

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Sophia	TESOL 208WD	10/06/2020	Listening	PPP	25 min

Lesson	
Topic	My Hero
Main Aim	Students will practice their listening comprehension using an interactive model (Top-Down Model & Bottom-Up Model)
Secondary Aim	Students will practice speaking their speaking fluency.

Materials and References			
https://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/my-hero (Time: 4:50~6:20); audio equipment; picture 1(lead-in); worksheet; worksheet-answer key; whiteboard markers; board eraser; transcript;			
Student Profile			
Level	Upper Intermediate		
Age	Teens	Number of Students	6
Detail	This is a general English class and students are highly motivated learners. The students are all Korean. One student (Jessica) needs extra care as her level is lower than the other five students. They are open to doing activities and participate in group discussions but still need to be relaxed before they freely open up to communicate.		
Anticipated Classroom Management Difficulties and their Solutions			
The audio equipment could fail -> bring a set of portable speakers to use with a smartphone; or I will need to read-out loud. Board markers might not work -> prepare extra set of board markers Late student -> pre-plan the sitting arrangement for late student(s) close to the entrance door so the class does not get disturbed.			
My Personal Aim			
What I aim to demonstrate is the ability to write out a complete, 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.		
Materials: Picture 1		
Time	Interaction	Procedure
30 sec	T	Organize seating arrangements so everyone has a partner, with 2-2-2 sitting together, And all can easily see the front. (ex) Desk arrangement: Horse-Shoe. Show Picture 1 "Hello class look at this picture. Talk to your partner about: Who do you see? What Makes a Hero? You have 1 minute." Gesture for students to begin talking to their partners.
1 min	S-S	Students talk to their partners. Monitor for any use of keywords
1 min	T-S	Feedback. Gesture to a few students and ask. – "Tell me about the picture and what makes a hero."

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: Board markers; board eraser		
Time	Interaction	Procedure
1min	T-S	Pre-teach keywords: innovation, possession, rebel Elicit – When there is a new thing or method, what do you call? (innovation) CCQ –Does innovation apply when it is original in thinking? (Yes) Can it apply to new idea, creative thoughts? (Yes) Is innovation related to change and alteration? (Yes) Drill – Listen and repeat 3 times together. (Gesture) Nominate 2 or 3 individually. Board – Write “innovative” out on the left of the board. How many syllables? (4) Mark with a blue pen. Where is the stress? (2nd) Mark with a red pen.
1 min	T-S	Elicit – What is another word for having something that you own? (possession) CCQ – Does your possessions belong to another person? (No) Is it a state of having something? (Yes) Can someone’s possession be valuable? (Yes) Drill – Listen and repeat 3 times together. (Gesture) Nominate 2 or 3 individually. Board –Write “possession” on the left of the board. How many syllables? (3) Mark with a blue pen. Where is the stress? (2 nd) Mark with a red pen.
1 min	T-S	Elicit –When you refuse to obey orders and rules, what is the word? (rebel) CCQ- If you are a rebel, do you obey rules? (No) Does it apply to not accepting normal behavior? (Yes) Can a rebel person change overtime to be better? (Yes) Drill – Listen and repeat 3 times together. (Gesture) Nominate 2 or 3 individually. Board –Write “rebel” 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.
10 sec	T	Guiding Question Talk to your partners. Who is your hero? (ex: dad or mom)
1 min	S-S	Students discuss with their partners.
1 min	T-S	Feedback. Nominate a few students to share their ideas.

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: Worksheet 1; audio file		
Time	Interaction	Procedure
1 min	T	Instructions. Set the purpose for listening. Hand out worksheets. Hold up the worksheet. Now it's time to listen to a passage of the speaker's 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) Do you have a pen or pencil ready? (Yes) Read each question aloud for the students. Hand out the worksheet.
1:30 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. Monitor.
1 min	T-S	Feedback to check accuracy. Ask students for answers, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer?

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: Worksheet 1; audio file

Time	Interaction	Procedure
1 min	T	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. Try your best. I.C.Q – Do you need to write your answers? (Yes) Do we need to read the questions for exercise 3? (No)
3 min	S	Students listen for the 2nd time and write their answers.
1 min	S-S	Pair check. Monitor. If students need, then replay the audio a 3rd time.
1 min	T-S	Feedback to check accuracy.

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 1		
Time	Interaction	Procedure
1 min	T	Make 3 groups of 2-2-2 students. Now please look at exercise 3. Talk to your partner about any of these questions. You should talk freely and remember to listen and ask questions to your partner. You have 5 minutes. I.C.Q – do you need to write anything? (No)
5 min	S-S	Students discuss. (Fluency- Monitor)
1 min	T-S	Feedback. Select one student to share his/her ideas with the class.

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 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: None		
Time	Interaction	Procedure
1 min	T	Lesson feedback. Tell the class what they did well, and what needs to improve. "Did you like the activity? We will do it again next time! Great job today..." Inform students about the topic for the next lesson. Tomorrow, we will do another listening lesson about The Best Job in the World. Dismissed.



Transcript

Time: 1 min 33 seconds

D (Girl 2):

My choice of hero isn't very original, I'm afraid, but he's the person I would most like to have met: John Lennon. He died a long time before I was born, and his most famous songs were written long before that, but when I listen to his music I really feel as if he's speaking to me personally. I love the whole range of the Beatles' music, from the early pop songs to the very experimental music at the end of their time as a group. John Lennon was the most innovative writer in the Beatles, and he continued to create exciting music when he left and went solo. But although I love his music, what I admire about him is his dedication to universal peace. It's amazing that the song Imagine, written in 1971, is still incredibly popular after all this time. It's about a world where everyone can be equal, a world with no wars, no divisions between countries, no greed, no hunger, no material possessions ... I'd like to meet him because he was a lifelong rebel, and although he could be a difficult person, he was original, clever and funny. It was awful that he was killed in 1980 when he was only 40. I wonder what he would be doing if he was alive now.

Worksheet 1 – My Hero

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

- 1) Who is the speaker's hero?
- 2) What is the rock band name?
- 3) Did he leave the team and went as a solo? (Yes / No)
- 4) Which song is still incredibly popular after all this time?
- 5) Why does the speaker want to meet her hero?

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

- 1) Why is the speaker's choice of hero not original?
- 2) Why does the speaker admire John Lennon for his dedication to universal peace?

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

- 1) What would John Lennon be doing if he was still alive now?
- 2) If you were the speaker, what other reasons would you admire John Lennon for?

Answer Sheet – My Hero

Exercise One

- 1) Who is the speaker's hero? **John Lennon**
- 2) What is the rock band name? **Beatles**
- 3) Did he leave the team and went as a solo? (**Yes**)
- 4) Which song is still incredibly popular after all this time? **Imagine**
- 5) Why does the speaker want to meet her hero? he was a **lifelong rebel**

Exercise Two

- 1) Why is the speaker's choice of hero not original?

A: Usually a hero is someone who in the face of danger, shows courage and strength to overcome the difficulties.

- 2) Why does the speaker admire John Lennon for his dedication to universal peace?

A: Because "great minds think alike." The speaker supports universal peace (to build a world of peace).

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		