**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Nicole | TESOL | 26/06/2021 | Listening | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Crying over happiness |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening model. |
| **Secondary Aim** | Students will practice their speaking fluency. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Materials and References** | | | | | |
| <https://www.youtube.com/watch?v=sD1UsOdLMKA>; Transcript, Worksheet, Answer sheet, board pens, a computer, a monitor or a screen and audio equipment | | | | | |
| **Student Profile** | | | | | |
| **Level** | | | Intermediate | | |
| **Age** | | | Teenagers (13 – 16) | **Number of Students** | 3 |
| **Detail** | | | This is an English listening class, and students are all Koreans and have already watched the first half of this video. Now they are very curious about the story of the next episode. They are following well most English listening lessons, but they need to develop their listening skill by being exposed to more various conversation with some unfamiliar and unexpected subjects/topics/stories. Also, they can communicate effectively using complex sentence forms, and their language system is good, especially the lexis part, so they would go for the secondary aim with free talking. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | | | |
| 1. If the desks are not arranged suitably for 3 students’ discussion together, horseshoe desk arrangement setting before the class; Since the number of students is odd and small, I’ll have all 3 students talk to one another (all together). 2. In case the audio equipment doesn’t work, I bring the transcript to read it aloud for student’s listening lesson. | | | | | |
| **My Personal Aim** | | | | | |
| What I focus on is the time management by making a detailed time plan and allocating more conservative time per each stage and lesson activity. | | | | | |
| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the students and the teacher; to increase student talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | | | | |
| **Materials:** | | | | | |
| **Time** | **Interaction** | **Procedure** | | | |
| 40 sec  1 min  1 min | T  S-S  T-S | Ask students if they are comfortable with adjusted desk arrangement for 3-way communication, so all students can see the screen and all their classmates to communicate easily.  Draw attention with eye contact.  Have you ever been to a concert performance? Yes, or not, you would know how a popular singer and his/her fans feel and react in the concert performance. Talk about your ideas to your 2 classmates. You have 1 minute.  Gesture for students to begin talking to one another.  **Students talk to one another.** Monitor for any use of key words  **Feedback.** Ask each student to share ideas. | | | |

|  |  |  |
| --- | --- | --- |
| **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 &  20 sec  10 sec  2 min  1 min | T-S  T  S-S  T-S | **Pre-teach keyword; allies**  Elicit – Anecdote; During the Korean war, there were many countries which supported South Korea.  What do we call those many countries who supported South Korea in that situation? (allies)  CCQ – Do allies have common purposes and mutual benefits? (Yes)  Are they enemies? (No)  Do allies trust one another? (Yes)  Drill – Listen and repeat 3 times together. (Gesture)  Nominate all 3 individually.  Board – Write “allies” on the right side of the board.  How many syllables? (2) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  What part of the speech? (Noun) Write “(n)”.  What is the singular of “allies”? (ally) Write down “ally”.  **Guiding Question**  In Media interviews, how usually do the Olympic champions react right after they win a gold medal in an Olympic game? Talk to your 2 classmates.  **Students share their thoughts together.** Monitor.  **Feedback.** Nominate one or two student(s) to share his/her thought. Draw out ideas that they cry over the victorious joy, and they become speechless. |

|  |  |  |
| --- | --- | --- |
| **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:** <https://www.youtube.com/watch?v=sD1UsOdLMKA>, **Transcript, Worksheet, Answer sheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  40 sec  40 sec | T  S  S-S  T-S | **Instructions. Set the purpose for listening before handing out worksheets.**  Draw attention by holding up the worksheet 1 with silence.  Now, it is time to listen to the next story.  As you listen, you must answer these questions in exercise one only.  When you catch the answer, write it down next to the question.  Don’t do exercise 2 and 3.  **I.C.Q. –** Do you need to write down your answers? (Yes.)  Do you have to read and answer the questions for exercise 2 and 3? (No.)  Do you have a pen or a pencil ready? (Yes.)  Do you write down answers while listening or after listening? (while listening)  Read each question aloud for the students and hand out the worksheet 1.  **Students listen for the 1st time and write answers on the worksheet.**  **Students check one another.** Compare your answers with your 2 classmates. Monitor  **Feedback to check accuracy.** Ask students for answers by taking turn and check if others have the same or different 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:** <https://www.youtube.com/watch?v=sD1UsOdLMKA>, **Transcript, Worksheet, Answer sheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 40 sec  3 min  2 min  1 min | T  S  S-S  T-S | **Instructions.**  Listen again, and this time, you’ll answer exercise 2 only.  It is a little bit difficult, so listen carefully.  Write your answer under the question.  I will give you time afterwards to think and write.  **I.C.Q. –** Do you have time to think and write your answer after listening? (Yes.)  Do you read and answer exercise 3 too? (No.)    Read the question aloud for the students.  **Students listen for the 2nd time and write their answers.**  **Students check one another.** Compare your answers with your 2 classmates.  **Monitor.** If students need, then replay the audio a 3rd time.  **Feedback to check accuracy.** Nominate the student whom I didn’t designate for my guiding question. If his/her answer is not what I expect. I’ll look for another student who has another idea to draw out the similar answer that I expect to come out. |

|  |  |  |
| --- | --- | --- |
| **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: Worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  5 min  1 min | T  S-S  T-S | **Instructions.**  Read the exercise 3 question aloud for the students. Talk freely to your classmates about your experiences. Make sure to share each other, listen to each other and ask if any question as well.  You have 5 minutes.  I.C.Q. – Does only one person talk or all 3 together? (All 3 together)  Do you need to write anything? (No)  **Students discuss.** Monitor from a distance and see if anything particular for further support, help or lessons.  **Feedback. Students share their ideas with the whole class.** Some lessons to be provided if anything noticed from the students’ discussion. |

|  |  |  |
| --- | --- | --- |
| **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** |
| 50 sec  30 sec | T-S  T | **Lesson feedback.** Ask the students what they felt most challenging. In case no or little feedback from students, tell the class what they did well, and what needs to improve.  **Set homework.** This story has about 4 minutes left till the end. For your homework, you imagine how this story goes and ends and make a short story on your own. You will share your imaginary story in your speaking lesson tomorrow.Each one will have 3 minutes to share.  **Inform students about the topic for the next lesson.** Tomorrow we will do a speaking lesson with your stories.  Dismissed. |

**Transcript**

Time: 7.46 – 8.40 (54 seconds)

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.

**Worksheet – Crying over happiness**

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

1. When did they reach the city of Helium?
2. Who thought they were an attacking army?
3. Who did the red men see?
4. Who entered the city as friends and allies?

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

1. Why was the grandfather of Dejah Thoris speechless?

**Exercise Three: Talk to one another about the below question. No writing!**

1. Have you ever experienced any moment you cried over happiness?

When was it?

**Answer Sheet – Crying over happiness**

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

1. When did they reach the city of Helium? (Several days later)
2. Who thought they were an attacking army? (The red men of Helium)
3. Who did the red men see? (Their Princess)
4. Who entered the city as friends and allies? (The huge group of green warriors)

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

1. Why was the grandfather of Dejah Thoris speechless?

Because the Princess’ grandfather must have thought the Princess, his granddaughter had been killed, but she came back alive and safely thanks to John Carter. So, he was filled with happiness, and he felt too grateful to keep talking and he couldn’t thank him enough.

**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** |  |  |