**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Summer | TESOL | 24/04/2021 | Listening | PPP | 30 min |

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| **Lesson** | |
| **Topic** | A princess of Mars -- Part4 |
| **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** | | | |
| PC and audio equipment; PPT; <https://www.youtube.com/watch?v=sD1UsOdLMKA>; worksheet; board pens | | | |
| **Student Profile** | | | |
| **Level** | intermediate | | |
| **Age** | Teenagers | **Number of Students** | 4 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are 3 Koreans and a Filipina. They are accustomed to pair work, but still need to be relaxed before they open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| PC and the audio equipment could not work -> Bring a set of portable speakers to use with my smartphone; Print A4 | | | |
| **My Personal Aim** | | | |
| What I aim to demonstrate is the ability to give instructions clearly so that students can perform easily. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the students and the teachers; to increase student talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min | T  S-S  T-S | Check seating arrangements for making everyone have a partner, and all can easily see the screen. Show PPT 1.  Hello guys, take a look at this picture. Talk to your partner about this book cover. For example, what they are doing, what kind of relationship they have, and what genre it is. You have 1 minute.  Clap to signal the students to begin talking.  Students talk to their partners. Monitor for any use of key words.  Feedback. Gesture to 2 groups and ask – “Tell me about your ideas.” |

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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 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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  10 sec  1 min  50 sec | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords: warriors; allies; excitement**  Elicit – Point to PPT2. What is his job? (He’s a warrior.)  CCQ – Does he have the skills to fight? (Yes.)  Does he fight other people? (Yes.)  Is a warrior like a fighter? (Yes.)  Drill – Choral and individual drilling for correct pronunciation.  Board – Write “warrior” on the board on the left of the board.  How many syllables do we have in this word? (3) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  Elicit – Point to PPT3. What is the relationship between the two people in the picture? (allies)  CCQ – Is an ally someone who helps and supports someone else? (Yes.)  Is an ally an enemy? (No.)  Are your friends your allies? (Yes.)  Drill – Choral and individual drilling for correct pronunciation.  Board – Write “allies” on the board on the left of the board.  How many syllables do we have in this word? (2) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  Elicit – Point to PPT4. What does the person in the picture feel? (excitement)  CCQ – Is it state? (Yes.)  Is It state to makes you awake? (Yes.)  Does it have a strong feeling? (Yes.)  Drill – Choral and individual drilling for correct pronunciation.  Board – Write “excitement” on the board on the left of the board.  How many syllables do we have in this word? (3) Mark with a blue pen.  Where is the stress? (2nd) Mark with a red pen.  **Guiding Question**  Gesture the students to discuss with their partners.  When do you need allies? When you don’t need them?  Students discuss with their partners  Feedback. Nominate a few students to share their ideas, if necessary. Ask follow up questions. |

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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** |
| 30 sec  2 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Show the book cover to the class.  Now it’s time to listen to a story about this.  As you listen, you must answer these questions in exercise one only.  When you see the answer, write it down next to the question.  Don’t do exercise 2,  **I.C.Q. –** Will you answer exercise one? (Yes.)  Do we need to look for the answers for exercise 2? (No.)  Do you have a pen or pencil ready? (Yes.)  Read each question aloud for the students. Hand out the work sheet.  Exercise One: Listen and write the answer next to the question.  a) Where did they get to after several days? (the city of Helium)  b) The red men of Helium thought we were friends or allies at first. True or False? (False)  c) Who is Tardos Mor? (the grandfather of Dejah Thoris)  d) Tardos Mors appreciated me for saving the life of the princess. True or False? (True)  **Students listen for the 1sttime, and write answers on the worksheet.**  **Pair check.**  Compare your answers with your partner. Monitor.  **Feedback to check accuracy.**  Nominate some students to share their answers in the class. Does anyone agree with this answer? Does anyone else have a different answer? How did you know that the red men thought they were allies at first? |

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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  4 min  1 min  2 min | T  S  S-S  T-S | Listen again. This time, let’s answer Exercise 2. These questions are a bit more difficult, but if you listen carefully and try to understand, 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. –** Will you answer exercise two? (Yes.)  Will you have time to think and write after listening? (Yes.)  Should you rush answering exercise 2? (No.)  Read the questions aloud for the students.  Exercise Two: Listen carefully, think, and write your answer.  a) Why did the red men of Helium think they were enemies?  (Because the red men of Helium would see they were wearing different colored armor. Also there was their princess who they couldn’t expect to see. In this war situation, of course, they might guess them as enemies.)  b) Why did Tardos Mors cry?  (Tardos Mors could think he never see their princess again. It must have been unexpected when he lost her. So He felt thankful so much. It might be huge emotion. That’s why he cried without saying anything.)  **Students listen for the 2nd time.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** |

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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. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-S | Make a group out of the students. Form a circle. Wait for students to move.  Now, pass your worksheets in front.  Share to the group your ideas and opinion about the question.  You should talk freely, and don’t forget to ask follow up questions when necessary.  You have 5 minutes.  Exercise 3:  Do role play : if you were Tardos Mos, how could you show you are thankful to save their princess.  Do you have the confidence to be a warrior? Why? Why not?  **Students discuss.** Monitor.  **Feedback. Students share their ideas with the class.** |

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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 in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Set homework.** For homework, use the vocabulary words (warrior, allies, excitement) we learned today in sentences. Write it on your notebook. The deadline is tomorrow.  **Inform students about the topic for the next lesson.** Tomorrow we will have a reading class about A Princess of Mars Part 5.  Dismissed. |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

Transcript - A Princess of Mars Part 4

Several days later, we reached the city of Helium. At first, the red men of Helium thought we were an attacking army. But they soon saw their Princess. We were greeted with great joy. Tars Tarkas and his green warriors caused the greatest excitement. This huge group of green warriors entered the city as friends and allies.

I soon met Tardos Mors, the grandfather of Dejah Thoris. He tried several times to thank me for saving the life of the Princess. But tears filled his eyes and he could not speak.

**Worksheet1 – A princess of Mars**

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

a) Where did they get to after several days?

b) The red men of Helium thought we were friends or allies at first. True or False?

c) Who is Tardos Mor?

d) Tardos Mors appreciated me for saving the life of the princess. True or False?

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

a) Why did the red men of Helium think they were enemies?

b) Why did Tardos Mors cry?

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

a) Do role play : if you were Tardos Mos, how could you show you are thankful to save their princess.

b) Do you have the confidence to be a warrior? Why? Why not?

**Answersheet1 – A princess of Mars**

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

a) Where did they get to after several days? (the city of Helium)

b) The red men of Helium thought we were friends or allies at first. True or False? (False)

c) Who is Tardos Mor? (the grandfather of Dejah Thoris)

d) Tardos Mors appreciated me for saving the life of the princess. True or False? (True)

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

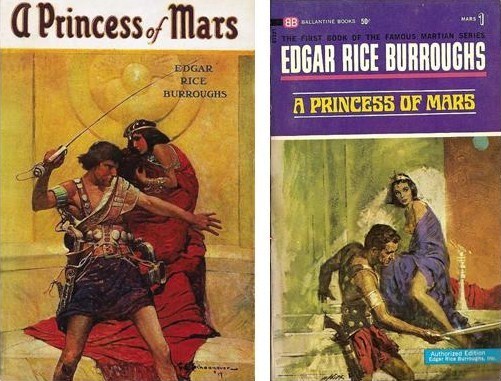
a) Why did the red men of Helium think they were enemies?

(Because the red men of Helium would see they were wearing different colored armor. Also there was their princess who they couldn’t expect to see. In this war situation, of course, they might guess them as enemies.)

b) Why did Tardos Mors cry?

(Tardos Mors could think he never see their princess again. It must have been unexpected when he lost her. So He felt thankful so much. It might be huge emotion. That’s why he cried without saying anything.)

**PPT1**

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**PPT2**

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**PPT3**

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**PPT4**