**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Elijah Chun | 191st |  | Listening | 40 min |

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| **Lesson** | |
| **Topic** | The Greatest Showman – This is me (song) |
| **Main Aim** | Ss will practice their listening comprehension, especially for literal information |
| **Secondary Aim** | Ss will practice their speaking fluency |

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| **Materials and References** |
| **The Greatest Showman – This is me**  **https://www.youtube.com/watch?v=CjxugyZCfuw**  **Lyrics/ understanding and translating worksheet** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | 13~19 teenagers | **Number of Students** | 10 |
| **Detail** | 8 students are females and 2 male students.  Everyone can speak English but couple students are shy when it comes to speaking up. Students seem to be interested in musicals and audio listening. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| The class might have/not have heard the song before but probably at least heard of the song at least once due to its popularity. Lyrics aren’t very difficult to understand so there won’t be a problem.  There are students with musical backgrounds in class so it will be more interesting for the class as they can lead on with the activity. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Absence could be a problem – dividing the class into 5 groups of 2. Absence could make the activity to be required to be done by 3 students. Incase of technical issues, I will either sing the song myself or play the song through my phone. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to write out a detailed lesson plan. | | |
| **Stage Name:** Lead-in  **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:** Make students divide into groups of 5. Arrange the desks to form a circle, but 5 person per group. Listening material is required to play on class, so the teacher will provide them with the listening audio. | | |
| **Timings** | **Interactions** | **Procedure** |
| 15 sec  30 sec  1 min | T  S-S  T-S | “What are your favorite movies? What types of movies? Discuss with your partners and talk about it for a bit”  Make them speak to each other in partners and discuss.  Give feedback on their answer by asking couple students  “So, what movie did you say is your favorite to your partners?”  Ask about what genre of movie is their favorite.  Also ask if they like musical movies or movies that has a lot of singing or OSTs with lyrics. |
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| **Stage Name:** Presentation  **Purpose of this stage:** to help students understand the main idea and topic by teaching them keyword, and offer guide in questions | | |
| **Materials: -** Writing material and paper for students | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  3 min  1 min | T  T-S  S-S | Pre-teaching stage  Tell the keywords: Hide away, ashamed, broken parts  Elicit and CCQ  “Do people with confidence hide away?” (no, they do not)  “When a car or an instrument has broken parts, does it look good?”  (no car or instruments have no broken parts and should be fresh, new)  “What do you guys think these three words could be meaning?”  (make them explain it)  “Does it sound like a happy person would say?” (no definitely not)  “Repeat after me. **Ashamed. x3 Hide away. x3 Broken parts x3**”  Drill it and allow students to get their pronunciation practice.  Then write it on board to go over syllable for ashamed as it is a vocabulary word.  Also mention “Hide away, and Broken parts are figurative speech here to describe the people that you will be listening in shortly.”  “Discuss with your partners about when you feel like these three conditions and share your ideas or experiences” |

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| **Stage Name:** Practice Detailed Listening – Literal Comprehension  **Purpose of this stage:** Ss practice listening to details. Checking their accuracy is needed. | | |
| **Materials:** - Writing material and paper for students | | |
| **Timings** | **Interactions** | **Procedure** |
| 15 sec  1 min  30 sec  1 min  2 min | T  S  S-S  T-S  T-S | Tell them to take out a piece of paper  “We will be listening to a song from a movie and you guys need to write down what you hear. Listen carefully! I will only play it twice”  Play 20 seconds of the opening of the song “This Is Me”  Let them finish what they were writing.  Ask if the song sounds any familiar.  See their reaction to the question and give a response  “It was a great movie! I loved the music in it”  “Now check with your partners about what you guys wrote down and see if both of you have the same answers”  Students now pair check with their partners and see their listening.  Tell them “I will play the song again they will need to listen carefully”  Play the part once more, make sure all got to write down at least something. Missing words/sentence is fine.  Nominate one student per group and make them say what they wrote down to check if they got the lyrics correctly.  Ask away the literal/interpretive Q’s  “Was the singer happy to be there?” (no)  “Do people like her?” (no)  “What do you think broken parts could be meaning for her?”  (that she is not normal, needs adjustment, change, etc) |
| **Stage Name:** Practice More Detailed Listening – Interpretive Comprehension  **Purpose of this stage:** Ss listen thoughtfully to interpret meaning. Accuracy focused. | | |
| **Materials:** - Writing material and paper for students and pass out the lyric sheet | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  30 sec  5 min  15 sec  10 min  2 min | T  S-S  T-S  T  S-S  T-S | “What do you guys feel like the song’s background is? Is the singer in a good mood or bad mood? Why? Talk with your partners.”  Ask the students about the emotion of the song, and how the singer could be acting as she sings. Which parts are emphasized? Allow them to talk about it  Go over the lyrics together for the first verse and go into details and highlight words or parts of sentences that could be meaningful and really tells the story of the song.  Lyrics  I am not a **stranger to the dark** (has already experienced before)  **"Hide away,"** they say (is being judged by others, hate, shamed)  "'Cause we don't want your **broken parts**" (actually telling them this <-)  I've learned to be **ashamed** of all my scars  "Run away," they say  "**No one'll love you** as you are" (same as above. “you are not loved”  “Now I want you guys to pair up with your partners and finish the rest of the verse and go over it just like we did right now on the lyric sheet. You will listen and mark down which parts of the song are emphasized and just write down a simple explanation on the side of what it could be meaning.”  **Pass out the lyric sheet.**  Students pair up with their partner to finish figuring out the rest of the verse up to chorus and discuss about the topic and language usage.  “So, what did you guys write down? Any groups want to volunteer about their thoughts on the lyrics?”  Ask about what their interpretation of lyrics was and what they found special in language usage. |

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| **Stage Name:** Production – Applied Comprehension  **Purpose of this stage:** Ss practice speaking. Fluency focused stage. Teacher mainly monitors and may offer necessary support. | | |
| **Materials:** Writing material and paper for students | | |
| **Timings** | **Interactions** | **Procedure** |
| 15 sec  5 min  2 min | T  S-S  T-S | “Now talk to your group about your personal experience. Have you ever experienced anything similar to this? Like an experience fitting into a new school environment, new job, anything. And try to explain why it was difficult to fit in and how you managed to solve that problem. I’m going to give you guys 5 minutes to talk to each other.”  Give them a question to get a conversation going for 5 minutes. Allow them to share their experiences and keep a conversation going.  “Anyone want to share their experience? Tell me where and when this has happened to you.”  Look for participation from students and allow them to speak about their experiences. |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive feeling, and to handle any classroom management matters before ss go home. | | |
| **Materials:** | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  15 sec | T-S  T | “Today we focused on listening for points in a song, and learned to transcribe. Was it hard for anyone? How was the listening? Were you able to understand the lyrics well?”  Talk to students and get a light feedback regarding the activities done in class.  “Do listen to the rest of the song or if you have free time, go watch the movie. We might have a discussion about it next class just to see how well we translated the lyrics’ meaning while seeing the video clip. See you guys next class!” |

**Lyrics Sheet**

**I am not a stranger to the dark**

**Hide away, they say**

**'Cause we don't want your broken parts**

**I've learned to be ashamed of all my scars**

**Run away, they say**

**No one'll love you as you are**

**But I won't let them break me down to dust**

**I know that there's a place for us**

**For we are glorious**

**When the sharpest words wanna cut me down**

**I'm gonna send a flood, gonna drown them out**

**I am brave, I am bruised**

**I am who I'm meant to be, this is me**

**Look out 'cause here I come**

**And I'm marching on to the beat I drum**

**I'm not scared to be seen**

**I make no apologies, this is me**

**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** |  |  |