**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **24/Length** |
|  | TESOL | 24/3/2021 | Listening | ppp | 35min |

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

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| **Materials and References** | | | |
| **Worksheet , board , pens, pc , audio equipment, markers(red,black,blue)** | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teens | **Number of Students** | 9 |
| **Detail** | This is a general English class and students are highly motivated learners.  The students are all Korean, and enjoy science fiction.  They are quite accustomed to pair work but still need to be encouraged to speak in English before they open up to Communicate freely. They tend to favor the visual learner mode but auditory learning also needs Developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment might not work → prepare a set of speaker for smartphone use/ a piece of script /  All the lesson plans should be checked and printed out in advance including pictures  Extra markers( red, blue, black), pens, erasers should be prepared  Check desk and chairs for the number of the students. | | | |
| **My Personal Aim** | | | |
| To minimize the errors →being equipped with the well-organized lesson plan and try to practice perfectly  Get the students to focus on the class | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage: Let the students talk about the topic( topic-related conversation, prediction activity)** | | |
| **Materials: picture 1** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  30 sec | T  S-S  T-S | T : Hello, everyone! How are you? Good!  Look at this picture. Suppose you are a warrior of a planet in outer space. What do you look like?  Do they all look alike? From now on, talk to your partner about it.    Students discuss it with their partners  (after monitoring)  T : Good. Quite interesting and impressive. It seems you all have your own unique ideas. |

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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 steps and asking a guiding question which gives the students opportunity to think of and share ideas they are likely to encounter while listening.  This encourages the use of their schema when comprehending a text. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1min  1mi  3min | T-S  T-S  T-S  T-S  T-S  T-S  T-S  T  S-S  T | **Pre-teach keyword 1 : ally**  Definition : n 1. a country that is joined to another by political agreement.  2. a person who regularly provides help or support  **Convey**( Elicit )    T: Look at these presidents . Do you think they are attacking warriors?  S: No.  T: then what is their relation?  S: They are allies  **Check**( Ask CCQ)  T: Good. Is it a person or a country that helps?  S :Yes.  T: Can it help each other when they in need?  S: Yes.  T :Good.  **Consolidate**( Drill and Board)  T: Now listen and repeat three times  How many syllables does it have?  S: two  T: Where is the stress?  S: first  T: What type of word is it?  S: Noun  T: Okay, good job, everyone!  **Pre-teach keyword 2 : excitement**  **Definition** : n- the state or quality of being excited  **Convey**( Elicit )  T: When you go to an amusement park, how do you feel?  S : I feel excited!  T : right. This is the same form with the word ‘ happiness’  S : excitement  T : perfect!  **Check**( Ask CCQ)  T : Does this refer to a state of being excited?  S : Yes.  T : Is it opposite of boredom?  S : Yes.  **Consolidate**( Drill and Board)  T : Now, listen and repeat three times  Excitement! Excitement! Excitement!( with gestures)  S : Excitement! Excitement! Excitement!  T : How many syllables does it have?  S : 4  T : Where is the stress?  S : 2nd  T : What type of word is it?  S : adjective  **Pre-teach keyword 3 : save**  Definition: v 1. to make safe from danger  **Convey**( Elicit )  T : Look at this picture. Who is this?  S : Safeguard!  T : What does she do when he see a person falling into the water?  S : She saves the person.  T : Good!  **Check**( Ask CCQ)  T : Does it refer to make safe from danger?  S : Yes.  **Consolidate**( Drill and Board)  T : Now, listen and repeat 3times.  save, save, save( with gestures)  S : save, save, save  T : How many syllables does it have?  S : 2  T : Where is the stress?  S : 1st  T : What type of word is it?  S : verb  T : Good !  **Guiding Question**  T : If someone saves one of your family and visits you, then how do you feel, and what will you do for him or her? Now, talk to your partners about this.  Students share their ideas  Monitor |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** Let the students listen to the story carefully and get the facts. This is an accuracy focused stage | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  30sec  4min  1min  2min | T  T-S  T  S  S-S  T-S | **Instruction: Tell the students the purpose for listening before handing out worksheets**  **Hold up the worksheets. Check whether students have their own writing supplies.**  T: Now, it’s time to listen to a story. Listen carefully and write the appropriate answer on your worksheet1. Please concentrate on your listening.  **ICQ-**  T: Do you need to listen carefully?  S :Yes.  T: Do you have to write your answer with a pencil or a pen?  S: Yes.  T: Do you have to make noises?  S: No.  **Distribute the worksheet**  **Students listen for the 1st time, and write answers on the worksheet.**  1. Q : Where did they arrive? ( c )  a. the city of Jupiter b. the city of Jupiter  c. the city of Helium d. th city of Venus  2. Q : Did the red men consider Tark Tarkas and his green warriors as attacking army at first?  Answer : Yes, they did.  3 . Q : When the red men greeted Tars Tarkas and his green warriors? ( b )  a. As soon as they saw Tars Tarkas and his green warriors  b. After they saw their princess.  4. Q : Who caused the greatest excitement? ( d )  a. the red men b. the princess  c. the grandfather d. Tars Tarkas and his green warriors  5. Q : Could the huge group of green warriors enter the city as allies?  A : Yes, they could .  6. Q : Who saved the life of the princess?  A : I, Tars Tarkas and his green warriors .  7. Q : Why did Tardos Mors, the grandfather of Dejah cry?  A : Because he was so happy to see the princes .  **Pair check. Monitor while checking**  T: Compare your answers with your partners.  **Feedback to check accuracy.**  **Check the correct answer. Ask students if they have same or different answers. If it is wrong, explain why it is wrong.**  T: Do you have the same answer? Is anybody who has a different answer?  If you have different ideas or opinions, why don’t you tell us the reason? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Let the students listen to the story one more time to interpret meaning of the literal facts. This is still an accuracy focused stage. Answers need to be checked based on facts. Students are required to think about the specific reason to support their answer. They need to focus on things like overall situation, tone of voice, various pieces of information,  unspoken meaning in the context to find the clue to the question | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  1min  3min | T  S  S-S  T-S | **Instruction: Tell the students the purpose for listening.**  T: Now, Listen carefully again and answer the interpretive question on worksheet2.  **Write the answer with specific reason**  Q: Were the red men and green warriors allies before?  A : No, they weren’t. Because the red men of Helium thougt they were attacking army.    Q : Could Tars Tarkas and his green warriors enter the city before?  A : No, they couldn’t. Because they were thought as attacking army.  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.**  **Check the correct answer. Ask students if they have same or different answers. If it is wrong, explain why it is wrong.**  T: Do you have the same answer? Or Is anybody who has a different answer?  If you have different ideas or opinions, why don’t you tell us the reason? |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** Let the students practice their speaking fluency. This stage should be no less than 5 minutes to get the students to practice speaking and build up their fluency. It is important not to interrupt or intervene while they communicate with each other. This is a fluency stage | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6min  2min | T  T-S  S-S  T  S\_T | **Instructions. Give students a question to discuss in pairs or groups.**  **Make 3 groups of 3 students. Wait until students are ready**  T: Now, move on to your extended question on worksheet 3 .  Choose one of these questions. Talk to your partners . If necessary, give a specific reason for your  Opinion.  EXtented Question  **1. When do you think ‘ally’ is especially needed?**  **2. What if our country doesn’t have allies?**  **3. Have you ever thanked to someone for saving or helping you?**  **4. Is it really possible to live on a planet in outer space with**  **Extraterrestrials(aliens)?**  **5. Do we really need allies? If do, Why?**  **6. Why do you think they named Kingdom ‘Helium’ ?**  **7. What will happen to narrator, ‘I’ next?**  **Students discuss.**  **Monitor**  **Feedback. Students share their ideas with the class. Get the students to volunteer or to build up confidence, nominate the student just in case student feels shy when speaking in front of others**  T: Okay everyone. It seems you are really interested in these topics.  Let’s listen to some of your ideas. Any volunteers? Good job! Now this time, Liz, would you tell us your opinion? |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson with a positive note. This will give students a sense of accomplishment , encourage students to be confident. Also a teacher gets valuable feedback from students regarding the activities used in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  T: Well done, everyone. Today we listened to a part of the story ‘A Princess of Mars’ and did some activities relating to it. Are you interested in the topic? I hope so.  We learned a key word ‘ally’, Ally is like a friend. I think you took part in the discussion so enthusiastically. But you need to be quiet while listening. Overall, good job! keep it up, please.  **Set homework**  T: Homework, everyone. Choose one of extended questions you didn’t do in class and think. Next time let’s talk about it for five minutes before class starts.  **Inform students about the topic for the next lesson.**  T: Next time, we are going to listen to another story similar to today’s topic.  Okay. Everyone, have a nice day!!! Good-bye . |

**Instructor’s Comments and Assessment**

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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** |  |  |