**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hyeri Ko | TESOL | 01/02/2020 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | jimmy kimmel show \_ Dr. Strange |
| **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** | | | |
| <https://www.youtube.com/watch?v=CzQktI1d1zs>; worksheet; board pens; P.C. and audio equipment | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Teens | **Number of Students** | 3 |
| **Detail** | This is an English Listening class and students are Korean. They are highly motivated to increase their English skills, especially Speaking. Although this is a listening class, students will fairly engage on speaking based on what they listened. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Audio or PC failure 🡪 use smartphone | | | |
| **My Personal Aim** | | | |
| What I aim is to plan specifics and demonstrate it clearly in the class. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To let students and myself relaxed; to let students to warm up their brains related to what I will want them to listen to. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S/S-S  T-S | Hello everyone. Do you all know who he is? (wait for an answer) Talk to each other about him. What powers does he have? What is that green necklace? You have 1 min.  Brainstorm/talk to a partner.  Feedback if appropriate.  Tell me what powers he has, and about the necklace.  3min |

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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 listening 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 listening. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1min  10 sec  2 min  50 sec | T-S  T-S  T  S-S  T-S | **Pre-teach keywords**  Elicit – Point to PPT, Dr. Strange’s picture. Does he make things disappear? (Yes)  CCQ - What is another word for disappear? (Wait, Feedback, Vanquish)  Drill – Listen and repeat 3 times together (Gesture)/ Individually  Board – Write vanquish 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  Elicit – Point to the PPT. Does he have power to harm something or someone? (Yes)  Does it mean he has a power? (Yes)  CCQ - We say “He has a power.” Or “He has a weapon.”  Is there another word for “having a power?” or “having a weapon?”  (Wait, Feedback, Possess)  Drill – Listen and repeat 3 times together (Gesture) / Individually  Board – Write possess on the left of the board  How many syllables? (2) Mark with a blue pen.  Where is the stress? (2nd) Mark with a red pen.  **Guiding Question**  Talk to your partners. Is his power dangerous? How will he behave if someone or something makes him annoyed?  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas, if necessary.  5min |

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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 min  3 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Hold up the worksheet.  Now it’s time to listen to a story about this hero.  As you listen, you must answer these questions in exercise one only.  When you catch the answer, write it down next to the question.  Don’t do exercise 2.  **I.C.Q –** Do you need to write your answers? (yes)  Do we need to read the questions for exercise 2? (No)  **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, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer?  6 min |

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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** |
| 1 min  5 min  1 min  2 min | T  S  S-S  T-S | Listen again. This time, answer exercise 2.  These questions are more difficult, but if you listen carefully and think about what you know, you can find the answers. Write your answers next to the questions. I will give you time afterwards to think and write.  I.C.Q – Do you need to rush to answer these questions? (No. We will have time afterwards to write.)  Read the questions aloud for the students.  **Students listen for the 2nd time, and write their answers.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.**  9 min |

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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. Thisi s a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  3 min | T  S-S  T-S | All of you are going to discuss some questions together.  In the second sheet of the paper, there are questions. Talk about these questions freely.  Remember, listen and ask questions to your partner. You have 6 minutes.  I.C.Q. – Do you need to write anything? (No)  **Students discuss.**  **Feedback. Students share their ideas with the class.**  10 min |

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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.**  You all did very well today. I hope you enjoyed this class. It would be better if y’all talk more actively next class.  **Set homework.** There is no homework, however, I will share the link to classroom material section in our school website so that you can access it and watch it if you want.  **Inform students about the topic for the next lesson.**  For the next listening class, it’s going to be other superhero.  **Dismissed.**  2min |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
| **I’ll write it after the class.** | | |
| **Cons** | | |
| **I’ll write it after the class.** | | |
| **Change** | | |
| **I’ll write it after the class.** | | |
| **Overall Comments** | | |
| **I’ll write it after the class.** | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Hailey, Ko** |  |  |