**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Chris | TESOL | 05/12/2020 | Listening | PPP | 25min |

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| **Lesson** |
| **Topic** | Work-life Balance |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening mode |
| **Secondary Aim** | Students will practice their speaking fluency |

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|  **Materials and References**  |
| Worksheet; board pens; P.C.; audio equipment; https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/work-life-balance |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adults | **Number of Students** | 6 |
| **Detail** | This is a general English class and students are expecting to be able to speak fluently through this class. They are all Koreans and working professionals who want to integrate their English skills in their work. They prefer pair or group works than individual works in order to share and get some ideas on certain topics. They actively participate in class discussions even if there are some corrections to be made in grammar, vocabularies and pronunciation. They tend to favor visuals and demonstrations but auditory learning still needs developing. |
| **Anticipated Classroom Management Difficulties and their Solutions** |
| The audio equipment could fail 🡪 bring a set of portable speakers to use with my smartphone; print out a transcript to read aloud in the class  |
|  **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 sec1 min30 sec | TS-ST-S | Organize seating arrangements into pairs and let them face each other. After the arrangement, ask them a question.Hello everyone. Do you like resting? What do you usually do? If I give an example, when I rest, I would like to play instruments, play games and read books. Now, I want everyone to talk to your partner for 1 min.Gesture for students to begin talking to their partners.Talk to a partner.Feedback if appropriate. |

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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 min1 min1 min10 sec1 min50 sec | T-ST-ST-STS-ST-S | **Pre-teach keywords: work-life balance, overtime, access**Elicit – 1. You work all day but don’t spend time to rest or play? You don’t have what? (work-life balance)CCQ – When you don’t have work-life balance, do you work a lot? (Yes) Do you have time to enjoy your life? (No)Drill – Listen and repeat 3 times together. (Gesture, do choral and individual)Board – Write work-life balance on the left of the board. How many syllables? (4) Mark with a blue pen. Where is the stress? (3rd) Mark with a red pen.Elicit – 1. I usually work until 5pm but yesterday, I had to work until 8pm. I worked what? (overtime)CCQ – When you work overtime, do you work more than your working hours? (Yes) Do you work more than your working hours? (Yes)Drill – Listen and repeat 3 times together. (Gesture, do choral and individual)Board – Write overtime on the left of the board. How many syllables? (3) Mark with a blue pen. Where is the stress? (1st) Mark with a red pen.Elicit – 1. I was given a password for the computer. What was I given to do? (access)CCQ – When I access, will I able to see and use something? (Yes) Do I have a right to see and use it? (Yes)Drill – Listen and repeat 3 times together. (Gesture, do choral and individual)Board – Write access on the left of the board. How many syllables? (2) Mark with a blue pen. Where is the stress? (1st) Mark with a red pen.**Guiding Question**Talk to your partners. Compare having work-life balance or not having one. What would happen if you have or don’t have work-life balance?Students discuss with their partnersFeedback. Nominate few students a few students to share their ideas. Draw out their ideas that having work-life balance will give time for them to enjoy and not having one would be unhealthy. |

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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** |
| 1 min1 min 30 sec1 min1 min | TSS-ST-S | **Instructions. Set the purpose for listening. Hand out worksheets.**Hold up the worksheet.Now it’s time to listen to a conversation.As you listen, you must answer these questions in the exercise one only.Write your answers next to the question.Do not answer exercise 2.I.C.Q. – Where do you write the answers? (Next to the question) Do you have to answer exercise 2? (No)Read each questions aloud for the students then 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. Check if others have the same or different answers.Do you agree with this answer? If no, why? |

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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 sec2 min30 sec1 min2 min | TSS-ST-S | Listen again. This time, answer exercise 2.These questions are more difficult, but if you listen carefully and think, you can find the answer.Write your answers below the question.I will give you time to think and answer afterwards.I.C.Q – Do you need to answer while listening? (No, we will have time afterwards)Read the question aloud for the students.**Students listen for the 2nd time.****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:**  |
| **Time** | **Interaction** | **Procedure** |
| 30 sec5 min1 min | TS-ST-S | Look at your worksheets to exercise 3.Talk to your partner about these questions.You should talk freely and you can ask questions to your partner.You have 5 mins.I.C.Q. – Do you need to write anything? (No)**Students discuss.****Feedback. Students share their ideas with the class.** |

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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** |
| 1 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.****Inform students about the topic for the next lesson.** Tomorrow we will do some more listening exercise about a movie called “The Pursuit of Happiness”.Dismissed |

**Worksheet 1 – Work-life Balance**

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

1. What did Chris write about in his book?
2. What time do people often work?
3. Give at least one example that people can focus on evenings, weekends and holidays?
4. What can people access through their mobile phones and laptops to work?

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

1. Why are the working lives and private lives clearly divided in traditional workplaces?
2. What does the author say about changes in work-life balance? Explain.

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

1. Do you balance your work and life? If yes, how and if not, why?
2. What experiences do you have that helped you to have balance in your work and life?

**Answer Sheet – Work-life Balance**

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

1. What did Chris write about in his book? (Change in work-life balance)
2. What time do people often work? (9am~5pm/6pm)
3. Give at least one example that people can focus on evenings, weekends and holidays? (hobbies/ interests/ sports/ spend time with families and friends)
4. What can people access through their mobile phones and laptops to work? (email)

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

1. Why are the working lives and private lives clearly divided in traditional workplaces?

- Before, at traditional workplaces, the technology was not much developed where it was difficult to work outside the office.

1. What does the author say about changes in work-life balance? Explain.

- Change is not good because there won’t be a work-life balance. Working too much would not be healthy.

**Transcript**

**Time: 1 min 32 seconds**

**Presenter**: So, Chris, tell us about your book and how the concept of a work–life balance has been changing?

**Chris**: Well, in the more traditional workplaces, people's working lives and their private lives are, or were, clearly divided. People often work from nine in the morning until five or six in the evening. People sometimes stay late in the office and work in the evenings. This is called working overtime.

**Presenter**: OK, and what else?

**Chris**: Well, in these environments it isn't common for people to work at the weekend or while they're on holiday. They can clearly separate their working lives and their private lives. And the evenings, weekends and holidays are free to focus on non-work areas of life, such as hobbies, interests, sports, spending time with the family and friends, and so on. It's important and healthy not to spend all your time just working, right?

**Presenter**: Right! So what has changed? How are things different now?

**Chris**: Well, for a start, most people can now access their work emails from their mobile phones. So they are more likely to quickly reply to an important mail in the evening or at the weekend. The same goes for laptops. It's easier to access your work in the evenings from home or even from your hotel when you're on holiday.

**Instructor’s Comments and Assessment**

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|  **Pros** |
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|  **Cons**  |
|  |
|  **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** |  | **05/12/2020** |