**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Chris Park | TESOL | 27/07/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | to forgive sinners like how Jesus forgave the sinners |
| **Main Aim** | Students will practice their listening comprehension. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| **https://www.youtube.com/watch?v=M\_an-hei09Y** | | | |
| **Student Profile** | | | |
| **Level** | Upper-intermediate | | |
| **Age** | Adults | **Number of Students** | Three students |
| **Detail** | All the students are native Koreans employed and has experiences to speak with foreigners in English. They have mixed level class. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| If we happen to face some technical failures, I will prepare for my backup audio on my smart phone or read the dialogues by myself. | | | |
| **My Personal Aim** | | | |
| **My personal aim is to motivate the students to get accustomed to listening practice and be confident in listening to english.** | | | |

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| **Stage Name:** Lead-in (4min)  **Purpose of this stage:** to talk about our experiences | | |
| **Materials: computer and a picture of Jesus Christ being crucified on the cross** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec  1min  30 sec | T  T-S/S-S  T  S-S  T-S | **Greet. Instructions.**  Hello, everyone. Today we will start from taking a look at a picture and telling me what it reminds you of. Look at the picture and discuss your thinking with your partner.  **Brainstorm/talk to a partner.**  Instruction  Now talk to your partners about your personal experiences that you tried to your enemy.  Discussion with partner  Feedback if appropriate. |

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| **Stage Name:** Presentation(5min)  **Purpose of this stage:** to offer the students a few minutes to try to search for the key words which are appropriate for the text before listening to this story | | |
| **Materials: key words concerned with topic(forgive them), Some pictures, Board, Marker** | | |
| **Time** | **Interaction** | **Procedure** |
| 3 min  2min  10 sec | T-S  S-S  T | **Pre-teach keywords**  Elicit – elicit/mime  1) Show the picture of the crucified Jesus Christ.  2) Indicating to the picture, let them guess what His death means.  3)  CCQ – check students properly understand the meaning  1) Did Jesus Christ go against the soldiers? (no)  2) Was Jesus Christ persecuted by being met with crucifixion? (yes)  3) Are there two criminals on either side? (yes)  Drill – choral and individual drilling for correct pronunciation  1) Everyone, listen to me first. “I have never forgiven any sinners like The Lord.”  2) I need you everybody to please repeat after me (“forgive”).  3) Nominate one of the students and ask if he or she tried to forgive that people utterly equivalent to the enemies.  Board – highlight special areas of pronunciation  1) Write the word “forgive” on the whiteboard, is it a verb?  2) How many syllables does it have?  3) Write the straighten-line into two syllables ”for/give” with blue marker .  4) Draw a small circle above “for” with red marker.  **Guiding Question**  1) Do you think it easy for most people to forgive sinners like how Jesus Christ forgave them? If not, why is it really difficult for most people to forgive sinners?  Students are required to discuss the answers on that question with a partner.  Feedback. Nominate a few students to share their ideas, if necessary.  We learned the new vocabulary “Forgive”. Time for you to listen to the story concerning the true love of the Lord. |

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| **Stage Name:** Practice - Literal Comprehension Listening(12min)  **Purpose of this stage:** to let students practice their bottom-up listening | | |
| **Materials: Dictation sheets and 4 copies of worksheets** | | |
| **Time** | **Interaction** | **Procedure** |
| 20 sec  40 sec  3 min  2 min  1 min  10 sec  3 min    2 min  1 min  2 min | T  T-S  S  T-S  T  T  S-S  T-S  T-S | **Instructions. Set the purpose for listening. Hand out and worksheets Dictation sheets.**  You are going to listen to this story about what the soldiers did to Jesus and what The Lord did for the sinners insulting Himself for three minutes. First, please watch  **I.C.Q questions**  Could you please let me know how many questions do you have to answer?  Excellent. You got that right. Now, I’ll press the button of the video on the youtube. Don’t be nervous.  Are you ready for it? Okay. Listen carefully. First, we are gonna fill in the blanks.  **Students listen for the 1st time, and write answers on the Dictation sheets.**  **Pair check.**  Did you guys answer on the blanks? If so, could you please discuss the answers on each blank with your partner? I give you two minute. Let’s get started.  **Feedback**  **Instruction**  I’ll give you one more time. I need you to please write the answers on the worksheet.  (Students are required to answer the questions.)  **Pair check**  **Feedback to check accuracy.**  Correct the wrong answers and give them feedback.  **Literal questions**  1) Did Pontius Pilate sentence Him to be met with crucifixion? (Yes, he did.)  2) What did Jesus ask His Father to do, being crucified? (Father, forgive these people because they don’t know what they are doing.)  3) What did He say to His Father when He breathed His last? (Father, I’ll entrust my life into your hands.)  4) What happened when He passed away? (Veil hanging in the Temple was torn apart.)  5) What did the captain of soldiers say? (He said that surely this man was innocent.) |

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| **Stage Name:** Practice - Interpretive Comprehension Listening (6min)  **Purpose of this stage:** is to let the students practice interpretive listening. | | |
| **Materials: 4 copies of Work sheets and Youtube video** | | |
| **Time** | **Interaction** | **Procedure** |
| 10 sec  3 min  2 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  We are going to listen to the story once again to answer interpretive questions.  **Students listen for the 2nd time.**  **interpretive questions**  1) What does it mean that “veil hanging in the temple was torn apart?  (It means that all the sinners can be saved from their sin through His sacrifice.)  2) What does the captain of Roman soldiers mean that “Surely this man was innocent.”?  (It means that Jesus is the son of God.)  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** |

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| **Stage Name:** Production - Applied Comprehension Speaking(6min)  **Purpose of this stage: is to let students practice their speaking fluency.** | | |
| **Materials: 4 copies of worksheets and Youtube video** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Applied ComprehensionQuestion  -If you were blamed on a false accusation by others, would you like to forgive them? What do you think about it? Discuss it in group.  **Students discuss.**  **Feedback. Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up (2min)  **Purpose of this stage:** is to end the lesson in a positive and delightful mood, rapport and to handle classroom management. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Set homework.**  **Inform students about the topic for the next lesson.**  **-** Listen to the story of Jesus Christ at home as well. If you typeJesus is crucified on the cross on Youtube, you can watch it without English subtitles. You should bear in your mind that the consistent effort will help you to increase your English. |

**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** |  |  |