**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seul Ki Hailey Park | TESOL | 20/05/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | The Little Mermaid |
| **Main Aim** | Student will practice their listening comprehension. |
| **Secondary Aim** | Student will practice speaking fluency. |

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| **Materials and References** | | | |
| **Book: Quarry Bay, Disney English Land, Longman Asia ELT (CD)**  **PPP**  **Worksheet** | | | |
| **Student Profile** | | | |
| **Level** | Intermediate Level | | |
| **Age** | 10 | **Number of Students** | 3 |
| **Detail** | All girls (quiet, outgoing, hardworking)  Get humor  Like Disney  All Korean | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| If audio doesn’t work – turn the song on my phone.  If noise from outside is too loud – close the window, turn up the music, get own phones out with earphones ready. | | | |
| **My Personal Aim** | | | |
| **What I hope most to show demonstrate is the ability to write down detailed and complete lesson plan** | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:**  Relaxing students and the teacher to focus their attention on the lesson  To increase students talk.  To introduce the topic or ideas related to the topic | | |
| **Materials: show the power point** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  S-S  T-S | Greet. Instructions.  (Show 1 question by power point)  What is your favorite Disney’s character? Why?  Share with your partner. (gesture)  Talk to a partner.  Feedback if appropriate.  Who wants to share your story? |

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| **Stage Name:** Presentation  **Purpose of this stage:**  To give students extra help to comprehend the text  (Involve students) | | |
| **Materials: worksheets, board, board pen** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords - Present**  Elicit – (Show the worksheet) Look at second picture.  What do you think this situation?  What is it on his hand?  CCQ – Check students properly understand the meaning  Is a present given willingly?  (Show second frame in the worksheet)  Most she gives something in return?    Drill – Choral and individual drilling for correct pronunciation  Listen please, present, present.  Now listen and repeat, present, present.  (Individually) present, present, present.    Board – Highlight special areas of pronunciation  (Boarding) Present  Pre/sent (n)  What is a part of speech?  How many syllables?  Where is stress?  **Guiding Question**  (Show worksheet) Look at 6 frames.  Fill in the blank properly with your partner.  (Hand out worksheet)  Students discuss the question with a partner.  Fill in the blank.  Feedback. Nominate a few students to share their ideas, if necessary. |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:**  Students will practice their literal listening comprehension. | | |
| **Materials: show the power point, play the Little Mermaid story to CD** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening.**  (Show 3 questions by power point)  (Point) Give them the 3 questions.  You will listen and write your answers. (mime listening and write)  The first question is who is Ariel having dinner with?  The second question is why Ariel is unable to speak?  The third question is what is Eric’s present?  I.C.Q  Do you write your answer?  Where?  Back of the worksheet.  **Students listen for the 1st time, and write answers on the worksheet.**  (Individual work)  Compare with your partner. Check if your answers are same or different.  **Pair check.**  **Feedback to check accuracy.**  Now, 000 please share to the class what is your answer and why?  (make sure they all have same answers) |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:**  Students will practice inferring and interpreting (interpretive comprehend). | | |
| **Materials: show the power point, play the Little Mermaid story to CD** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening.**  (Show 2 questions by power point)  (Point) Give them the 2 questions.  You will listen second time and write your answers.  The first question is why Eric gives her some hair clips?  The second question is why did Ariel think a fork is for her hair?  I.C.Q  Do you write your answer?  Where?  Back of the worksheet.  **Students listen for the 2nd time.**  (Individual work)  Compare with your partner. Check if your answers are same or different.  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.**  Anybody wants to share? (Make sure they are accurate.) |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:**  Students will practice their speaking fluency  Student – centered  Fluency – focused | | |
| **Materials: show the power point** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions. Give students questions to discuss in pairs or groups.**  (Show 2 questions by power point)  (Point) Give them the 2 questions.  The first question is what present would you give to Ariel if you were Eric?  The second question is have you ever receive a useless present?  Talk with your partner. You don’t have to write down.  **Students discuss.**  **Feedback. Students share their ideas with the class.**  Who wants to share? (Get a volunteer) |

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| **Stage Name:** Wrap-up  **Purpose of this stage:**  End your lesson on a positive note.  General lesson feedback. | | |
| **Materials: board** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  I liked how you tried so hard. (Give positive/specific things during the lesson)  What part of lesson did you guys enjoy the most?  What part of lesson was difficult for you?  **Offer delayed corrections to the previous stage.**  Review a keyword  What was keyword you learned today?  **Set homework.**  **Inform students about the topic for the next lesson.**  (Tidy-up the classroom) |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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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** |  |  |

Listening script

In this story from The Little Mermaid, Ariel and Prince Eric are having dinner. Ariel is no longer a mermaid, but because of the deal she made with the witch, she is unable to speak. Ariel does not know the human world, so most things are strange to her. When Prince Eric gives her some hair clips as a present, she does not know what they are. Thankfully, he tells her they are for her hair. But Ariel thinks that the fork is for her hair, too!