**Background information sheet**

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| Name | Leah |
| Date | 09/10/2020 |
| Lesson type | Listening |
| Plan type | PPP |
| Length | 35min |

**Lesson**

Topic: The ugly duckling

Main aim: Students to practice and improve their listening comprehension.

Secondary aim: Students to practice their speaking fluency.

Materials and references

<http://learningenglishkids.britishcouncil.org/short-stories/the-ugly-duckling> PC, speaker, and worksheet.

**Student profile**

Level: lower intermediate, children, 5-12, number of students:4

This is a famous story that everyone knows which makes it easier for children to understand the story and guess the meaning of the words. Visual will also help the auditory learning.

Anticipated classroom management difficulties and solutions

Internet connection or device connection: download on the ipad just in case.

TV or Audio malfunction: print out the story and have the book ready to change into book reading session

**My personal aim**

Write a complete and detailed plan.

**Stage name: Lead-in**

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| **Time** | **Interaction** | **Procedure** |
| 30 sec | T | Organize the seating arrangement so everyone can see the screen. Check the volume to see everyone can hear.  Hello everyone, look at this picture. Talk about the animals and their babies. Talk to your partner to find out what the babies are called. They are called differently from their mothers. E.g. foal, calf, kid, kitten, puppy, and so forth. |
| 1min | S-S | Students start to talk to their partners. |
| 1min | T-S | Feedback. Tell me what you have come up with?  Using the flashcard of the adult animals ask students to answer the baby animals. |

**Stage name: Presentation**

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| **Time** | **Interaction** | **Procedure** |
| 1min | T-S | Pre-teach keywords:  Elicit: point to the picture of a swan. What animal is this?  CCQ: Is swan a bird? (yes)  Can swan fly? (yes)  Can swan swim? (no)  Drill: listen and repeat 3 times (together and say swan) and gesture.  Write on the board “swan” on the left side of the board. |
| 1min | T-S | Elicit: show them an action when you don’t want someone near you (do the gesture of pushing away something next to you) and ask the students what you would say.  CCQ: Is a person at one place? (no)  Do people want him to stand near? (no)  Do you want to be alone? (yes)  Drill: listen and repeat 3times together and gesture telling someone to go away. Write on the board “go away” on the left side. |
| **Guiding questions** | | |
| 10 sec | T | Talk to your partners. What do you think about how the other animals treated the ugly duckling? How did ugly duckling feel? Would you do this to your classmate? |
| 1min | S-S | Students discuss with their partners. |
| 1min | T-S | Feedback. Ask students to share their opinions and tell them their ideas are good. |

**Stage name: Practice – Literal listening comprehension**

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| **Time** | **Interaction** | **Procedure** |
| 1min | T | Give instructions and hold onto the worksheet. Now it’s time to listen the story about the ugly duckling.  ICQ – do you need to answer the worksheet (yes).  Do you need to answer them now or after the video is finished? (while listening) |
| 2.24m | S | Students listen to the story for the first time. |
| 1min | S-S | Check your answers with your partners. |
| 1min | T-S | Check the accuracy. Ask students what their answers were and if anyone had different answers. |

**Stage name: Practice – interpretive comprehension listening**

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| **Time** | **Interaction** | **Procedure** |
| 1m | T | Listen again and answer worksheet 2. These questions are more difficult, but listen carefully and think about what you know.  Write your answers next to the questions. I will give you time after the listening for you to think and write.  ICQ: Do you need to rush to answer the questions? (no, I will give you enough time to answer).  Read the questions aloud for the students. |
| 2.24m | S | Students listen and write answers. |
| 2min | S-S | Pair check. If needed, replay for the third time. |
| 2min | T | Check the accuracy. |

**Stage name: Production-applied comprehension speaking**

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| **Time** | **Interaction** | **Procedure** |
| 1min | T | Talk to your partner about the questions. ICQ – do you need to write anything? (no) |
| 5min | S-S | Students discuss. Teacher monitor from distance. |
| 1min | T-S | Feedback and exchange ideas and opinions. |

**Stage name: wrap-up**

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| **Time** | **Interaction** | **Procedure** |
| 2min | T | Lesson feedback: what has been done in today’s class and what needs to be remembered and improved.  Set home: For homework, imagine if you were one of the animals telling the swan to go away and write a letter to the swan how you would apologize. If you don’t want to apologize, what would you sat to the swan.  Inform the students about the topics for the next lesson. Tomorrow we will learn about the wild animals. Dismissed. |

**Worksheet**

**Worksheet 1 – The ugly duckling**

Listen carefully, think, and write your answer.

1. Where does mummy duck live?
2. How many eggs in the nest?
3. Who said “go away” to the ugly duckling?
4. Did he have a friend?
5. Did winter come?

**Worksheet 2 – the ugly duckling**

Listen carefully, think, and write your answer.

1. Why was his egg bigger than the others?
2. Why did mum think it is strange that one egg is bigger?
3. Why did he say “wow! Who’s that?”?

**Worksheet 3 – talk to your partner freely about any of the questions below. No need to write.**

1. How do you choose your friend?
2. Is being ugly makes you a bad person? Why and explain.
3. How can you change from being ugly to being beautiful?
4. Do you agree with how the farm animals treated him? Why? And explain.

**Answer sheet**

**Worksheet 1 – the ugly duckling**

1. Where does mummy duck live? (on the farm)
2. How many eggs are in the nest? (6)
3. Who said “go away” to the ugly duckling? (pig, sheep, cow, horse, and his brothers and sisters).
4. Did he have a friend? (no)
5. Did winter come? (yes)

**Worksheet 2 – the ugly duckling**

1. Why was his egg bigger than the others? (because he is a swan, not a duck)
2. Why did mum think it is strange that one egg is bigger? (because it is different.)
3. Why did he say “wow! Who’s that?”? (because he saw a beautiful white bird).

**Flashcards and Pictures**

