**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Summer | TESOL | 12/8/2020 | Listening | PPP | 30 min |

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| **Lesson** | |
| **Topic** | A Princess from Mars |
| **Main Aim** | Students will practice their listening comprehension using an integrated model. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| **Picture 1:** [**https://www.sovereignkingchurch.com/blog/pastor-warrior**](https://www.sovereignkingchurch.com/blog/pastor-warrior)**;**  **Audio clip:** [**https://www.youtube.com/watch?v=sD1UsOdLMKA&t=19s**](https://www.youtube.com/watch?v=sD1UsOdLMKA&t=19s)**; transcript, worksheet, whiteboard, board markers, PC, audio equipment.** | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | 13-15 | **Number of Students** | 8 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy science fiction. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The internet in classroom might now work; bring personal laptop with smart phone (hotspot on) as a back-up. Bring HDMI cable as necessary. Print A4 size photocopy of picture1.  Nervousness at the start of the lesion; check the equipment is working; to start the lesson, sit down and follow the planned teacher talk script. | | | |
| **My Personal Aim** | | | |
| What I aim to demonstrate is the ability to write out a complete, detailed lesson plan in simple language. | | | |

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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: Picture 1** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  1 min | T  S-S  T-S | Organize seating arrangements to everyone has a partner with one group of 4 sitting together, and all can easily see the screen. Picture 1 is on the screen.  “Good morning class, look at this picture. What is he like? Talk to your partner about him. You may discuss such like, how does he look? What does he do? You have 1 minute.”  Gesture for students to begin talking to their partner.  Students talk to their partner. Monitor for any use of key words.  Feedback. Gesture to encourage students to talk with whole class. “Can you share your ideas with the class?” |

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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 1 key words using the 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: Picture 1** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  30 sec  1 min  1 min | T-S  T  S-S  T-S | **Pre-teach keywords; warrior**  Elicit – Point to Picture 1. “What do you see here? What does he do? T mimes “knife fighting”  (Definition of warrior) [*https://www.merriam-webster.com/dictionary/warrior*](https://www.merriam-webster.com/dictionary/warrior)  : a person engaged or experienced in warfare  S answers “It’s a warrior”  CCQ – Is a warrior fighter in a war? (Yes)  Is a warrior like an experienced soldier? (Yes)  Does a warrior protect people in a war fare? (Yes)  Drill – Listen and repeat, 3 times all together. (Gesture) warrior, warrior, warrior.  Summer, can you say this out loud for us? Binnie?  Board – Write the word, “warrior” on board using black pen.  How many syllables here? (2) Mark with a blue pen. “war·​rior”  Where is the stress? (1st) Mark with a red pen.  **Guiding Question**  “Talk to your partner. How a warrior treats enemies, or any threating people? You have 1 minute.”  Students discuss the question with a partner. T monitors.  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:** For students to listen for the first time in order to get the facts. This may include the overall idea 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 an accuracy focused stage. | | |
| **Materials: audio clip, worksheet, answer sheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  Hold up the worksheet.  “We will listen a short audio clip, from *Princess of Mars.* While you are listening, you must answer the questions in exercise one only. When you find the answer, write it down next to the question.”  I.C.Q – Do you need to write your answers? (Yes)  Do we need to read the questions for exercise 2? (No)  Do you have a pen or pencil ready? (Yes)  Read each question aloud for the students. Hand out the work sheet.  **Students listen for the 1st time, and write answers on the worksheet.**  “Ok, now, please check your answers with your partner, you have 1 minute.”  **Pair check. (T monitors.)**  **Feedback to check accuracy.**  “Okay, what are the answers? Let’s find out.”  Read the question and nominate one student for the 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: audio clip, worksheet, answer sheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Hand out worksheets.**  “Well done, now we will listen this story once again, and do exercise 2. You may find the question more difficult but if you listen carefully and think about what you know, you can get the good answer. Again, write the answer next to the question. There will be time afterwards to write your answer, so please pay attention and focus on listening.”  ICQ – Do you need to rush to answer the question? (No, we will have time afterwards to write)  Read question aloud for students. “Let’s begin.”  **Students listen for the 2nd time.** Students will have some time to write down the answers (1min).  T monitors.  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  “Okay, Binnie, what is your answer?”  “Grace, do you agree?”  **Feedback to check accuracy.** |

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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: N/A** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  3 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  “Here is the next question, and please remember that you do not need to write down anything, just talk freely with your partner. Please remember to listen and ask same question to your partner. The question is, “do you have any experience that did you become a good friend with someone who did not like before?” got it?  ICQ- “Are we going to write anything? (No) Good, no writing, just talking. Okay, you have 5 minutes. Let’s begin.”  **Students discuss. T monitors from a distance.**  **Feedback. Students share their ideas with the class.** |

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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: transcript** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  “Class, you’ve done amazing today. I’m so happy to hear all your creative and thorough answers. Really hope you all keep up the good work!”  **Offer delayed corrections to the previous stage.**  **Set homework. “**For homework, I will give you the transcript of today’s audio clip, please read and think once again to see if you missed any of vocabulary or expressions. When you have any, please bring them and let me know so we can work together with class.”  **Inform students about the topic for the next lesson.**  For our next class, we will continue our listening class and we will listen “Princess from the Mars, Part 5.”  Dismissed. |

**Picture 1**



**Worksheet – A Princess of Mars.**

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

1. Who reached the city of Helium several days after?
2. What Red men of Helium thought we were going to do?
3. Who caused the greatest excitement for the city of Helium?
4. Who thanked me for saving the life of the princess?

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

1. Why we were greeted with great joy by city of Helium?

**Answer Sheet – A Princess of Mars**

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

1. Who reached the city of Helium several days after?

**(Answer)** We (John Carter, Princess, Tars Tarkas, and his green warriors)

1. What Red men of Helium thought we were going to do?

**(Answer)** We were attacking the army.

1. Who caused the greatest excitement for the city of Helium?

**(Answer)** Tars Tarkas and his green warriors.

1. Who thanked me for saving the life of the princess?

**(Answer**) Tardos Mors, the grandfather of Dejah Thoris.

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

1. Why we were greeted with great joy by city of Helium?

**(Answer)** When the people from city of Helium saw that we came to their city with their princess, they realized that we were not attacking the army but we came here as friends. Since they might have thought that their princess had died, and so happy to see her again.

**Transcript – A Princess of Mars Part 4**

[**https://www.youtube.com/watch?v=sD1UsOdLMKA&t=19s**](https://www.youtube.com/watch?v=sD1UsOdLMKA&t=19s) **7:46- 8:40**

**Several days later, we reached the city of Helium. At first, the red men of Helium thought we were an attacking army. But they soon saw their Princess. We were greeted joy. Tars Tarkas and his green warriors caused the greatest excitement. This huge group of green warriors entered the city as friends and allies.**

**I soon met Tardos Mors, the grandfather of Dejah Thoris. He tried several times to thank me for saving the life of the Princess. But tears filled his eyes and he could not speak.**

**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** |  |  |