**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Kim, hyeonghae (KIM) | TESOL | 07/10/2020 | Listening | PPP | 35 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | The Little Prince |
| **Main Aim** | By the end of lesson, students get better listening comprehension through listening practice, discussion, and worksheet. |
| **Secondary Aim** | Students will be able to speak fluently about the topic. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Materials and References** | | | |
| **ppt,** [**https://www.youtube.com/watch?v=iaI3wkZ3lIk**](https://www.youtube.com/watch?v=iaI3wkZ3lIk) (from 07:17 to 09:01) **, worksheet , board , board pens, pc, audio equipment** | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adult(20-25) | **Number of Students** | 4 |
| **Detail** | This is a general English class. Students are highly motivated and have passion to express their opinion in English. But sometimes they need to have time before saying their opinion.  They are used to do the pair-work. As adult learners, they bring their own life experience to the class and share it happily.  Among language skills, they still need to develop listening skills more than others. They like to learn English with interesting story, especially with visual material.  Because the students are adults, the teacher always respects them in all ways to get the best achievement from them. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| * Electronic equipment could be fail →preparing the portable speakers which could be connected with the teacher’s cell-phone; printing out the ppt in A4 size paper. * Classroom dynamic is quite stale →changing the partners when doing the last pair-work * Nervousness at the start of the lesson →going through the lesson plan before starting the class and prepare the class by rehearsing it few times. | | | |
| **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 make both teacher and students get relaxed when starting the class; to increase the interest from the students; to increase the student talking time by sharing their opinion. | | |
| **Materials:** N/A | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  40 sec | T  T-S/S-S  T-S | T: “Good morning, everyone. Good to see that you already sat next to each other.”  (in a horseshoe desk arrangement which is the teacher already set up before starting the class. Naturally everyone has a partner.)  T: “How do you make friends and keep them? Talk with your partner for 2 min.”  (students are talking to each other. And teacher listens to them to draw idea which is related with today’s topic, if there is any.)  (By clapping hands, let them know the time is up.)  T: “Can you share your ways to make friends?”  (Teacher and students talk about the question shortly.) |

|  |  |  |
| --- | --- | --- |
| **Stage Name:**Presentation  **Purpose of this stage:** To help the students understand the text easily before they firstly listen to the text. This includes two main things; teaching new words with C.C.C. technique, guiding question.  By using C.C.C technique, the students will participate more in the class. And the students will be familiar with the lesson and get a better idea of it through the “guiding question”. | | |
| **Materials:** PPT | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  10 sec  1 min  2 min | T-S  T-S  T-S  T  S-S  T-S | **keywords : tame; invisible; essential**  Elicit – T: “(pointing the ppt) “Look at the picture. Do you think, generally it’s possible?”  S: “No”  T: “What did she do to the bear?”  S: “Train?”  T: “Yes, with training, she tamed the bear. What word is it, again?”  S: “Tame”  CCQ –  T: “Can people tame animals by training?” / S: “Yes.”  T: “If you tame this bear(on the ppt), is the bear going to follow your direction?” / S: “Yes.”  T: ”Are the tamed animals afraid of human?” / S: “No.”  Drill – T: “Everybody, listen and repeat after me 3 times.”  S: “Tame”  (Students speak the word “tame” 3 times chorally.)  (By hand gesture, the teacher asks 2 students pronounce it individually. One student makes a mistake to pronounce it, so teacher asks another student to pronounce it. Then the one who made the mistake correct himself by listening classmate’s proper pronunciation.)  Board – (Write down the word “tame” on the upper-right hand side of the board.)  (Ask the students,)  T: “How many syllables?” / S: “one”  T: “What type of word?” / S: “verb”  (It’s a one syllable word, so the teacher doesn’t mark the stress of the word on the board.)  Elicit – T: (pointing the ppt) “What can you see in the picture?”  S: “Eyelashes?”  T: “That’s right. Do you have this?”  S: “Yes.”  T: “Why?”  S: “To protect our eyes.”  T: ”How do you describe the eyelashes to your body?”  S: ”Important.”  T: “Right, do you know another similar word with <important>?”  S: ”Necessary?”  T: “Very good, something which is really necessary, we call it “essential”. What word is it, again?”  S: “Essential.”  CCQ –  T: “Is body hair essential to human?“ / S: “Yes”  T:”If I believe “love” is essential to life, do I think “love” is extremely important or not important?” / S: “Extremely important.”  Drill – T: “Everybody, listen and repeat after me 3 times.”  S: “Essential”  (Students speak the word “essential” 3 times chorally.)  (By hand gesture, the teacher asks 2 students pronounce it individually. They did well.)  Board – (Write down the word “essential” on the board below the word “tame”.)  (Ask the students,)  T: “How many syllables?” / S: “three.”  T: “Where is the stress?” / S: “2nd.”  T: “What type of word?” / S: “adjective.”  (Teacher will mark syllables and stress on the board with a colourful board pen.)  Elicit – T: (pointing the ppt) “Look at the picture. Can you see his face?”  S: “No.”  T: “What word can describe this situation?”  S: “Invisible.”  T: “That’s right, what word, again?”  S: “invisible”  CCQ –  T: “Is the oxygen invisible?” / S: “Yes.”  T: “Am I(teacher) invisible?” / S: “No.”  T: “Can you show me how to make the book on the desk invisible?”  S: (the student put it inside his bag so it cannot be seen on the desk.)  Drill – T: “Everybody, listen and repeat after me 3 times. Invisible.”  S: “Invisible”  (Students speak the word “Invisible” 3 times chorally.)  (By hand gesture, the teacher asks 2 students pronounce it individually. They did well.)  Board – (Write down the word “invisible” on the board below the word “essential”.)  (Ask the students,)  T: “How many syllables?” / S: “Four.”  T: “Where is the stress?” / S: “2nd”  T: “What type of word?” / S: “adjective”  (Teacher will mark syllables and stress on the board with a colourful board pen.)  T: “Talk to your partner. What is the most essential thing in your life?”  (Students discuss the question with a partner.)  (By clapping hands, let the students know time is up.)  T: “Right, can you share your partner’s idea?”  (Two of the students share their opinion.)  T: “Good. For them, family and happiness are the most essential things in life. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:**Practice - Literal Comprehension Listening  **Purpose of this stage:** Students will listen to the text for the first time. They do the bottom-up listening practice on this stage by solving the literal questions. And then through a pair-check, the students will get more confidence before checking the accuracy all together. This is an accuracy focused stage. | | |
| **Materials:** <https://www.youtube.com/watch?v=iaI3wkZ3lIk> (from 07:17 to 09:01), worksheet | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1min-  40sec | T  S  S-S  T-S | T: (Hold up the worksheet.) “Everyone, we are going to listen to a lovely story about a little prince.  As you listen, please, answer the questions in exercise one, only. It is individual work. Write down the answer next to the question. Don’t do exercise 2 and 3.”    **I.C.Q. –**  T**: “**Which exercise are you going to do?” / S: “Exercise 1 only.”  T: “Are you going to write down your answer or talking with your partner?” / S: “Write down.”  (After finishing I.C.Q., teacher hand out the worksheets**.)**  Students listen for the 1sttime, and write answers on the worksheet.  T**: (**By clapping hands, let them know the time is up for the answering the question.) “Now let’s do the pair check with your partner. I’ll give you 1 min.”  T: “Let’s check the answers together.”  (Teacher and students check the answer one by one together.) |

|  |  |  |
| --- | --- | --- |
| Stage Name:Practice - Interpretive Comprehension Listening  Purpose of this stage: Students will listen to the text for the second time, more carefully this time. On this stage, they do the top -down listening practice by solving the interpretive questions. The students will have a chance to think deeply about the text; the unspoken, intended underlying meaning in the text. This stage is also accuracy focused. So pair-check and the feedback from the teacher will be followed to achieve the accuracy. | | |
| Materials: <https://www.youtube.com/watch?v=iaI3wkZ3lIk> (from 07:17 to 09:01), worksheet | | |
| Time | Interaction | Procedure |
| 30 sec  4 min  1 min  2 min | T  S  S-S  T-S | T: “Now listen again, and answer exercise 2, please. This time, the question will be a bit more difficult. So listen carefully and write down your answer below the questions.”  **I.C.Q. -**  T: “Which exercise are you going to do?” / S: “Exercise 2.”  T: “Are you ready with your pen?” / S: “Yes.”  Students listen for the 2nd time. And write answers on the worksheet.  T: “Now, check your answer with your partner. I’ll give you 1 min.”  (Teacher is listening to the students while they are talking to see if they get the answers completely, or partially right.)  T: “Let’s check the answer together. Question no.1. Why is the fox unique to the little prince?”  (One student shares the answer.)  “That’s right. They have tamed each other and become friends. That’s why the fox is unique now.”  (The teacher checks the accuracy of question no.2 as well.)  “Well done, everyone.” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:**Production - Applied Comprehension Speaking  **Purpose of this stage:** For students to practice their speaking fluency. There’s no more listening practice. This stage is mainly for speaking fluency. They will be able to speak without any pressure for making mistakes. Because the teacher will be a bit away from them physically, not to give them any interruption. They will get two questions which are relevant to the topic and also to their real life. The teacher prepared the questions after considering the feature of the adult learners. | | |
| **Materials:** worksheet | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  8 min  2 min | T  S-S  T-S | (Ask two of the students change the seats and wait for students to move.)  T: “Now turn over your worksheets.”  “Talk to your partner about those two questions. Please talk freely, and listen to your partner.”  “You have 8 minutes.”  **I.C.Q** -  T: “Do you need to write the answers?” / S: “No.”  Students discuss. **(**By clapping hands, let them know the time is up.)  T: “Alright, I could see that you have enjoyed sharing your idea. Anyone would like to share the answer for question no.2?”  (Two of the students share the answers.) |

|  |  |  |
| --- | --- | --- |
| **Stage Name:**Wrap-up  **Purpose of this stage:** To end the lesson with positivity and encouragement. On this stage, students will be able to feel accomplishment and it will keep their passion for learning English. The teacher will highlight the new words of the lesson and give feedback to encourage the students. Also teacher will get the feedback from the students for the next lesson. | | |
| **Materials:** N/A | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T-S | T: “Ok, today is up to here. I like that you shared opinion freely. That was really good.”  “Did you like what we did today?”  S: “Yes, it was really good. I would like to have this kind of activities with another story as well.”  T: “Good, we will do it again next time.”  “What new words did we learn today?”  S: “Tame, Invisible, Essential”  T: “Tomorrow, we will have a listening lesson with another story.”  “ And today we don’t have any homework.”  “See you next time.” |

PPT 1( for C.C.C.)



PPT 2( for C.C.C.)



PPT 3( for C.C.C.)



Transcript

Time: 1 min 43 seconds

So the little prince went back to the rose garden and realized that all of those roses weren’t like his own special flower for they have not been tamed and they have tamed no one. He said to them “You are like my fox when I first knew him. He was only a fox like a hundred thousand other foxes. But I have made him my friend, and now he is unique in all the world.”

“My rose is more important than all the hundreds of other roses : because it is she that I have watered; because it is she that I have put under the glass globe; because it is for her that I have killed the caterpillars(except the two or three that we saved to become butterflies); because it is she that I have listened to, when she grumbled, or boasted, or even sometimes when she said nothing. Because she is my rose and she has tamed me.”

And so he went back to meet the fox.

“Good bye.”

“Good bye.” said the fox. “And now here is my secret, a very simple secret: It is only with the heart that one can see properly; what is essential is invisible to the eye. It is the time you have wasted for your rose that makes your rose so important. You must not forget. You become responsible, forever, for what you have tamed. You are responsible for your rose."

**Worksheet 1 -A Little Prince**

**Exercise One: Listen and Write the answer next to the question**.

a) Are the little prince and the fox friends now?

b) Where did the little prince put his rose?

c) Did the little prince kill all the caterpillars?

d) What is the secret from the fox?

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

a)Why is the fox unique to the little prince?

b)Did the little prince know that his rose is essential to him before meeting the fox?

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

1. Do you agree with the fox’s secret? “What is essential is invisible to the eye.”
2. Do you believe in love in the first sight? Or love growing over time after knowing each other.”

**Answer sheet -A Little Prince**

**Exercise One: Listen and Write the answer next to the question**.

a) Are the little prince and the fox friends now? (Yes)

b) Where did the little prince put his rose? (Under the glass globe)

c) Did the little prince kill all the caterpillars? (No, except the two or three)

d) What is the secret from the fox? (What is essential is invisible to the eye)

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

a)Why is the fox unique to the little prince?

(Because they have tamed each other unlike the other roses. The prince says when he firstly met the fox, the fox was just a fox like hundreds of others like the roses. But after taming each other, they became friends. So the fox is the unique one for the prince.)

b)Did the little prince know that his rose is essential to him before meeting the fox?

(No, we can see that the little prince wasted his time and that time makes his rose more important to him. So we can guess that the little prince didn’t know how important the rose is to him before meeting the fox.)

**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** |  |  |