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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan Type** | **Length** |
| AJ | 220TH\_WK | 04/24/2021 | Listening | PPP | 30 Mins. |

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| **Topic** | A Princess from Mars. |
| **Main Aim** | To develop the listening comprehension of the students. |
| **Secondary Aim** | To expose students in speaking through activities. |

**Background Information Sheet**

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| **Lesson** |

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| **Material and References** |

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| https://www.youtube.com/watch?v=sD1UsOdLMKA; worksheets; board pens; picture. |

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| **Student Profile** |

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| **Level** | Upper Intermediate | | |
| **Age** | Teens | **Number of Students** | 4 |
| **Detail** | Students have an understanding of the English language with occasional errors in  grammar and vocabulary. They like the demonstration activities and are fully  motivated to learn. The lesson is about the listening comprehension and it’s  something the students want to improve more. | | |

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| **Anticipated Classroom Management Difficulties and their Solutions** |
| Sudden Wi-fi problem = bring an audio equipment and save the videos in USB or mobile phone; print an A4 size picture of PPT.  Student’s difficulties to hear well the audio = check the equipment and all materials needed before the presentation. |

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| **My Personal Aims** |
| My personal Aim is to detail and complete the Lesson plan. |

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| **Stage name Lead:** Lead-in  **Purpose of this Stage:** To contribute to the formation of good classroom dynamics, to help students establish ideas regarding the topic. | | |
| **Materials: PPT1** | | |
| **Time** | **Interaction** | **Procedure** |
| **30 seconds**  **1 min**  **1 min** | **T**  **S-S**  **T-S** | Make a proper chair arrangement, 4 students will be divided into 2 groups so make sure that all groups can see the screen fully for PPT.  Good day to all of you! I would like to catch your attention and take a look on the screen. Discuss with your groupmate about what the picture is all about. Take a look at the characters and discuss the situation of the scene. Gesture for the students to start discussing with their groupmate.  Students talk to their groupmate. Checking some keywords to support the topic.  Start for the feedback. ”Tell me about your thoughts on the picture?” Ask some hook questions to prepare the keywords. |

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| **Stage name:** Presentation  **Purpose of this stage:** To introduce information about the topic. Giving 4 keywords using the c.c.c technique and checking the student’s comprehension. This also helps them to start remembering about the topic’s vocabulary. | | |
| **Materials: Board;pen** | | |
| **Time** | **Interaction** | **Procedure** |
| **1 min**  **1 min**  **1 min** | **T-S**  **T-S**  **T-S** | **Pre-teach keywords; Princess; save; tear; friend**  Elicit – Point to PPT. Who’s the young woman in the picture? (Princess)  CCQ – Is she a monarch? (Yes)  Is she an ordinary person? (No)  Drill – Say the word “princess” altogether (gesture.) Then select 2 or 3 students to repeat individually.  Board – Write on the board the word “princess” ask how many syllables? (2) mark it.  Which syllable is stress? Mark it.  Elicit – Point to PPT. Do you think, what the knight wants to do with a princess?  (To save.)  CCQ – Is the save means to rescue someone from harm? (Yes)  Is it a bad intention? (No)  Drill – Call individually and say the word ”save”.  Board – Write on the board the word and ask what part of speech is it.  Elicit – Point to PPT. The princess looks crying in the picture, you think what's the fluid coming out of her eyes? (Tear)  CCQ – Is there actually called tears of joy? (Yes)  Is it possible to full one glass of tears? (No)  Drill – Say the word tear altogether 3 times (gesture) select 2 students to repeat individually.  Board – Write on the board and ask what part of speech is it. |

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| **1 min**      **15 sec**  **2mins**  **1 min** | **T-S**      **T**  **S-S**  **T-S** | Elicit – Point to PPT. Do you think what's the relation of a knight to a princess? (A friend)  CCQ – Does a friend is someone you can lean on in any state? (Yes)  Can you call a friend that will put you in a risky and dangerous situation? (No)  Drill – Call 3 students individually for pronunciation.  Board – Write on the board and ask what kind of word is it?  **Guiding Question**  Ok! Talk to your grommet and discuss how he/she will be able to maintain a good  friendship.  Students discuss with their groupmate.  Feedback. Discuss with your students about their ideas. |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** First stage to listen in order to answer the literal questions. This stage will test your understanding  to the topic. | | | |
| **Materials:** Audio or video clip in YouTube. | | | |
| **Time** | **Interaction** | **Procedure** |
| **30 seconds**  **2mins**  **1 min**  **2mins** | **T**  **S**  **S-S**  **T-S** | **Instructions. Set the purpose for listening. Hand out worksheets.**  Ok! I have these worksheets and you will answer it by listening to the story. Write it down next to the question and do not answer the 2nd exercise.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair checks.** Compare the answer with your groupmate. Monitor.  **Feedback to check accuracy.** Answer the questions by calling the students.  Check their answer if the same if not, ask the student why |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students will listen for the second time to answer the interpretive questions. The students will be able to interpret the concept. In this thing it will determine whether the students fully understand the story. | | |
| **Materials:** sound/video clip | | |
| **Time** | **Interaction** | **Procedure** |
| **30 sec**  **2mins**  **1 min**  **2mins** | **T**  **S**  **S-S**  **T-S** | **Instructions. Set the purpose for listening. Hand out a worksheet.**  Let’s listen again for the 2nd time and answer the exercise 2. Write down the answer next to the questions.  **Students listen for the 2nd time.**  **Pair checks. 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:** In this stage, students practice their speaking fluency. They will develop speaking skills to communicate effectively. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| **1 min**  **5mins**  **2mins** | **T**  **S-S**  **S-S** | Ok guys talk to your grommet again and discuss the question of exercise 3, You don't need to write it. Share your thoughts and I will give you 5mins to discuss it.  **Students discuss; monitor from a distance.**  **Feedback. Students share their thoughts.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** A helpful stage in closing a lesson, you can give a few questions like, how the lesson affected their learning. It is a way to encourage students to enhance more their fluency by giving a good note. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| **1 min** | **T-S** | While I'm monitoring each one of you I recognized your dedication to enhance your listening skills.  You did actually great guys! But still we have to improve more as we face the other lessons... ok thank you guys... well done.  Dismissed the class. |

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**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** |

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| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
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