**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Young (이영근) | 191st | 2019/03/27 | Listening | 40 min |

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| **Lesson** |
| **Topic** | When I grow up (Song) |
| **Main Aim** | Ss will practice their listening comprehension |
| **Secondary Aim** | Ss will practice their speaking fluency, pronunciation while they are talking to each other in group and singing a song together. |

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|  **Materials and References**  |
| [**https://www.youtube.com/watch?v=96JDkI2tBhI**](https://www.youtube.com/watch?v=96JDkI2tBhI)[**https://www.youtube.com/watch?v=e0tRDhEmdO4**](https://www.youtube.com/watch?v=e0tRDhEmdO4)**CD player, CD of the Musical Matilda****Whiteboard, colored markers, eraser, crayons, glue, tape, 1 piece of poster paper,** **10 copies of worksheets , one picture to show. The book “Matilda”** |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Teenagers (11-12 years) | **Number of Students** | 10 |
| **Detail** | There are 6 boys and 4 girls. They are all Koreans. One of the boys and girls are quite introvert but just as capable. 3 of the boys are outgoing. They’ve learning English for about 4 years. They usually enjoy hearing and singing songs.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Some of the students might have read the book “Matilda” or seen the musical. Even if most of them are not familiar with this subject, they could have interests about learning by this chance because they enjoy music and story.  |

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| **Anticipated Difficulties and their Solutions:** |
| Emotion change- they are young learners so it can be easy for them to get excited steeply during the class. As Listening task requires more concentration, I need to prepare to keep them focus on the task. Distraction- They can be easily distracted during the class. To keep their attention to listening, create silence and make sure they’re listening before I start. Also check if they properly understand by asking I.C.Q between the tasks and activities. Use of L1- Remind students of the English only rule. Technical issues: If I can’t connect the website and find proper audio clip ready, take place it with a CD player.  |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to give good and clear instructions. |
| **Stage Name:** Lead-in (3min)**Purpose of this stage:** to relax both the students and the teacher; to start the lesson in a natural way; to focus the attention of the students; to involve students and allow them to share ideas related to the topic. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec1min/30sec1 min | T S-ST-S | “Hello, everyone, What is your favorite thing to do when you have free time? I like having unhealthy snack while watching TV or movie!What about you? Turn and talk to your partner”Share mine first briefly and give the Ss chance to tell their own. Ss share in pairs freely.Let 2-3 students call out freely.  |

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| **Stage Name:** Presentation (5min)**Purpose of this stage:** Teach a few key words found in the recording. |
| **Materials:** Images of kids and an adult. Board, Markers. |
| **Timings** | **Interactions** | **Procedure** |
| 3 min2 min | T-ST-S / S-S  | Pre-teach keywords (elicit, ccq, drill, board). **Grown up**Show the Ss the image(picture) of a kid and an adult.**Elicit** “What do you see? Who is this? Who is this?” (Point to the each person in the picture)When Ss answer ‘kid, child, adult, son and dad＂ I say “yes, they could be son and dad!” “Very good. Any other big word for being an adult?” If there are no answers, explain shortly that having reached the age of an adult is **grown up**.**C.C.Q.**“Is a baby grown up?” (no) “Are you grown up?” (no)“Am I grown up?” (yes) “Are your parents grown up?” (yes)**Drill** What do you want to be *when you’re grown up*? (Have Ss repeat twice after me)**Boarding** Write **grown up** on board using a blue marker. “How many syllabuls are there?” “Right, three!”“What part of speech is this?” “adjective”**Give a Guiding Question.** **“Are there any differences between kids and adults? What are they?”**Brainstorm 3 or 4 ideas as a class.  |

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| **Stage Name:** Practice Detailed Listening – Literal Comprehension (6min)**Purpose of this stage:** Ss practice listening to details. Checking their accuracy is needed. |
| **Materials:** Audio clip of the song. 10 copies of worksheets. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec30 sec1 min(1 min)2 min1 min | TSS-ST-S | **Instructions**“We are going to listen to a part of a song. Before listening, here is a worksheet. Read carefully from question 1 to 5 first(part 1),and after you listen, answer those questions” (show and point to the worksheet)(Write on the board to clarify the number of questions)**I.C.Q**: What number of questions do you answer? (1-5) Hand out the worksheets. Ss read those Qs no1-no5 for 30 sec.Students listen for the 1st time.(If many of Ss ask for listening once more, replay the audio. This might happen because it’s not an ordinary dialogue but a song with rhythm and tunes that they might feel unfamiliar)“If you got all the answers, check with your partner.”Ss check in pairs their answers.While the Ss are checking, do monitoring.Select 3 students from each pairs and check if they get right answers with class. |
| **Stage Name:** Practice More Detailed Listening – Interpretive Comprehension (6 min 30sec)**Purpose of this stage:** Ss listen thoughtfully to interpret meaning. Accuracy focused. |
| **Materials:** Audio clip of the song. 10 copies of worksheets  |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec1 min　3 min2 min | TS　　　S-ST-S | **Instructions**“Now, after listening, you are going to answer part 2 from Q number 6 to Q number 8. (show and point to the worksheet part 2)Read those questions first. (Write on the board to clarify the number of questions no.6-no.8)This time, listen more carefully.Students listen a 2nd time, more carefully than beforeDivide the Ss into 3 groups. (3, 3, 4 for each group)**I.C.Q** “Do you work individually or in a group?”“That’s right. Share your answers in your group. “Have them share answers. Monitor while they’re talking.Make sure there are no Ss who are left behind and don’t talk in each group. Nominate 3 Ss from each group to share their answers verbally, especially if there are some quiet Ss, give them the chance to share first. Check accuracy with the class. |

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| **Stage Name:** Production – Applied Comprehension (11min 30sec)**Purpose of this stage:** Ss practice speaking. Fluency focused stage. Teacher mainly monitors and may offer necessary support. |
| **Materials:** Crayons, color pens, 5 pieces of papers, glue or tape. One piece of poster paper. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec8 min3 min | TS-ST-S | **Instructions**“Imagine**,** you get a chance to be grown up for just one day, what do you want/ not want to do the most? You are completely free from your mom and dad! Talk to your partner. Write down on this paper. You can decorate and draw as much as you want.”Ss work in pairs. Hand out one piece of paper to each pairs. Provide some crayons and pens. They can not only practice speaking fluency and but also writing.Show the Ss one piece of poster paper *Titled: When I’m grown up, I want / I don’t want to*- on top of it.Have all the Ss get together and paste each group’s papers on the poster paper freely.Ss return to their seat. Share the answers with all the class.Ss may take turn to read what they’ve written.Give the Ss positive feedback such as “I like your ideas” “That sounds really fun!” “I really hope you are all going to have wonderful life when you’re grown up” |

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| **Stage Name:** Wrap-up(8 min)**Purpose of this stage:** To end the lesson on a positive feeling, and to handle any classroom management matters before ss go home. |
| **Materials:** video clip of the musical “Matilda, When I grow up”10 copies of transcripts. The book “Matilda” |
| **Timings** | **Interactions** | **Procedure** |
| 4min4min | T-S | Ask the Ss if they’ve heard about “Matilda the book or musical”“Have you heard about Matilda?” “Has anyone seen the musical ‘Matilda”?” or “Have you read the book ‘Matilda’?”It there are some, let them share their experiences about reading and watching Matilda briefly.“What was it like? How was it? Did you like it? How did you like it?”Give feedback. Explain shortly the song that we listened to is from the musical “Matilda”Show the Ss the book “Matilda”“If you are interested in this book, feel free to come and read. It’s really fun to read”Hand out the Ss the transcripts.Play the video clip(musical) on You-tube “When I grow up ”Listen & Sing together while watching. This time we listen to the whole song. (While they are looking at the transcripts, they can also practice reading and understanding the meaning) |

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|  **Pros****Instructor’s Comments and Assessment** |
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|  **Cons**  |
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|  **Change**  |
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|  **Overall Comments**  |
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|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**♬ Listen and answer Part 1**

1. **Is the boy/girl tall enough to reach the branches of the trees? b**
2. yes
3. no
4. **Does the girl/boy want to be smart to answer all the questions**

**when she/he is grown up? a**

1. yes
2. no
3. **What do they want to eat every day when they’re grown up? c**
4. pizza
5. noodle
6. sweets
7. **When do they want to go to bed every night? b**
8. early in the evening
9. late every night
10. **What do they want to watch until their eyes go square? b**
11. movies
12. cartoons
13. drama

**♬ Listen and answer Part 2**

1. **Do they all want to be grown up? Why?**

Yes. They all want to be grown up because they think they are not tall and smart as grownups as are. And they think they could do everything they want to such as eating sweets every day, going to bed late every night, watching cartoons as many times as they want etc. when they’re grown up.

1. **Why do they sing “I won’t care because I’ll be all grown up?”**

They think kids have much limited freedom to do everything they want to than grownups have. So if they were all grown up, they wouldn’t have to care anything about these things and they would enjoy being grown up.

1. **What title could be of this song?**

When I grow up

(Ss can guess the title because this phrase is repeated several times while they listen)

**When I grow up**

When I grow up,

I will be tall enough to reach the branches that I need to reach to climb

the trees you get to climb when you’re grown up

And when I grow up

I will be smart enough to answer all the questions that you need to know

the answer to before you’re grown up

And when I grow up

I will eat sweets every day on the way to work and I will go to bed late every night

And I will wake up

When the sun comes up and I will watch cartoons until my eyes go square

And I won’t care ｃｕｚ I’ll be all grown up

When I grow up

 (until here is the part that we’ve listened)

 When I grow up

I will be strong enough to carry all the heavy things you have to haul around with you

When you’re grown up

When I grow up

I will be brave enough to fight the creatures

that you have to fight beneath the bed each night to be a grown up

 And when I grow up

I will have treats every day and I’ll play with things that Mum pretends

that mums don’t think are fun

And when I will wake up

When the sun comes up and I will spend all day just lying in the sun

And I won’t burn cause I’ll be all grown up

When I grow up

When I grow up

I will be brave enough to fight the creatures

that you have to fight beneath the bed each night to be a grown up

When I grow up

**(Matilda)**

Just because you find that life’s not fair,

it doesn’t mean that you just have to grin and bear it

If you always take it on the chin and wear it nothing will change

Just because I find myself in this story

It doesn’t mean that everything is written for me

If I think the ending is fixed already I might as well be saying I think that it’s ok

And that’s not right.

**◐ A visual image for eliciting the information, ideas, ect from the students**

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