

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length									
John Lee	TESOL 208WD	10/06/2020	Listening	PPP	25 min									
Lesson														
Topic	Bananas at risk													
Main Aim	Students will practice their listening comprehension using an interactive model.													
Secondary Aim	Students will practice their speaking fluency.													
Materials and References														
https://www.timeforkids.com/g2/banana-risk/ , worksheet, answer sheet, P.C. (PPT), board marker.														
Student Profile														
Level	Intermediate													
Age	Children	Number of Students		6 students										
Detail	Emerging Level, has basic communication skills but needs to develop academic language in English. These Korean students are hesitant to use academic language but is willing to try when given the right situations.													
Anticipated Classroom Management Difficulties and their Solutions														
Unexpected situation in technology: Print an A4 size of the PPT.														
My Personal Aim														
Write a complete and detail lesson plan. Try to focus more on students' talk.														

Stage Name: Lead-in Purpose of this stage: To relax both the student and teacher; to increase students' talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related.		
Materials:		
Time	Interaction	Procedure
30 sec	T	Organize seating arrangements so everyone has a partner, and all can easily see the screen. Show PPT 1. "Hello class! Look at this picture. What do you think this picture is? What is the purpose of this picture? Talk to your partner for 1 minute. Go."
1 min	S-S	Students will talk to their partner based on the questions. Teacher will observe students' discussion.
1min	T-S	(Clap) "Okay, times up. Who will like to share?" Feedback. If there is not much time, nominate a few students to share their opinions.

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:		
Time	Interaction	Procedure
2 min	T-S	Pre-teach keywords: disease; fungus Elicit – Show PPT 2. What is the reason fruits get sick? (disease) CCQ – Does a disease make fruits healthy? (no) Is a disease caused by infection or accident? (infection) Drill – Repeat after me. Disease (Gesture for 3 times) Nominate 2 or 3 individually. Board – Write disease on the left of the board. How many syllables does the word disease have? (2; dis/ease) Mark with a blue pen. Where is the stress? (2 nd ;ease) Mark with a red pen.
2 min	T-S	Elicit – Show PPT 3. What do you see from this picture? (White thing) Do you guys know what small things live in an infected fruit? (no) It is called, fungus. CCQ – Does the fungus live when fruits are healthy? (no) Can you see fungus when fruits rot? (yes) Drill – Repeat after me. Fungus (Gesture for 3 times) Nominate 2 or 3 individually. Board – Write fungus on the left of the board. How many syllables does the word fungus have? (2; fun/gus) Mark with a blue pen. Where is the stress? (1 st ;fun) Mark with a red pen.
10 sec	T	Guiding Question “what do you think about living without bananas? Is it important to you? Talk to your partner for 2 minutes. Go.”
2 min	S-S	Students will talk to their partner based on the questions. For their understanding, teacher should go around and check each student that they are on the right page.
1 min	T-S	(Clap) “Okay, times up. Who will like to share?” Feedback. If there is not much time, 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:		
Time	Interaction	Procedure
1 min	T	Instructions. Set the purpose for listening. Hand out worksheets. Hold up the worksheet. "Let's listen to a story about bananas. As you listen, you must answer these questions only in exercise one (point to exercise 1). When you catch the answer, write it down next to the question individually." I.C.Q – Are we doing exercise 2 also? (no) Is this for a group or individual? (individual) Hand out the work sheet.
2 min	S	Students listen for the 1st time, and write answers on the worksheet. Give a gesture for students to start working on their independent practice, which is to give time to read questions and answers from the article.
1 min	S-S	Pair check. (Clap) "Okay, times up. Compare your answers with your partner." Instruct students to respect peers' opinions.
1 min	T-S	Feedback to check accuracy. The teacher will ask volunteers to answer the questions. Make sure to check other students who have the same or different answers. Encourage students to speak their 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:		
Time	Interaction	Procedure
15 sec	T	<p>"Let's move on to exercise 2 (point to exercise 2). Listen to the story again and answer the questions. This time, you need to think deeply to find the answers. When you find the answers, write it down next to the question individually."</p> <p>Each student will answer the questions by using evidence from the texts. For these questions, students need to use their general knowledge to support their ideas.</p>
5 min	S	<p>Students listen for the 2nd time.</p> <p>Gesture for students to start working on their independent practice, which is to give time to read questions and answer from the article.</p>
1 min	S-S	<p>Pair check. Monitor. If students need, then replay the audio a 3rd time.</p> <p>(Clap) "Okay, times up. Compare your answers with your partner."</p> <p>Instruct students to respect peers' opinions.</p>
2 min	T-S	<p>Feedback to check accuracy.</p> <p>The teacher will ask volunteers to share their ideas. Make sure to check other students who have the same or different opinions. Encourage students to speak their thoughts.</p> <p>"Does anyone else have a different thoughts? Who agrees with his/her idea?"</p>

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 sec	T	Instructions. Give students a question to discuss in pairs or groups. "Let's move on to exercise 3 (point to exercise 3). Discuss with your partner about these questions. This time, you don't need to write down the answers."
5 min	S-S	Students discuss. Monitor "You have 5 minutes to discuss. Go."
1 min	T-S	Feedback. Students share their ideas with the class. (Clap) "Okay, times up. Who will like to share?" Feedback. If there is not much time, nominate a few students to share their opinions.

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. "It was challenging, but you guys did a great job. Did you guys enjoy this topic?" Inform students about the topic for the next lesson. "Tomorrow we will learn about penguins at risk. It will be fun to study." "You are dismissed."



Bananas at Risk: Student Worksheet

Name: _____

Date: _____

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

Questions

1. What type of disease is attacking bananas?

2. When do the bananas turn yellow, dry up, and die?

3. In what places do this fungus kill bananas?

4. What is the reason for creating new banana plants in a lab?

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

Questions

1. Why do people depend on bananas for food and money? Why do people care about bananas' trouble?

2. How are the new banana plants in a lab not infected by TR4?

Exercise three: Talk to your partner freely about any of the questions below.

Questions

1. If you were a scientist, what protection would you make for bananas?

2. If you are going to make new bananas, will you make them for money or for the people?







Transcript

Time: 1 min 10 sec

Millions of people depend on bananas for food and money. But they are in trouble. They are being attacked by a disease called Tropical Race 4 (TR4).

TR4 is a fungus. It lives in the soil. When TR4 strikes, a banana plant turns yellow, dries up, and dies.

TR4 is showing up on banana farms around the world. It is killing banana plants in Asia, Africa, Australia, South America, and the Middle East. "[TR4] can easily spread," Fazil Dusunceli told *TIME for Kids*. He works for the Food and Agriculture Organization. "It is very problematic."

People are coming together to save the tropical fruit. Some scientists are even working to create new banana plants in a lab. These plants would not be harmed by TR4.

Exercise one

1. What type of disease is attacking bananas?

Answer: Tropical Race 4 (TR4)

2. When do the bananas turn yellow, dries up, and dies?

Answer: When TR4 strikes

3. In what places does this fungus is killing bananas?

Answer: Asia, Africa, Australia, South America, Middle East

4. What is the reason for creating new banana plants in a lab?

Answer: To save by TR4

Exercise two

1. Why do people depend on bananas for food and money? Why do people care about bananas' trouble?

Answer: The reason is that people like to eat bananas. People don't want to lose this because bananas are important and delicious fruit.

2. How are the new banana plants in a lab not infected by TR4?

Answer: The new banana plants will protected from the TR4 fungus. It will help bananas not to decay. This will save bananas in good conditions.

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		