REPORT 3

<Speaking Lesson Plan>

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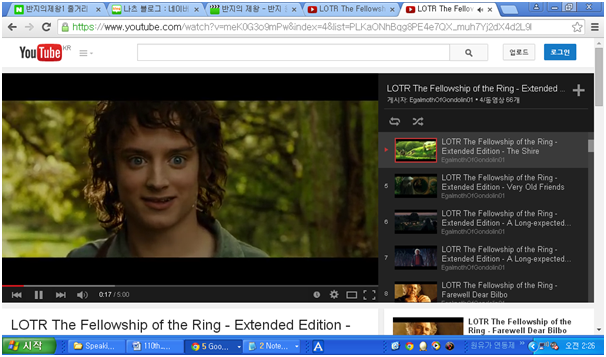
Apr. 10th, 2015

TESOL Class 110th

**Speaking Lesson Plan(Task-based)**

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| Role-Play of ‘Greetings’ with the Lord of the Rings : ‘The Fellowship of the Ring Extended Edition’ | | | | | | | | | | | | | |
| Instructor  Lee Ho Young | | | Level:  Advanced | | | Age Group:  20’s | | | | Students:  12 | | | Length:  50 minutes |
| Materials:  -Video(The Lord of the Rings : The Fellowship of the Ring - Extended Edition – Scene 3 ‘The Shire’) from Youtube.com  (<https://www.youtube.com/playlist?list=PLKaONhBqg8PE4e7QX_muh7Yj2dX4d2L9I>)  -Worksheet (total 12 copies-2 Character Lines (one for each student))  -White board and markers  -Recorder | | | | | | | | | | | | | |
| Aims:  -Ss will learn vocabulary related to the movie.(Vocabulary)  -Ss will communicate and debate each other about their roles, which can stimulate speaking, listening skills.(Communication)  -Ss will increase Ss' interactions important for ceaseless improving their learning.(Group Dynamics) | | | | | | | | | | | | | |
| Language Skills  -Speaking : By preparing and playing their own role, Ss can improve their speaking skills.  -Reading : Even if Ss can play of scene 3 of the movie, they have to read more chapters for understanding their own characters before acting so Ss can improve their reading abilities while preparing their play. Also Ss will acquire depicting expressions through practicing narration part.  Especially, they have to read script many times until they’ve memorized the script of their role.  -Listening : Because before their acting Ss have to watch the movie, their listening abilities can be improved by it.  -Writing : Actually, Ss can hardly get their writing skills improved through role play but before playing they have to memorize the script of their role. While memorizing the script using to write it down, Ss can also improve their writing skills. | | | | | | | | | | | | | |
| Language Systems  -Function : Ss will learn the interaction expressions and ways between people in small town even if it’s been set by fantasy.  -Lexis : Ss will learn western first name’s origin and its appliance.  -Grammar : Ss will learn present perfect and present progressive tense. | | | | | | | | | | | | | |
| Assumptions  -Ss already know the movie of the Fellowship of the Ring Extended Edition is based on books and it’s fantasy.  -Ss enjoy the fantasy movie and books. | | | | | | | | | | | | | |
| Anticipated Errors and Solutions  -Some Ss might understand instruction → explain again  -Some Ss may not be active in the role play → make them practice reading and repeating more | | | | | | | | | | | | | |
| References  -The background knowledge(Wikipedia) or books of The Lord of the Rings  -The video from Youtube.com  (<https://www.youtube.com/playlist?list=PLKaONhBqg8PE4e7QX_muh7Yj2dX4d2L9I>) | | | | | | | | | | | | | |
| Lead-in  -To make Ss improve their speaking especially for greeting situation and expression with fun, the fantasy movie script of The Lord of the Rings can be chosen. While Ss’ preparing role play based on the movie script Ss can improve their speaking. Preparing role-play as well as playing needs Ss to say a lot, especially discussing the contents and characters after watching the movie. This role play speaking lesson plan also aims Ss’ those speaking activities. Actually the script has not full of conversations, which is a tool of stimulating Ss’ speaking English activities. | | | | | | | | | | | | | |
| Pre-task | | | | | | | | | | | | | |
| Aims  -To learn words and idioms of the movie script  -To help students understand the movie and their script before playing and saying it  , Ss watch the video of the scene 3 part.  -To read the background knowledge of the Lord of the Rings of Worksheet or book as well as the script, debate and share Ss’ reading and understanding and explain and share the opinion of the each characters of the movie. | | | | | | | | | Materials  -Idioms & Movie script worksheet  -The video of the scene 3 – the shire – of The Lord of the Rings : the fellowship of the Ring  - worksheet(The 2 character lines and so on)  -White board and markers | | | | |
| Time | Set up | | | Students | | | | | | | Teacher | | |
| 5 | Class | | | **-<Idioms & Words>**To read through worksheet in part of Idioms and words.  **-<Background knowledge of the Lord of the Rings of Worksheet>**  -To debate and discuss the contents from what they’ve already known | | | | | | | -To elicit information about The Lord of the Rings from students and the meaning of Idioms  -To emphasize intonation and stress while speaking after memorizing the script. | | |
| 15 | Class | | | **-<watch video, share the contents, read the charater cards and discuss it>**To understand the scene 3 of the movie, first gather idea of greeting situation which the script is about and then watch the video  -To discuss contents and characters | | | | | | | -Before making Ss pairing, Elicit about Greeting situation which is about the scene 3 of Gandalf’s coming for Bilobo’s birthday party  -To make Ss watch video and ask them the contents | | |
| Task Realisation | | | | | | | | | | | | | |
| Aims  -To develop speaking abilities of through role play based on the movie script. | | | | | | | | Materials  - the video (The Lord of the Rings : The Fellowship of the Ring - Extended Edition – Scene 3 ‘The Shire’)  -Recorder | | | | | |
| Time | | Set up | | | Students | | | | | | | Teacher | |
| 5 | | Group(pairs) | | | **-<Read & Repeat>**  -Ss read and write their own lines in pairs the whole together until they are familiar with it. | | | | | | | -firstly, To set up task by deciding who’s going to play Gandalf, Frodo in pairs by T’s nomination.  -To make Ss read and repeat, give them time to  -After Ss reading and repeating, confirm their work by checking  -To allow Ss revise conversation | |
| 15 | | Group(pairs) | | | **-<Practicing role play>**  -To practice role play, 2 Ss say together each own part as follow Gandlaf and Frodo lines 5 times  -To repeat 2 Ss’ saying 5 times  -To watch video again | | | | | | | -After Ss saying 5 times, turn on the video so make Ss watch it again  -To practice, make Ss come out in front of the white board in pairs in turns. | |
| 5 | | Class | | | -To do role play | | | | | | | To record Ss’ play | |
| Post Task | | | | | | | | | | | | | |
| Aims  -To confirm student’s speaking activities | | | | | | | Materials  -White board, marker  -Recorder | | | | | | |
| Time | | Set up | | | Students | | | | | | | Teacher | |
| 10 | | Class | | | **<Feedback>-**To share peer feedback after playing focusing on pronunciation, emotions and so on.  -To express and share Ss’ own opinion about what they improve as part of speaking after playing | | | | | | | **<Error Correction>**  -Write Ss errors T noticed during from discussing of the pre-task to playing focusing on intonation and stress.  **<Feedback>**  - turning on the recording of Ss play, to elicit correction | |

**<Speaking Worksheet>**

<Frodo> the ring-bearer, protagonist

1) You’re late!

3) It’s wonderful to see you Gandalf. (He jumps down onto the cart to give Gandalf a hug. They embrace laughing. Gandalf looks at Frodo with twinkling eyes.)

5) You know Bilbo he’s got the whole place in an uproar.

7) Half the Shire’s been invited. (The camera shows Hobbits working in the fields as they drive past.) And the rest of them are turning up anyway. (They laugh merrily together.)

<Gandalf> a grandfatherly wizard

2) A wizard is never late! Frodo Baggins. (Gandalf speaks from beneath his hat and looks up into Frodo’s eyes.) Nor is he early, he arrives precisely when he means to.

4) You didn’t think I’d miss your Uncle Bilbo’s birthday? (He laughs)

So how is the old rascal? I hear it is going to be a party of special significance?

6) Well that should please him. (He laughs)

<Narrator>



There is a panoramic view of the Shire; Gandalf drives around from the back of the hill into view as he pulls up towards Bag End. He stops, pauses and smiles as he looks at Bag End. He kicks open the gate, which has a sign on it

**<Full script of The Fellowship of the Ring Scene 3 – The Shire>**

Frodo sits quietly reading underneath a tree. A humming is heard from off camera.

**Gandalf** : Hmm hmm hmm hmm, Down from the door where it began, hmm hmm hmm hmm

Frodo jumps up and listens, smiling, he begins to run.

**Gandalf** : And I must follow if I can. (There is a wagon with Gandalf in it. He is singing) The road goes ever on and on, down from the door where it began, now far ahead the road has gone, and I must follow if I can.

Frodo runs up and looks down at Gandalf from a bank. Gandalf stops.

**Frodo** : You’re late!

**Gandalf** : A wizard is never late! Frodo Baggins. (Gandalf speaks from beneath his hat and looks up into Frodo’s eyes.) Nor is he early, he arrives precisely when he means to.

There is a pause where the camera moves back and forth between Gandalf and Frodo, first they look very serious, then they smile, and then they burst into laughter.

**Frodo** : It’s wonderful to see you Gandalf. (He jumps down onto the cart to give Gandalf a hug. They embrace laughing. Gandalf looks at Frodo with twinkling eyes.)

**Gandalf** : You didn’t think I’d miss your Uncle Bilbo’s birthday? (He laughs)

The camera watches them entering the Shire in the cart.

**Gandalf** : So how is the old rascal? I hear it is going to be a party of special significance?

**Frodo** : You know Bilbo he’s got the whole place in an uproar.

**Gandalf** : Well that should please him. (He laughs)

**Frodo** : Half the Shire’s been invited. (The camera shows Hobbits working in the fields as they drive past.) And the rest of them are turning up anyway. (They laugh merrily together.)

The scene changes to the pond in the Shire.

**Bilbo Voice Over** : And so life in the Shire goes on, very much as it has this past age. (Frodo and Gandalf drive over the bridge.) Full of its own comings and goings with change coming slowly, if it comes at all. (They drive up through Hobbiton past all the Hobbit holes.) For things are made to endure in the Shire, passing from one generation to the next. There’s always been a Baggins living here under the Hill, in Bag End (shows Bilbo writing his book)

**Bilbo** : And there always will be.

Scene moves back to Frodo and Gandalf again.

**Frodo** : To tell you the truth, Bilbo has been acting a bit odd lately. (He looks at Gandalf concerned.) I mean, more than usual. He’s taken to locking himself in his study. (Shows Bilbo looking at a map) He spends hours and hours poring over old maps when he thinks I’m not looking.

Bilbo puts the map down and starts to panic. He searches his pockets for something, turning them out.

**Bilbo** : Where’s it gone?

He searches his Hobbit hole, lifting cushions and coats, becoming more and more anxious. He throws down his bag and coat, and then he touches his waistcoat pocket, puts his hand inside and takes something out relieved.

**Bilbo** : Aaaaah. (He closes his hand and brings it up to his mouth with his eyes closed.)

Scene changes back to Frodo and Gandalf.

**Frodo** : He’s up to something. (Gandalf looks at Frodo mysteriously. Frodo looks up at him.) All right then, keep your secrets!

**Gandalf** : What? (He tries to look as if he doesn’t know what Frodo is on about.)

**Frodo** : But I know you have something to do with it.

**Gandalf** : Good gracious me!

**Frodo** : Before you came along we Bagginses were very well thought of.

**Gandalf** : Indeed?

**Frodo** : We never had any adventures, or did anything unexpected.

**Gandalf** : If you’re referring to the incident with the dragon, I was barely involved. All I did was give your uncle a little nudge out of the door.

**Frodo** : Whatever you did, you’ve been officially labelled as a disturber of the peace.

**Gandalf** : Oh really?

He looks about smoking his pipe and sees a Everard Proudfoot in his garden who glares at Gandalf

**Children Hobbits** : Gandalf! Gandalf!

They run after the cart past the Hobbits in the garden.

**Children Hobbits** : Fireworks Gandalf! Gandalf! Fireworks Gandalf!

They become disappointed as the cart pulls away from them. Frodo looks at Gandalf. The children stand dejected. Suddenly some fireworks fly from the back of the cart and explode in the air.

**Children Hobbits** : Hooooraaaay! (They cheer loudly and jump up and down excitedly. Frodo smiles at Gandalf who laughs. Everard laughs, but his wife glares at him disapproving. His smile fades)

Frodo stands up in the cart.

**Frodo** : Gandalf, I’m glad you’re back.

**Gandalf** : So am I dear boy. (Frodo jumps off the cart and waves goodbye to him.) So am I.

There is a panoramic view of the Shire; Gandalf drives around from the back of the hill into view as he pulls up towards Bag End. He stops, pauses and smiles as he looks at Bag End. He kicks open the gate, which has a sign on it

**<Character Card>**

**<Gandalf>**

A grandfatherly wizard. Gandalf is the first to understand the dangers that Bilbo’s ring poses, and his knowledge sets the whole trilogy in motion. Gandalf selects quiet Frodo to carry the ring and the bumbling Sam to be Frodo’s protector, and these hobbits seem unlikely choices for such a dangerous mission. Here and elsewhere, Gandalf exhibits a remarkable wisdom and insight into hobbits and men alike, and he seems to see potential and ability where others do not. Gandalf is affable, slow, and deliberate, but he is also a skilled fighter. His battles with Saruman and in the mines of Moria are heroic, and the Moria fight in particular provides the others in the fellowship with a model for the sacrifice their quest may require of them. The others assume Gandalf has died in this battle, but he returns, transformed from a gray wizard into a white one. Gandalf is often playful, but he is also deeply concerned about the fate of Middle-earth and always prepared to fight for its safety. At the end of the trilogy, he leaves with Bilbo, Frodo, and the elves for immortal life. Though this wizard seems human, he has always been a little different and a little better than any man could possibly be.

**<Frodo>**

The ring-bearer and protagonist of the trilogy. A young hobbit, Frodo is chosen by the wizard Gandalf to return the ring to Mordor. The ring offers terrible temptation to anyone who comes near it, and though Frodo on occasion succumbs to its power, he generally shows remarkable strength before its siren call. However, when it comes time to drop the ring into Mount Doom, he is unable to simply let the ring go. Only because the ring is torn loose in Frodo’s struggle with Gollum does it fall into the fiery pit of lava below, which suggests that Frodo is a very fallible hero. Unlike the three other hobbits, Sam, Merry, and Pippin, Frodo is unable to readjust to life in the Shire upon his return. In this way, he resembles his uncle Bilbo, a former owner of the ring who is forever restless. The ring has a great effect on Frodo, changing him from an ordinary hobbit of exceptional qualities into someone extraordinary. He becomes a legend and eventually leaves the land of living mortals for immortal life with the elves. Despite Frodo’s success in returning the ring to Mordor, in some ways he is the least memorable character in the trilogy. In three epic films full of battles, he is a reserved, physically small, and ineffective fighter.

**<Bilbo Baggins>**

Frodo’s uncle, who possesses the ring at the beginning of the trilogy. Bilbo is a playful old hobbit, but he is restless and covetous of his ring. His unsettled feelings suggest how great a burden it is to carry the ring and foreshadow the great travails that await Frodo. Bilbo never realizes that his ring is the one ring of power. Like Gandalf and Frodo, he is invited to depart with the elves at the end of The Return of the King.

**<Children Hobbits(Hobbits)>**

Hobbits are a fictional, diminutive, humanoid race who inhabit the lands of Middle-earth in J. R. R. Tolkien’s fiction.

Hobbits first appeared in the novel The Hobbit, in which the main protagonist, Bilbo Baggins, is the titular hobbit. The novel The Lord of the Rings includes more hobbits as major characters, Frodo Baggins, Samwise Gamgee, Peregrin Took and Meriadoc Brandybuck, as well as several other minor hobbit characters. Hobbits are also briefly mentioned in The Silmarillion and Unfinished Tales.

According to the author in the prologue to The Lord of the Rings, hobbits are "relatives"[1] of the race of Men. Elsewhere Tolkien describes Hobbits as a "variety"[2] or separate "branch"[3] of humans. Within the story, hobbits and other races seem aware of the similarities (hence the colloquial terms "Big People" and "Little People" used in Bree). However, within the story, hobbits considered themselves a separate people.[4] At the time of the events in The Lord of the Rings, hobbits lived in the Shire and in Bree in the north west of Middle-earth, though by the end, some had moved out to the Tower Hills and to Gondor and Rohan.

**<Background Knowledge>**

The Lord of the Rings is an epic high-fantasy novel written by English author J. R. R. Tolkien. The story began as a sequel to Tolkien's 1937 fantasy novel The Hobbit, but eventually developed into a much larger work. Written in stages between 1937 and 1949, much of it during World War II, The Lord of the Rings is one of the best-selling novels ever written, with over 150 million copies sold.

The title of the novel refers to the story's main antagonist, the Dark Lord Sauron, who had in an earlier age created the One Ring to rule the other Rings of Power as the ultimate weapon in his campaign to conquer and rule all of Middle-earth. From quiet beginnings in the Shire, a hobbit land not unlike the English countryside, the story ranges across northwest Middle-earth, following the course of the War of the Ring through the eyes of its characters, the hobbits Frodo Baggins, Samwise "Sam" Gamgee, Meriadoc "Merry" Brandybuck and Peregrin "Pippin" Took, but also the hobbits' chief allies and travelling companions: the Men Aragorn son of Arathorn, a Ranger of the North, and Boromir, a Captain of Gondor; Gimli son of Gloin, a Dwarf warrior; Legolas Greenleaf, an Elven prince; and Gandalf, a Wizard.

The work was initially intended by Tolkien to be one volume of a two-volume set, the other to be The Silmarillion, but this idea was dismissed by his publisher. For economic reasons The Lord of the Rings was published in three volumes over the course of a year from 29 July 1954 to 20 October 1955. The three volumes were titled The Fellowship of the Ring, The Two Towers, and The Return of the King. Structurally, the novel is divided internally into six books, two per volume, with several appendices of background material included at the end of the third volume. Some editions combine the entire work into a single volume. The Lord of the Rings has since been reprinted numerous times and translated into many languages.

Tolkien's work has been the subject of extensive analysis of its themes and origins. Although a major work in itself, the story was only the last movement of a larger epic Tolkien had worked on since 1917, in a process he described as mythopoeia.[citation needed] Influences on this earlier work, and on the story of The Lord of the Rings, include philology, mythology, religion and the author's distaste for the effects of industrialization, as well as earlier fantasy works and Tolkien's experiences in World War I. The Lord of the Rings in its turn is considered to have had a great effect on modern fantasy; the impact of Tolkien's works is such that the use of the words "Tolkienian" and "Tolkienesque" have been recorded in the Oxford English Dictionary.

The enduring popularity of The Lord of the Rings has led to numerous references in popular culture, the founding of many societies by fans of Tolkien's works, and the publication of many books about Tolkien and his works. The Lord of the Rings has inspired, and continues to inspire, artwork, music, films and television, video games, and subsequent literature. Award-winning adaptations of The Lord of the Rings have been made for radio, theatre, and film.

**<Words & Idioms>**

shire[shahyuh r] noun

one of an English breed of large, strong draft horses having a usually brown or bay coat with white markings.

embrace[em-breys] verb (used with object), embraced, embracing.

to take or clasp in the arms; press to the bosom; hug.

rascal[ras-kuh l] noun

1. a base, dishonest, or unscrupulous person. 2. a mischievous person or animal:

uproar[uhp-rawr, -rohr] noun

a state of violent and noisy disturbance, as of a multitude; turmoil.

deject[dih-jekt] verb (used with object)

to depress the spirits of; dispirit; dishearten:

panoramic[pan-uh-ram-uh, -rah-muh] noun

an unobstructed and wide view of an extensive area in all directions

refer to

to have recourse or resort; turn, as for aid or information: