

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length									
EunYong Yang	0316WD	06/04/2022	Listening	PPP	35 min									
<b>Lesson</b>														
<b>Topic</b>	"Moments when you feel positive emotion" (A Princess of Mars)													
<b>Main Aim</b>	Students will practice their listening comprehension using an interactive model.													
<b>Secondary Aim</b>	Students will practice their speaking fluency.													
<b>Materials and References</b>														
https://www.youtube.com/watch?v=fiCBzEjba_I (7:46 - 8:39), Computer (Audio player), PPTs, Worksheet														
<b>Student Profile</b>														
<b>Level</b>	high intermediate level													
<b>Age</b>	teens.	<b>Number of Students</b>		8 students										
<b>Detail</b>	The students are all Korean teenagers. They are interested in novel or movie stories. They have a good rapport with the teacher and are willing to participate in activities. Concerning the audio file, they know the previous part of the story. So they can understand the context of the text.													
<b>Anticipated Classroom Management Difficulties and their Solutions</b>														
<p><b>When audio equipment (computer) does not properly work:</b> prepare more extra equipments such as smart phones or pads which can play youtube audio files.</p> <p><b>When internet connection problem happens:</b> check and test in advance if the internet connection is smooth. Just in case save the youtube file as an offline audio format.</p>														
<b>My Personal Aim</b>														
My personal aim in this lesson is to improve the ability in effectively eliciting students' talk, with making less teacher's talk. I also aim to practice writing a complete and detailed lesson plan.														

<b>Stage Name:</b> Lead-in		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> PPT Image 1		
Time	Interaction	Procedure
	T	Before the class, arrange the seats 'panel (horse's hoof) shaped' for discussion activities with the front screen view as well. Make the seats total into 4 groups, with 2 seats each.
30 sec	T	<b>Greet. Instructions.</b> Show PPT Image 1. "Hello, look at the picture. 'Happy tears'. When do people have happy tears? List positive emotions. Talk with your partner. You have 2 minutes."
2 min	S-S	<b>Brainstorm/talk to a partner.</b> Students talk to their partners in groups. The teacher listens to monitor them. Monitoring should be done from a distance not to disturb them.
30 sec	T-S	<b>Feedback if appropriate.</b> Ask with gestures to 1~2 groups - "Tell about your discussion". Give proper feedbacks.

<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> PPT Image 2, 3		
Time	Interaction	Procedure
1 min	T-S	<b>Pre-teach keywords 'save', 'ally'</b> Elicit – Show PPT Image 2. "Look at the men. What are they doing? (They're saving life.) CCQ – "If you save someone, are you helping them?" (Yes) "Before someone is saved, are they in a good situation?" (No) "If someone needs to be saved, they are in danger or bad condition?" (Yes) Drill – "Guys, together listen and repeat 3 times". Help them with gestures. Nominate 3~4 to pronounce it. Board – Write down on the board with a black pen 'save'.
1 min	T-S	Elicit – Show PPT Image 3. "Look at the people in the middle. Who are they to each others? (ally) CCQ – "If someone is your ally, do they help you?" (Yes) "Is your ally partner or enemy?" (partner) "When you have your ally, are you opposed by others? (Yes) Drill – "Listen and repeat 3 times together". Help them with gestures. Nominate 3~4 to pronounce it. Board – Write down on the board with a black pen 'ally'. How many syllables? (2) Write under the word with a blue pen 'al-ly'. Where is the stress? (First syllable). Write under it with a red pen. 'AL-ly'.
10 sec	T	<b>Guiding Question</b> "Talk to your partner. How do you feel when someone solve your worst problem? Then how will you think about the someone?"
1 min	S-S	Students talk together about the question in each group. The teacher listens and monitors them.
50 sec	T-S	<b>Feedback.</b> Point out 1~2 groups with gestures - "Tell your opinion". Elicit from them positive emotion list such as thankfulness, happiness, overwhelmed impression.

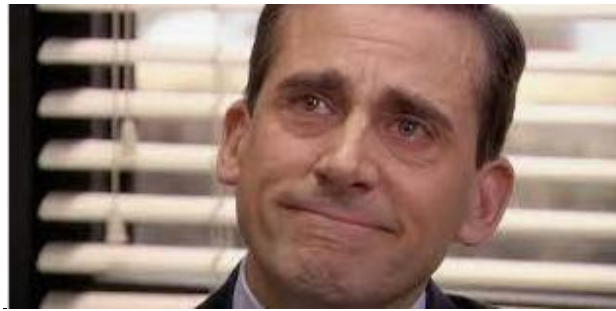
<b>Stage Name:</b> Practice - Literal Comprehension Listening		
<b>Purpose of this stage:</b> For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text; to notice who the speakers are; where they are; and perhaps why they are speaking. The responses are short, objective, and are only a surface understanding. This is an accuracy focused stage.		
<b>Materials:</b>		
Time	Interaction	Procedure
30 sec	T	<b>Instructions. Set the purpose for listening. Hand out worksheets.</b> Hand out worksheets. "Listen to a story, and answer the questions in exercise 1."
2 min	S	<b>Students listen for the 1<sup>st</sup> time, and write answers on the worksheet.</b> "You have 1 minutes more"
1 min	S-S	<b>Pair check.</b> "Compare your answers with your partner." Teacher listens to monitor them.
1 min	T-S	<b>Feedback to check accuracy.</b> Find out if there is someone who wrote wrong answers. "Anyone with a different answer?" And ask others with gestures, "Who have the same answer with him/her?" And let them talk one another about the answer.

<b>Stage Name:</b> Practice - Interpretive Comprehension Listening <b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
30 sec	T	Listen again to the story. And answer exercise 2.
3 min	S	<b>Students listen for the 2<sup>nd</sup> time.</b> "Write down your answers on your worksheet. You have 2 minutes."
1 min	S-S	<b>Pair check. Monitor. If students need, then replay the audio a 3<sup>rd</sup> time.</b> "Compare your answers with your partner." Teacher monitors them. "Do you want to listen again?"
2 min	T-S	<b>Feedback to check accuracy.</b> Ask 3~4 to tell their answers. Listen and find out if they exactly understood the questions and the story. If someone has a misunderstanding, ask why. And let other students with correct answers help them and discuss together.

<b>Stage Name:</b> Production - Applied Comprehension Speaking <b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
1 min	T	<b>Instructions. Give students a question to discuss in pairs or groups.</b> "Look at exercise 3. Talk to your partner with this question. Freely talk, listen, and discuss." <b>I.C.Q.</b> Do you write down your answer or talk about your answer? (Talk) "OK, you have 8 minutes."
8 min	S-S	<b>Students discuss.</b> The teacher monitors them, careful not to disturb, with taking notes when necessary.
1 min	T-S	<b>Feedback. Students share their ideas with the class.</b> Nominate 2~3 to tell their thought. And let the students freely discuss together.

<b>Stage Name:</b> Wrap-up <b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
2 min	T	<b>Lesson feedback. Tell the class what they did well, and what needs to improve. Offer delayed corrections to the previous stage if needed.</b> Encourage and motivate them. "Well done, guys. I was impressed by you. I like your discussions. Thank you for your effort."  Find out how to improve the acquisition next time. "Which part of the lesson you enjoyed best? Which part you felt most difficult?"  <b>Set homework.</b> Inform them the youtube link address. "Guys, homework. Listen to the rest part of the story. Write down key words, and then summarize the story within A4 1 page. Email me by next Wednesday."  <b>Inform students about the topic for the next lesson.</b> "Next class, we will have more listening drills and discussions about the coming story. It'll be pretty interesting."

Power Point Image 1



**Power Point Image 2**



**Power Point Image 3**





### **Transcript**

**(Time: 53 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 1 - A Princess of Mars

### Exercise 1: Listen and write the answers.

1. What is the name of the city?
2. Did Tars Tarkas, his green warriors and the hero saved the life of the Princess?
3. What is the Princess' name?
4. Are the green warriors attacking army to the red men of Helium?
5. Who is Tardos Mors?

### Exercise 2: Listen again, and write down your thought.

1. Why did the red men of Helium think of the green warriors as allies, not attacking army?
2. What emotion did the Princess' grandfather felt? Explain the meaning of his tears.

### Exercise 3: Talk to your partner about the question below.

When was the most thankful time in your life?

## Answer Sheet - A Princess of Mars

### Exercise 1

**What is the name of the city?** (Helium)

**Did Tars Tarkas, his green warriors and the hero saved the life of the Princess?** (Yes)

**What is the Princess' name?** (Dejah Thoris)

**Are the green warriors attacking army to the red men of Helium?** (No)

**Who is Tardos Mors?** (the grandfather of the Princess, Dejah Thoris)

### Exercise 2

**Why did the red men of Helium think of the green warriors as allies, not attacking army?**

(Because they saved the life of the Princess. Attacking army would not help them like that. Now they felt they were friends, not enemies.)

**What emotion did the Princess' grandfather felt? Explain the meaning his tears.**

(He felt great thanks because he so much loved and missed the Princess, his granddaughter. He has been worrying about her safety.)

## Instructor's Comments and Assessment

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