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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seojun Lee (Jason) | TESOL | 07/10/2020 | Listening | PPP | 35 min |

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| **Lesson** |
| **Topic** | Family Dinner Conversation |
| **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://www.youtube.com/watch?v=Rnwwo9Zol6w>, worksheet, board pens, PC and audio equipment |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Teens | **Number of Students** | 4 |
| **Detail** | This is a well established general English class and students are highly motivated learners. The students are all Korean and enjoy talking amongst themselves. They are accustomed to pair work, but still need to be relaxed before they open up to communicate freely. They engage actively in kinesthetic learning and tend to favour the visual learner mode, but auditory learning still needs developing. |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| The internet may not work; download video onto usb and my smartphone, print an A4 size picture of my PPT.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**  |
| What I am 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: PPT1** |
| **Time** | **Interaction** | **Procedure** |
| 30 sec1 min1 min | TS-ST-S | Arrange desks in a U-shape and let students know they will be working in pairs for this activity. Position screen so all students can see clearly. Show PPT1.Hi guys, take a look at this picture. Talk to your partner about this picture. For example, who is there, what are they doing, can you see anything familiar. You have 2 minutes. Gesture for students to begin talking to their partners.Students talk to their partners. Monitor for any use of keywords.Feedback. Gesture for students to share their ideas. “Can you share your ideas with the class?” |

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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 keywords 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: PPT2, PPT3** |
| **Time** | **Interaction** | **Procedure** |
| 1 min1 min1 min30 sec2 min1 min | T-ST-ST-STS-ST-S | **Pre-teach keywords: carnivore, dissected, encourage**Elicit – Point to PPT2. What’s the lion doing? (Eating) What do you call a meat eater? (Carnivore)CCQ – Do carnivores have sharp teeth? (Yes)  Do carnivores eat plants and fruit? (No)  Are tigers carnivores?(Yes)Drill – Listen and repeat 3 times together. (Gesture) Choral and individual drilling.Board – Write carnivore on the left side of the board(New vocabulary). How many syllables? (3) Mark with a blue pen Where is the stress? (1st) Mark with red penElicit – Point to PPT3. What word can describe this picture? (Dissect)CCQ – Is dissecting when we put something back together? (No)  Do you dissect something in Maths class or Science? (Science)Drill – Listen and repeat 3 times together. (Gesture) Choral and individual drilling.Board – Write dissect on the left side of the board(New vocabulary). How many syllables? (2) Mark with a blue pen Where is the stress? (2nd) Mark with red penElicit – Mime giving a thumbs up and clapping at students.What am I doing? (Clapping) I am giving my support. The word is “encourage”CCQ – If I give someone a thumbs down is that encouraging? (No)  When you cheer for someone, is that encouraging? (Yes) Tell students to encourage their partners in their own way.Drill – Listen and repeat 3 times together. (Gesture) Choral and individual drilling.Board – Write encourage on the left side of the board(New vocabulary). How many syllables? (3) Mark with a blue pen Where is the stress? (2nd) Mark with red pen**Guiding Question**Talk to your partners. What did you guys have for dinner yesterday? Who did you have dinner with? What kind of conversations did you have during dinner?Students discuss with their partners.Feedback. Get each group to share their dinner plans for the day.  |

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| **Stage Name:** Practice - Literal Comprehension Listening **Purpose of this stage:** For the 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: Audio, Worksheet** |
| **Time** | **Interaction** | **Procedure** |
| 1 min2 min1 min2 min | T   SS-ST-S | **Instructions. Set the purpose for listening before handing out worksheets.**Grab attention of students by holding up the worksheet.Now I’m going to play a short video of a family having dinner.As you watch the video, try to answer the questions in exercise one only.When you catch the answer, write it down below the question.Don’t move onto exercise two even if you have finished answering exercise one.**ICQ -** Does everyone have their pens ready? (Yes) Do you need to write down the answers? (Yes) Do you need to read the questions for exercise 2? (No)Hand out the worksheet and read each question aloud for the students. **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.**  |

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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 overall situation, tone of voice, multiple pieces of information, or a single statement to explain the unspoken, intended meaning. |
| **Materials: Audio, Worksheet** |
| **Time** | **Interaction** | **Procedure** |
| 1 min4 min2 min2 min | TSS-ST-S | **Instructions. Set the purpose for listening.**Listen again. This time, answer exercise 2.You may find these questions more difficult but if you listen carefully and think about what you know, you can find the answers.Again, write the answers below the questions.There will be time afterwards to write the answers so pay attention and listen carefully.ICQ - Do you write the answers while listening or after? (After)Read questions aloud for students.**Students listen for the 2nd time, and after listening they write their answers.****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 students 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 stage. |
| **Materials: Worksheet** |
| **Time** | **Interaction** | **Procedure** |
| 1 min5 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Now, for the next question I’d like you guys to talk to your partner about any of the following questions. You don’t have to write anything, just talk freely, and remember to listen and ask questions to your partner.You have 5 minutes.ICQ- Are we going to write anything? (No) Good, no pens just talking.**Students discuss. Monitor from a distance.****Feedback. Students share their ideas with the class. (If there’s time left)** |

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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.****Offer delayed corrections to the previous stage.****Set homework.**For homework, write one paragraph about what your family talks about during dinner. It is due for next class.**Inform students about the topic for the next lesson.**For our next class, we will do a speaking lesson where we discuss our day at school.Dismissed. |

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