**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Julie Eunkyung Lee | TESOL | 04/04/2020 | Listening | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Why people love Animal Crossing |
| **Main Aim** | Students will practice their listening comprehension by listening to English speaker with accent. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| [**https://youtu.be/TtSQ8k8Ibhg**](https://youtu.be/TtSQ8k8Ibhg)**(0:38-2:00) printed pictures, worksheet, board pens, P.C. and audio equipment.** | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teens | **Number of Students** | 3 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Korean. They all have experiences of playing console games. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate feely. They engage actively in kinesthetic learning and tend to favor visual learner mode but auditory learning still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The P.C. could take too long to turn on: don’t forget to turn it on before the class start; print out all images beforehand.  The audio equipment could fail: bring a set of portable speakers to use with my smartphone.  Nervousness at the start of the lesson: prepare well and practice teacher talk by going through the whole lesson plan. | | | |
| **My Personal Aim** | | | |
| What I aim to demonstrate is the ability to write out a complete detailed lesson plan that can be actually used in a lesson. | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the students and the teacher; to increase student talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  S-S  T-S | Organize seating arrangement to make all three of them to sit together and have conversation. Also, consider to arrange the desks for students to face front.  Hello guys, look at this picture.  Picture #1  Do you know what this is? (Gaming console, Nintendo switch)  What do you do with this? (Play games)  What kind of game do you like to play? It can be console game or mobile game or even board game! Talk as a group. You have 1 minute.  Gesture for students to begin talking as a group.  Students begin to talk to each other. Monitor for any use of key words.  Feedback. Gesture to individual student and ask “Tell me about your favorite game.” |

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| **Stage Name:** Presentation  **Purpose of this stage:** To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching from 1 to 4 key words using C.C.C. technique, and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending a text. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 3 min  30sec  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords: grace, appreciate, stroll, pace.**  **grace**  Elicit – Who do you admire the most? (Answers vary.)  How would you feel when you are in the same room with that person? (Happy, honored.)  You say you feel graced at times like this.  CCQ – Do you feel honored? (Yes.)  Does this person or thing with you in the same place? (Yes.)  Do you credit yourself for that? (No.)  Drill – Listen and repeat 3 times together. (Gesture.)  Make sure all three can pronounce it individually.  Board – Write grace on the left of the board.  What type of word is it? (Verb.) Write [verb.] with a blue pen.  **appreciate**  Elicit – Look at this picture. Show Picture #2.    Is he helping her? (Yes.) How would she feel? (Thankful, appreciated.)  CCQ – Do you know how good someone is? (Yes.)  Do you know how useful something is? (Yes.)  Drill – Listen and repeat 3 times together. (Gesture.)  Make sure all three can pronounce it individually.  Board – Write appreciate on the left of the board.  What type of word is it? (Verb.) Write [verb.] with a blue pen.  How many syllables? (3) Mark with a blue pen.  Where is the stress? (2nd) Mark with a red pen.  **stroll**  Elicit – Imagine I’m at a park. Walk around the classroom slowly.  What am I doing? (Wandering around, walking around, strolling around.)  CCQ – Do you walk fast when you stroll? (No.)  Where do you stroll around? (Anywhere.)  Drill – Listen and repeat 3 times together. (Gesture.)  Make sure all three can pronounce it individually.  Board – Write stroll on the left of the board.  What type of word is it? (Verb.) Write [verb.] with a blue pen.  **pace**  Elicit – When you are jogging with your friend, do you try to run faster than your friend? (No.)  What do you try to do? (Run with same speed.)  You can say that your pacing with your friend.  CCQ – Does it mean same or similar tempo? (Yes.)  Does it show different rate of progress? (No.)  Drill – Listen and repeat 3 times together. (Gesture.)  Make sure all three can pronounce it individually.  Board – Write pace on the left of the board.  What type of word is it? (Noun.) Write [n.] with a blue pen.  **Guiding Question**  How would you feel if you don’t have enough time to rest? Talk to each other about it.  Students discuss in group.  Feedback. Nominate a student to share ideas. Draw out ideas that people feel exhausted when they don’t have enough time to rest and they need something to release stress on. |
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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** For students to listen for the first time in order to get the facts. This may include the overall ideas or topic of the text; to notice who the speakers are; where they are; and perhaps why they are speaking. The responses are short, objective, and are only a surface understanding. This is accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  30sec  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Hold up the worksheet.  Now it’s time to listen to a story about this game. Show picture #3.  As you listen, you must answer the questions in exercise one only.  When you catch the answer, write it down next to the question.  Don’t do exercise 2.  **I.C.Q. -** Do you write your answers after listening? (No.)  Do you need to do exercise two? (No.)  Do you have a pen or pencil ready? (Yes.)  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.**  Compare your answers with your group members.  Monitor their answers.  **Feedback to check accuracy.**  Ask students for answer, checking if others have the same or different answers.  Does anyone have a different answer?  Who agrees with this answer? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen a second time, more carefully, to infer or interpret meaning of the literal facts. This is still an accuracy focused stage – answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like overall situation tone of voice, multiple pieces of information, or a single statement to explain the unspoken, intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1min  30sec  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  **Students listen for the 2nd time.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  Everyone finished? Compare your answers within your group**.**  **Feedback to check accuracy.**  Ask students for answer, checking if others have the same or different answers.  Does anyone have a different answer?  Who agrees with this answer?  How did you know the speaker liked the game? |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** For students to practice their speaking fluency. Therefore, this stage should be no less than 5 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-S | Now, turn over your worksheets.  Talk to each other about what does ‘healing’ mean to you?  You should talk freely, and remember to listen and ask questions to your partner.  You have 5 minutes.  **I.C.Q.** – Do you write anything? (No.)  **Students discuss.** Monitor from a distance.  **Feedback. Students share their ideas with the class.**  Make sure all three students participate. |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive note. This will give students a sense of accomplishment; encourage students to continue progressing and realize how to improve in future. A teacher may also get valuable feedback from students regarding the activities used in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  Everyone did well today! What was the most difficult part of today’s lesson?  **Set homework.**  For homework, find and watch the trailer of Animal Crossing on Youtube and leave a comment about how you think about it in English. Don’t forget to capture it and send it to the chatroom.  **Inform students about the topic for the next lesson.**  In next class, we will do a reading lesson about how games had changed throughout the time.  Dismissed. |

**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** |  |  |

**Transcript**

**Time : 1min 22seconds**

0:38 - 2:00

Animal Crossing is a game series that has graced us with its presence since 2001 and since then it has won the hearts of millions. Animal Crossing is one of the Nintendo’s best-selling franchises and one of the best-selling games in the 3DS. But I’m sure you already know all of this. What a lot of people might not know is that Animal Crossing is perhaps one of the most healing games out there. We all have bad days and sometimes we forget to sit down and take a moment to appreciate the little things. And that’s exactly what Animal Crossing is. It’s a collection of little things. When you start playing, there’s no immediate pressure to do anything. Just what you’d like to do. Whether you’d like to maybe take a stroll around town and plant flowers or chat to a neighbor maybe go fishing or even meet up with a real-life friend. Animal Crossing offers you a lot to do but allows you to enjoy it at your own pace. Something a lot of us don’t have the luxury of doing in real-lives. Animal Crossing really allows you to express yourself as a person. Showing off who you are with how you decorate your house and how you dress and even how you look after your town basically. I really love the sense of identity that Animal Crossing characters have. Whether you just gotten home from school or work or even had some stress at home, Animal Crossing is there waiting for you. Inviting you into a cozy world that you can enjoy for as much time as you want. Or as little time as you want.

Picture #1



Picture #2



Picture #3



**Worksheet - Why people love Animal Crossing**

**Exercise 1: Listen and write the answers next to the question.**

1. What’s the name of the game?
2. Is it a slow-paced game?
3. What can you do in this game?
   1. Plant flowers.
   2. Run around.
   3. Farming.
   4. Decorate animals.
4. How much time can you spend playing this game?

**Exercise 2: Listen carefully, think, and write your answer.**

1. Does the speaker like this game? Explain.
2. Why does the speaker say that this is a healing game?

**Answer Sheet - Why people love Animal Crossing**

**Exercise 1: Listen and write the answers next to the question.**

1. What’s the name of the game? Animal Crossing.
2. Is it a slow-paced game? Yes.
3. What can you do in this game? A.
   1. Plant flowers.
   2. Run around.
   3. Farming.
   4. Decorate animals.
4. How much time can you spend playing this game?

As much as you want.

**Exercise 2: Listen carefully, think, and write your answer.**

1. Does the speaker like this game? Explain.

Yes, he does. During the explanation, he said he loves the sense of identity that Animal Crossing characters have. And also, because he explains about this game with positive view points only.

1. Why does the speaker say that this is a healing game?

Because you don’t have to rush to do certain things. You can enjoy this game by just strolling around and decorating. And when you have bad days, you can appreciate little things by playing this game.