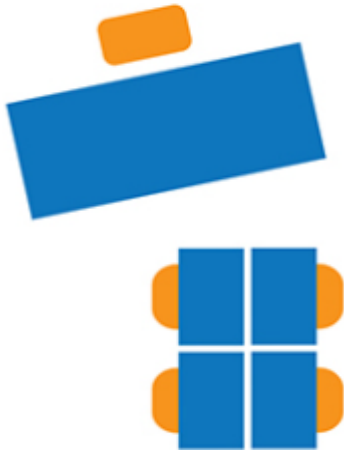


Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length									
Helen Cho	TESOL 222WK	26/06/2021	Listening	PPP	25 min									
Lesson														
Topic	A Princess from Mars Part 4													
Main Aim	Students will practice their listening comprehension using an integrated model.													
Secondary Aim	Students will practice their speaking fluency.													
Materials and References														
https://www.youtube.com/watch?v=sD1UsOdLMKA 7:46-8:40; worksheet; board pens; P.C. and audio equipment														
Student Profile														
Level	Intermediate													
Age	Teens	Number of Students		3										
Detail	This is a general English class and all Korean boy students. They like super heros and warriors. They are accustomed to group work and already have listened "A Princess from Mars" from Part 1 to 3 in the previous classes so they are familiar to this story, but still need to be relaxed before they will 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														
<p>The audio equipment could fail=>bring my smartphone; or read aloud transcript for students, practice reading speed and phonology; print A4 size picture of my PPT.</p> <p>Nervousness at the start of the lesson=> check equipment is working; check all required materials are with me; to start the lesson, play background music to make relaxed atmosphere, practice properly Listening Lesson Plan and use lead-in.</p>														
My Personal Aim														
My personal aim for listening lesson plan is writing down exactly what to say in the class so it can reduce T.T.T and increase S.T.T. I also would like to practice more and give clear instruction.														

Stage Name: Lead-in Purpose of this stage: To relax both 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
20 sec	T	<p>Organize desk arrangements as clusters since this class is only for 3 students so they can see each other and easily communicate together. Also, all can easily see the screen. Show PPT 1.</p> 
1 min	S-S	<p>Hello guys, look at this picture. All of you know Superman. You guys talk together what Superman is doing in this picture. You have a 1 minute.</p> <p>Students talk in the group. Monitor for any use of key words.</p>
30 sec	T-S	<p>Feedback. Nominate one or two students and ask, "Tell me about your idea." Estimate time accurately.</p>

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 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 encounter listening. This encourages the use of their schema when comprehending a text.		
Materials:		
Time	Interaction	Procedure
1 min	T-S	Pre-teach keywords: attack, save a life Elicit – Look at me. What am I doing? (mime; punching one student’s arm with mad face) (Correct answer: attacking him) CCQ – Do you attack an enemy? (Yes) When you attack someone, do you use power? (Yes) Drill – Listen and repeat 3 times together. (Gesture) Individual drilling to check and correct pronunciation. (Gesture) Board – Write attack on the left of the board. How many syllables? (2; at-tak) Mark with a blue pen. Which syllable is stressed? (2 nd , at-tâk) Mark with red pen. What type of speech? (verb) Write “v” with green pen.
1 min	T-S	Elicit – Point to PPT 1. What does Superman do in the picture? (Correct answer: He is saving people’s lives.) CCQ – Does Superman stop a lady and a boy from being killed? (Yes) Can firefighters save people’s lives? (Yes) Can smoking save your life? (No) Drill – Listen and repeat 3 times together. (Gesture) Individual drilling to check and correct pronunciation. (Gesture) Board – Write save a life on the left of the board. You can also use (save the Earth/save the world/save trees) Write on the board as below; Save a life the Earth the world trees
10 sec	T	Guiding Question Talk in the group. How can you become friends or allies with your enemy? Give some examples.
1 min	S-S	Students discuss about the question in a group.
1 min	T-S	Feedback. Nominate one or two students to share their ideas. Draw out ideas that enemies fight against each other, and they are not friends. But, sometimes they can be friends or allies if enemy saved you or your family’s life.

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 includes 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 only a surface understanding. This is an accuracy focused stage.		
Materials:		
Time	Interaction	Procedure
1 min	T	Instructions. Set the purpose for listening before handing out worksheets. Hold up the worksheet. Now it's time to listen to a story about a Princess of Mars. As you listen, you must answer these questions in exercise one only. When you catch the answer, write it down to the question. Don't do exercise 2. I.C.Q- Do you need to write your answer? (Yes.) Do you wait until the listening ends and then write down the answer? (No.) Do you also do exercise 2 right now? (No.) Do you have a pen or pencil ready? (Yes.) Read each question aloud for the students. Hand out the worksheet.
1 min	S	Students listen for the 1st time, and write answers on the worksheet.
1 min	S-S	Group check. Compare your answer with your group. Monitor.
2 min	T-S	Feedback to check accuracy. Ask students for answer, checking if others have the same or different answers. Does anyone 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:		
Time	Interaction	Procedure
1 min	T	Listen again. This time, answer exercise 2. These questions are more difficult, but if you listen carefully and think about what you know, 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- Do you write down the answer while you are listening? (No, we will have afterwards to write.) Read each question aloud for the students.
2 min	S	Students listen for the 2nd time and write their answers.
2 min	S-S	Group check. Monitor. If students need, then replay the audio a 3rd time.
1 min	T-S	Feedback to check accuracy.

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	T	Now, turn over your worksheets. Talk in your group about any of these questions. You should talk freely, and remember to listen and ask questions each other. You have 5 minutes. I.C.Q- Do you have to write anything? (No.)
5 min	S-S	Students discuss. Monitor from a distance.
1 min	T-S	Feedback. Students share their ideas with the class.

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
1 min	T	Lesson feedback. Tell the class what they did well, and what needs to improve. Set homework. For homework, you can pick one topic from followings and draw A4 sized poster. You will have about 1 minute presentation of explaining about your poster in next class. Write Topics on the board: 1) How can we save people's lives? 2) How can we save the Earth? 3) Why it is important to save trees? Dismissed.



Transcript

Time: 54 seconds

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

I soon met Tados 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 1-A Princess of Mars

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

- 1) What's the name of the city they reached after several days?**
- 2) Did green warriors attack the red men?**
- 3) Is the Princess killed by the green warriors?**
- 4) What is the name of grandfather?**

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

- 1) Why red men greeted Tars Tarkas and his green warriors with great joy?**
- 2) How did the green warriors and the red men become friends?**

Exercise Three: Talk in your group freely about any of the questions below. No Writing!

- 1) Do you have an experience of saving other's life?**
- 2) If you are an adult and saw a crime scene, can you help victim to save his life?**
- 3) Do you agree that there is nothing greater than family love?**

Answer Sheet-A Princess of Mars

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

1) What's the name of the city they reached after several days?

Helium.

2) Did green warriors attack the red men?

No.

3) Is the Princess killed by the green warriors?

No.

4) What is the name of grandfather?

Tados Mors

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

1) Why red men greeted Tars Tarkas and his green warriors with great joy?

Because after they saw the Princess they knew that green warriors saved her life. That is why they greeted with great joy.

2) How did the green warriors and the red men become friends?

Since the green warriors saved the Princess's life, those two groups are not enemies anymore. The red men welcomed the green warriors to enter the city of Helium and became friends and allies.

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		