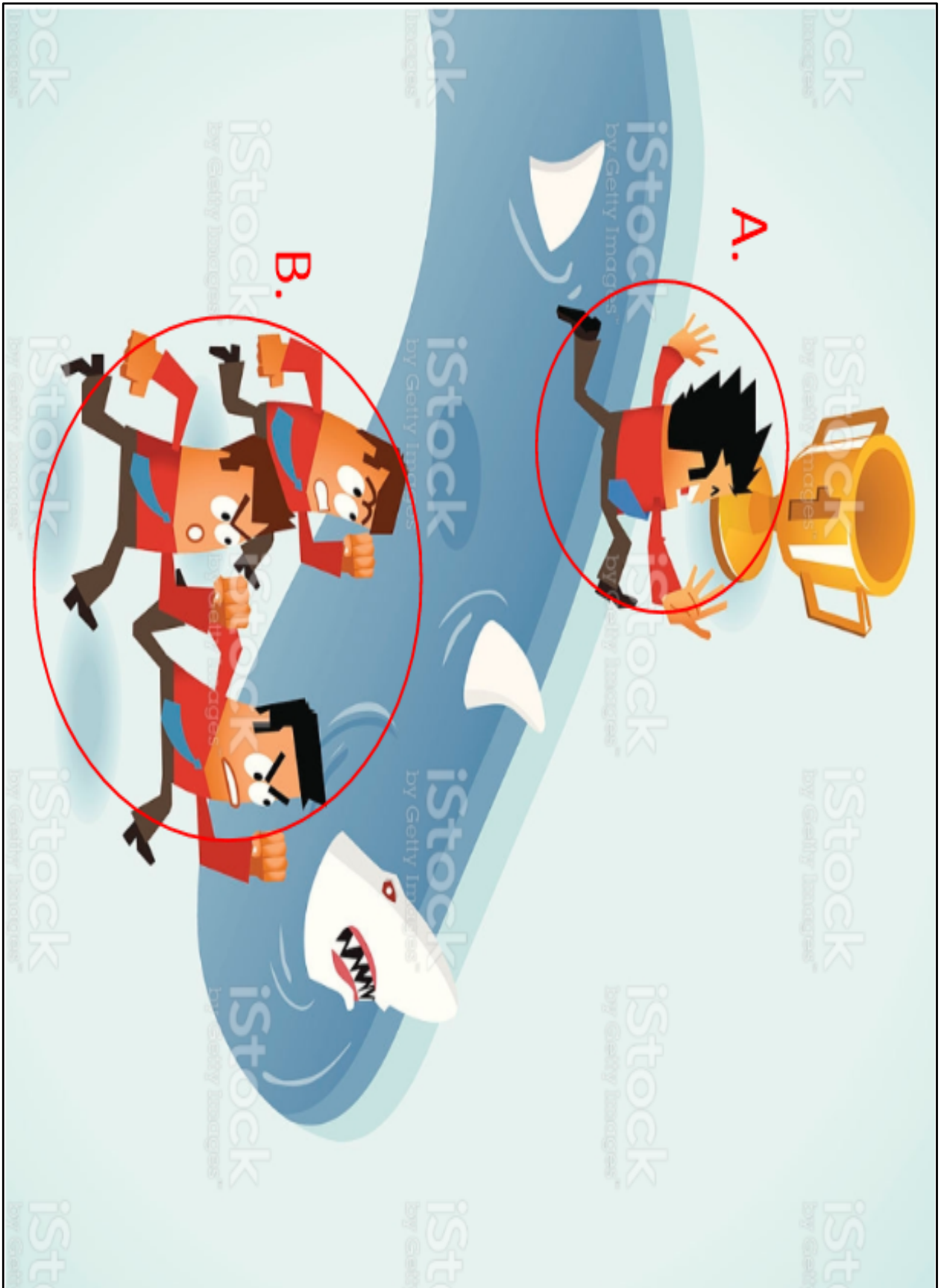
Exercise One

5. What did the speaker find out that makes our life worthwhile?
(taking risks)
6. What do people tell the listeners to make sure to have?
(something to fall back on)
7. Who struck out 26000 times?
(Reggie Jackson)
8. How many times did Edison conduct failed experiments to make the light bulb?
(1,000 times)

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

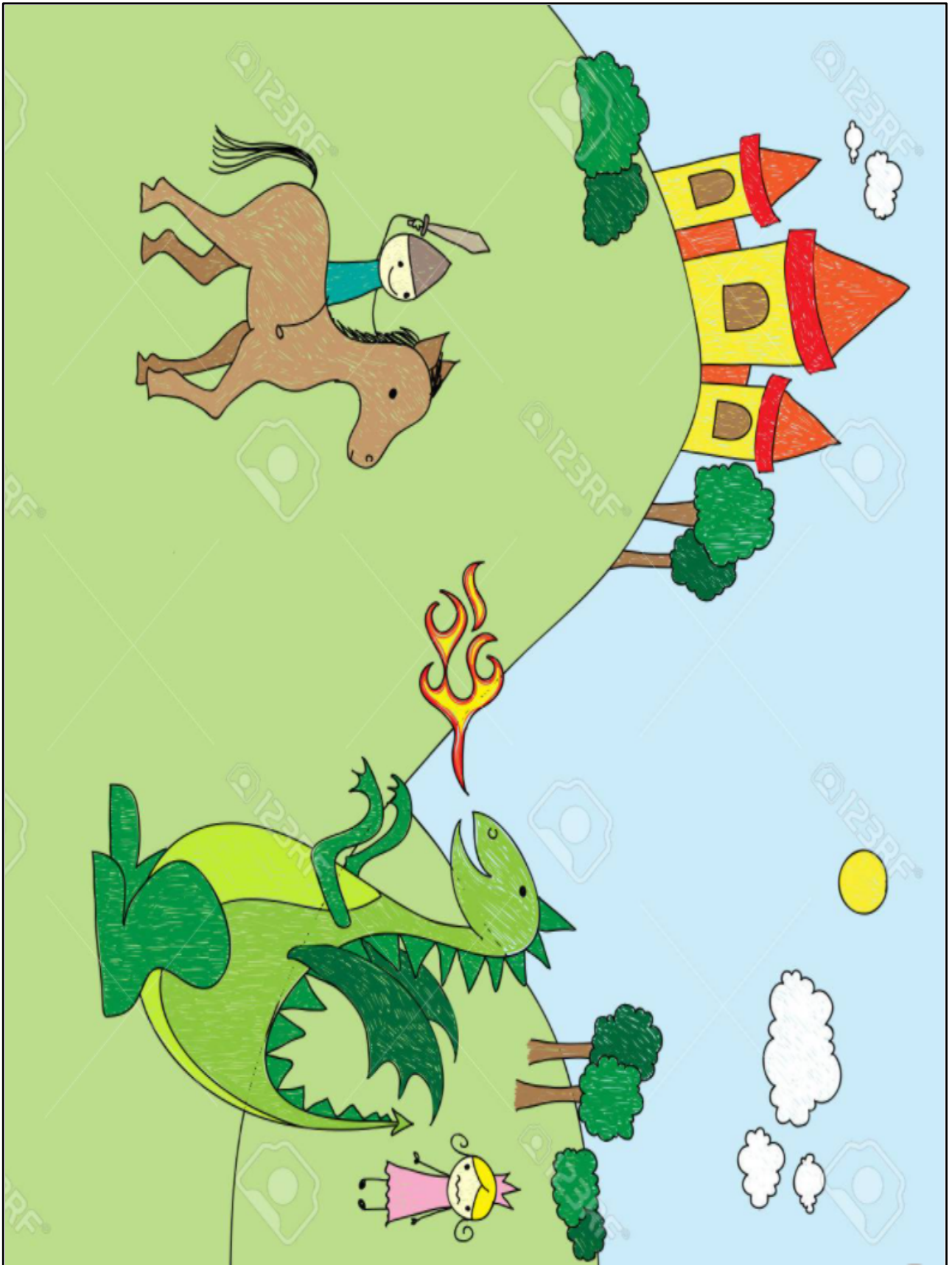
Why does the speaker want to fall forward?

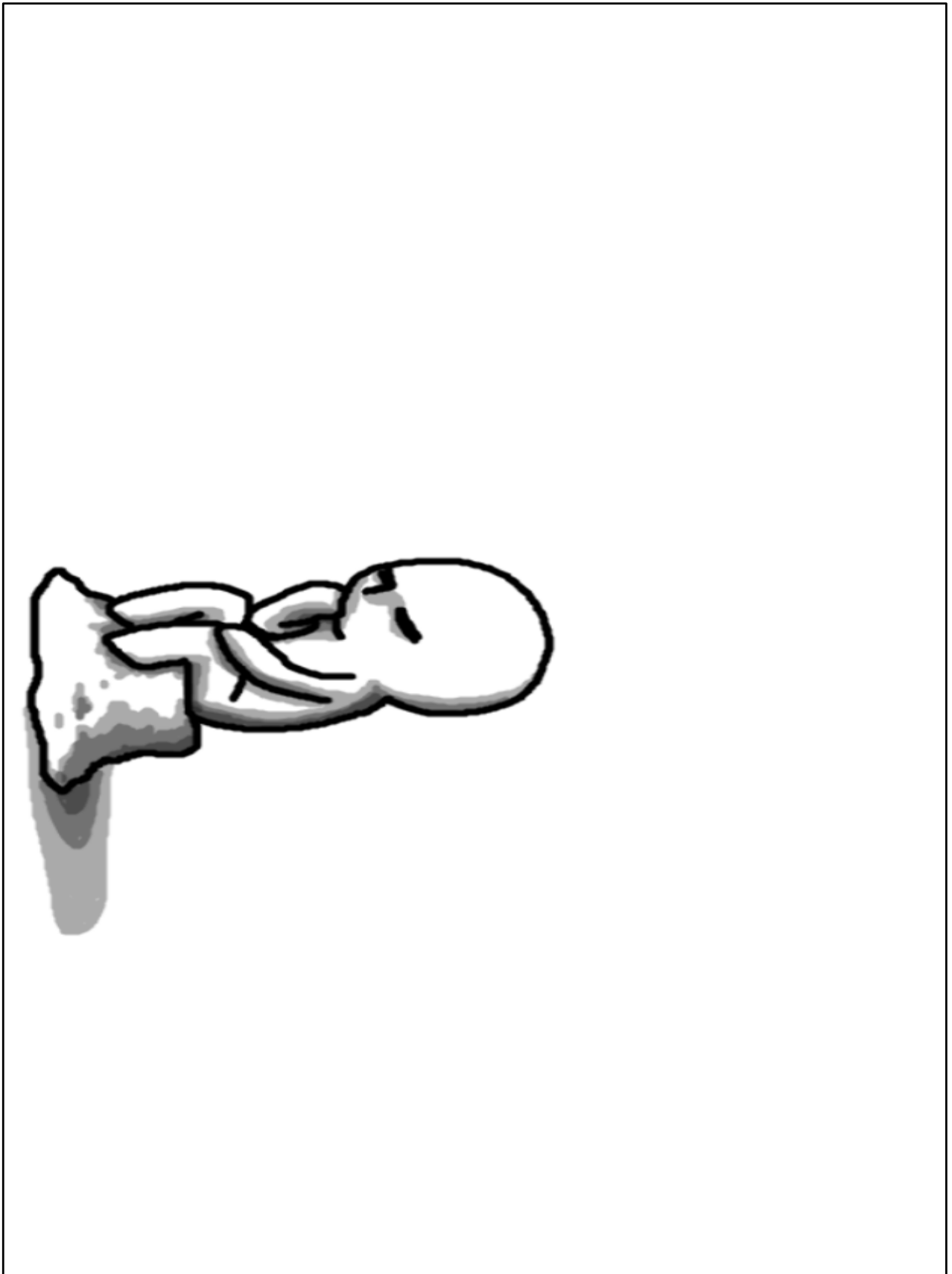
(because he wanted to know where he hit, so he could figure out what is the problem and what he should try more to fix the problem.)

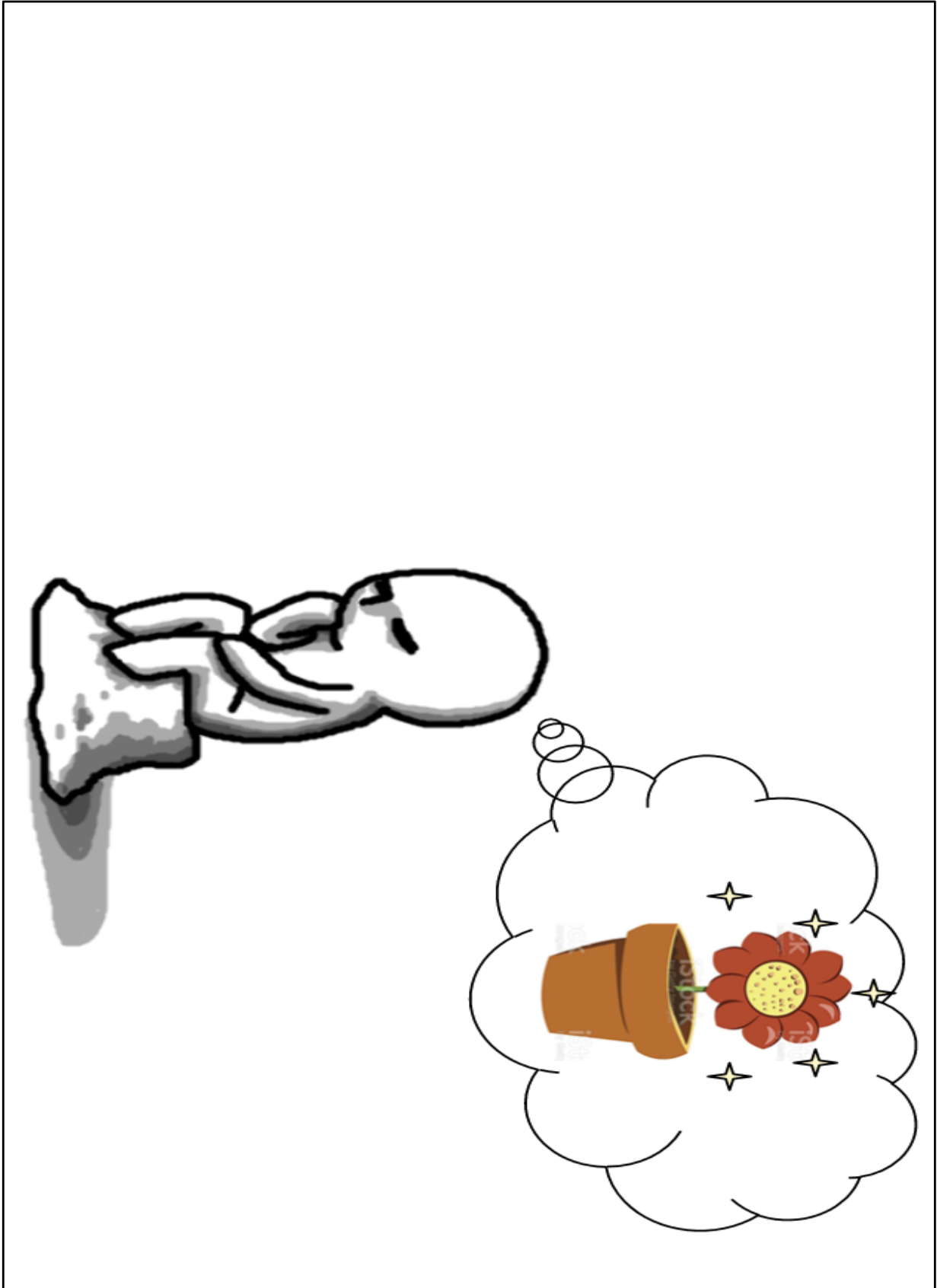


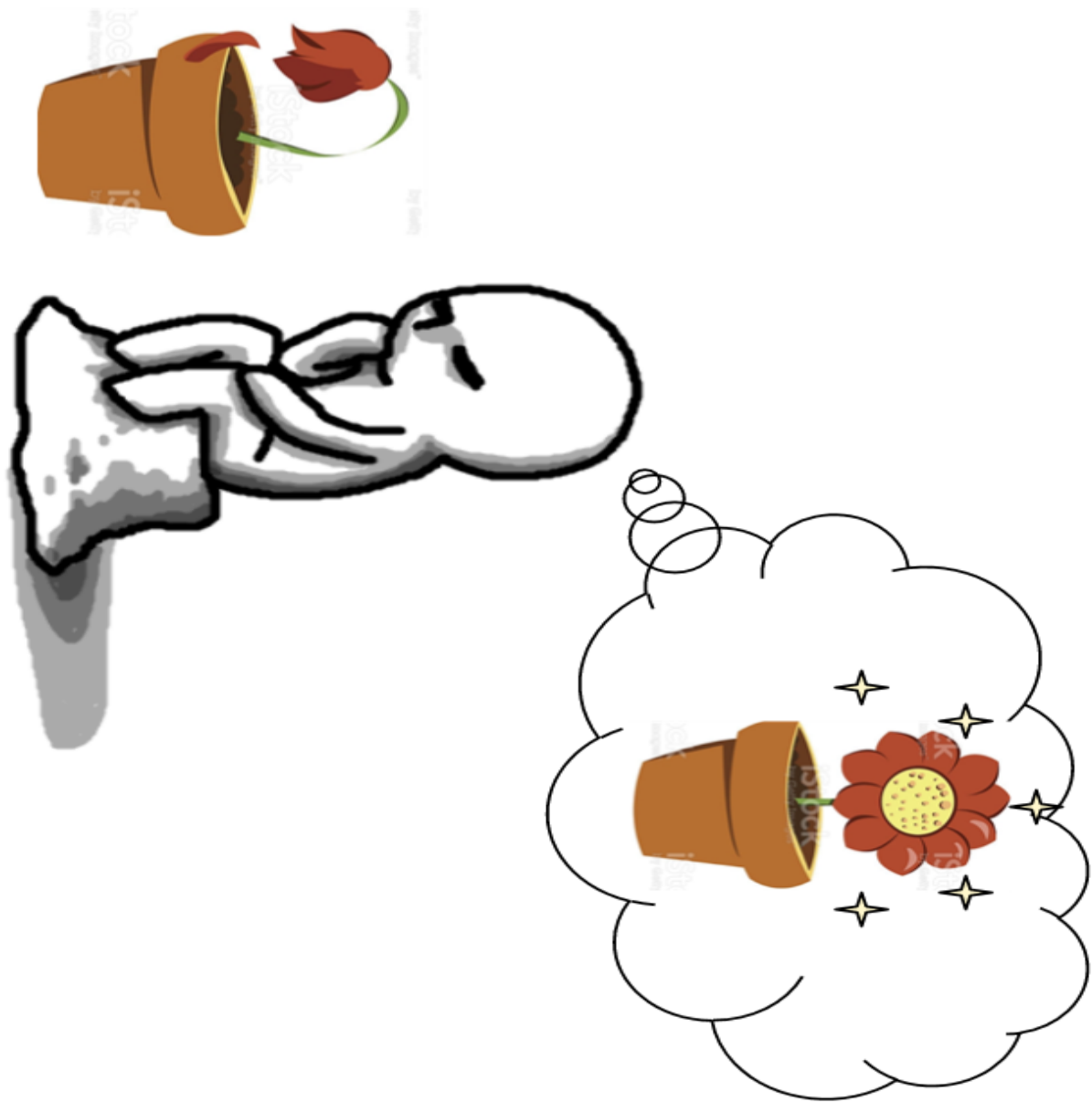


PPT 2









Transcript

Time: 1 min 36 seconds

I've found that nothing in life is worthwhile unless you take risks. Nothing. Nelson Mandela said "There is no passion to be found playing small, in settling for a life that's less than the one you're capable of living." Now I'm sure in your experiences in school, in applying to college, in picking your major, in deciding what you want to do with life, I'm sure people have told you to make sure you have something to fall back on. "Make sure you got something to fall back on, honey." But I never understood that concept having something to fall back on. If I'm going to fall, I don't want to fall back on anything. I want to fall forward. I figure at least in this way I'll see what I'm going to hit. Fall forward. Here's what I mean. Reggie Jackson struck out twenty-six-hundred times in his career, the most in the history of baseball. But you don't hear about the strikeouts. People remember the homeruns. Fall forward. Thomas Edison conducted one thousand failed experiments. Did you know that? I didn't know that. Because the one thousand and first was the light bulb. Fall forward. Every failed experiment is one step closer to success. You've got to take risks.

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		