Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Joshua / Times TESOL 141 st | | 10/07/2016  Room 602 | Listening | | | PPP | | Sad movies help reduce pain | | | 45min | Intermediate |
| **Class profile**  **Number of students:**  **13 Age**: Adults(+30 years)  **Nationality:**  Korean  **Motivations**: Select: 1. Preparing for professional practice 2. Social relationships  **Individual or class hobbies and interests:** Current affairs and interesting news reports.  **Special considerations:** SS are mature. Students are mostly female. L1 is Korean. | | | | | | | | | | | | |
| **Main aim (Select: language focus / skills)**   1. Students learn and practice listening skills, using a combination of top-down and bottom-up models   **Subsidiary aims (Select: language focus / skills)**   1. Students practice listening while listening to gist and specific detail. 2. Students practice speaking by sharing their ideas with partners. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Listening – Ss listen to a news report. * Speaking – Ss carry out pair discussion and presentation. | | | | | | | Description of language systems specifically used/practiced:  * Lexis – Trigger, Homelessness * Discourse – Small talk, Informal, Opinion, Sharing * Phonology – Practice speaking lexis. | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Students are inclined to be overly cautious so as not to make any mistakes 2. Some of SS are very passive and not participate and share the opinion | | | | | | | | | | | | |
| **How I can deal with these difficulties:**  1. Lead-in to encourage warm, relaxed classroom atmosphere, reducing anxiety and increasing self-esteem and motivation | | | | | | | | | | | | |
| **Assumptions**: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)  1. Most Ss need to watch the movie I have shown | | | | | | | | | | | | |
| **Material(s) needed: white board, eraser and pens ; 13 copies of hand out**  [**Reference to http://www.breakingnewsenglish.com/1609/160924-painkillers-4l.html**](Reference%20to%20http://www.breakingnewsenglish.com/1609/160924-painkillers-4l.html)**,** | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
|  | model sentences for target language | | |  | concept questions for target language | | | |  | analysis sheet for target language | | |
|  | stages clearly titled and separated | | |  | purpose of each stage indicated | | | |  | anticipated timing included | | |
|  | interaction pattern marked | | |  | a board plan (if relevant) | | | |  | examples of all tasks used | | |
|  | answer sheet to all exercises | | |  | Tape or text script | | | |  | all materials labelled and numbered | | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to  -Identify the main idea of the listening script by repeated listening and answering guiding questions.  - Express their opinions about the topic through discussion and presentation. | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Procedure: (Separated into titled stages with inclusion of target language, instructions, concept questions, answers to tasks etc., where appropriate)**  **Greetings**  **Hi everyone. How are you today?**  **Hi, I’m fine or good.**  Instructions  1. Yesterday, I watched this movie. I was very impressed by this movie.  2. Have you ever seen this movie before? How was it?  Did you enjoy watching the movie?  3. If you enjoyed watching the movie, What kind of things made you feel different?  4. Please think about the movie individually and talk to your partner about it  5.Now please tell your review of the movie?  (Pick 2 students to share their review of the movie)  Feedback   1. Thanks for sharing your review 2. We have similar feelings after watching the movie. | T-S  T  S-S  T-S  T | 30sec  1min  1min  1min  30sec |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to make the listening less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Pre teaching vocabulary   1. Trigger – Showing the picture (pic 2) of gun.   Have you ever played the gun? (Not real one, just toy) – Yes  If you want to open fire with the gun, where do you keep your finger on? – Trigger.  CCQ – When do people pull/squeeze trigger?  If someone breaks into your house, the alarm will be triggered.   1. Homelessness – Showing the picture (pic 3) of a person.   Have you ever seen the guy like in the picture?  Do you know Why they live like that? (No money, No home, No family….etc)  CCQ – Does the homelessness need the house?  What can we do for homelessness?  Guiding questions – ask general question about picture.   1. Please look at the picture(showing picture 4)   Why is the child crying?  What else can you see?   1. Please look at the picture(showing picture 5)   Do you know this character?  Do you like it?  Feedback   1. Thanks for trying to guess for the picture. 2. Accord students praise for good work. | T-S  T-S  T | 2mins  3mins  30sec |  |

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| **Stage 3: Practice - Listening for gist comprehension**  **The purpose of this stage is to allow the students to practice gist skills to identify the main idea and key points of interest. Specific and authentic exercises designed to encourage this skill should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instructions**  **1. Now, we are going to listen to the audio, and find out which picture is related to the audio.**  **2. Distribute worksheet to everyone.**  **- Picture 1 : Enjoy.**  **- Picture 2 : Happy birthday.**  **- Picture 3 : Sadness**  **3. Are you ready? (Yes),**  **4. Play the audio**  **5. You can discuss with your partner about the picture you chose.**  **6. Please tell me which one is related with the news.**  **Feedback**   1. **Ask students “which one is related to”** 2. **Why do you think C?** 3. **Now, we are going to understand a little more details of the news.** | T-S  T  S  S-S  T-S  T | 1min  30sec  1min  2mins  30sec  30sec |  |

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| **Stage 4: Practice - Literal comprehension**  **The purpose of this stage is for students to focus on literal meaning, e.g. of vocabulary, phrases, details, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| 1. **Please look at the board. There are 2questions. I’m going to play the audio. Listen carefully and**   **try to find out the answer.**  **Q : What kind of movie is increasing the endorphin**  **: Watching sad movies is really helpful for your pain?**  **A : Sad**  **Yes. It helps**  **ICQ – Do you need to write down what genre of movie it is?**   1. **I will play audio file and please listen carefully and think about possible answers** 2. **Now you listened the audio and please discuss your partner and compare the answers.** 3. **Monitoring** 4. **Please tell us what you discussed with your partner.**   **Feedback**   1. **Nominate at least half the class before confirming the answer.** 2. **Thanks for sharing your answers.** | T  S  S-S  T-S  T | 2mins  2mins  1min  2mins  30sec |  |

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| **Stage 5: Practice - Interpretive comprehension**  **The purpose of this stage is to allow student to listen intensively for inference. Discriminating between fact and opinion and understanding the writer’s true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instructions**  **Listen one more time, but this time answer these questions**  **Q1) Why do you think watching sad movies is helpful for your physical or emotional pain?**  **A1) Sad movies can increase the amount of the endorphins. These chemicals are our body’s natural**  **painkillers. They relieve physical or emotional pain.**  **Q2) Do you think watching sad movies increases pain tolerance?**  **A2) Yes, as Dr Dunbar conducted tests, the pain tolerance of those who watched the sad film increased**  **by 13.1%. One reason we like sad movies is the natural high we get from the endorphins.**  **“After listening, discuss your answer and why you say so”**  **Play the audio again.**  **“Please compare your answers with your partner “**  **Pair-check answers. Monitor and assist discreetly**  **“Please share with all of us, pick few students to share the answers**  **Feedback**   1. **Thanks for sharing your answers.** 2. **Encourage other students to respond** | T  S  S-S  T-S  T | 2mins  2mins  2mins  4mins  30sec |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students’ background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instructions**  **Q1) If you were a moviegoer, would you like to watch sad movie?**  **Q2) Should the moviegoer only focus on watching sad movies?**  **Discuss your opinion with your partner ( Monitor while they are discussing)**    **Please tell us what you discuss with your partner.**  **Note students ideas**  **Feedback**  **Thanks for sharing the ideas with us** | T-S  S-S  T-S  T | 1min  3mins  4mins  30sec |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Feedback**   1. **Do you like the article? (Yes/NO)** 2. **Thanks for participation on all the pair work and sharing your opinion with others** 3. **Please ask any question related with article.**   **Homework**  **I’ll give you homework.**  **I want you to find some interesting about movie genre.**  **What movie genre can be different effect on our body.**  **ICQ**  **Does it have to be about a movie genre? (Yes)**  **Can you read about it? (No, Listen to the audio)**  **“See you tomorrow, and don’t be late”**  **Class dismissed.** | T-S  T  T-S | 3mins  1min  30sec |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/…………** | |













**Sad movies help reduce pain**

**Watching sad movies can be just what the doctor ordered. A study shows that sad movies may boost our tolerance to pain. Researchers say that sad movies can increase the amount of endorphins released by the brain. These chemicals are our body's natural painkillers. They relieve physical or emotional pain. Dr Robin Dunbar said the distress people get from tragedy triggers the endorphin system and relieves our pain.**

**Dr Dunbar conducted tests to find out the effect sad stories have on us. One group of people watched a sad movie about a disabled man fighting homelessness, drugs and alcohol. Another group watched a film on Britain's geology. The pain tolerance of those who watched the sad film increased by 13.1%, while the pain tolerance for those who watched the documentary decreased by 4.6%. One reason we like sad movies is the natural high we get from the endorphins.**