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| **UTAA Department of Foreign Languages Team Teaching Lesson Plan 3B** |
| **Class Description:** | **Class:** Charlie 1**Date:** 3/1/2017**Hour:** 1st-2nd hour **Topic:** Cars (Fast & Furious Movie Series) |
| **Team:** | **Sevim Küçükaslan (T1) - Hatice Sumruk - (T2) - Eda Turgut (Observer)** |
| **Model of Team Teaching:** | Equal Partners, Partially Station Technique |
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| **Aims (what the teachers intend to do):** |
| To provide students with listening practice for the main idea and specific details  |
| To develop students' note taking strategies in listening to detect the similarities and differences |
| To improve students' listening comprehension skills by integrating speaking skills via role-play activity with a guided dialogue |
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| **Objectives (what the students are expected to do):** |
| Students will be able to make predictions about the topic of the lesson by the help of the pre-listening activity (role-play by the teachers)  | **(remember &understand)** |
| Students will be able to understand the similarities and differences between two characters and fill in the the venn diagram by listening to a talk-show  | **(understand)** |
| Students will be able to focus on, identify and use specific details in the listening passage in order to complete the information of the identity cards of two characters  | **(analyze)** |
| Students will be able to distinguish the pronunciation of words; career and carrier  | **(analyze)** |
| Students will be able to focus on and select specific details in the listening passage and complete the identity cards of the characters in the listening passage | **(evaluate)** |
| Students will be able to produce a dialogue and act it out with guided questions with their partners. | **(create)** |
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| **Materials:** | **Equipment:** |
| Worksheet, Similarity & Difference Venn Chart, Identity cards of two characters, Videos, Photos and Answer Keys (through PPT Presentation) | Projector, Computer, Steering Wheels |

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| **PROCEDURES** |
| **Stages of the Lesson**  | **Aim**  | **Skills**  | **Activity Type** | **Teacher 1**  | **Teacher 2** | **Interaction Patterns** | **Mins**  | **Notes** |
| **Warm-up**  | ...to engage sts to the lesson  | Listening and Speaking  |  | Eda greets the students. | Sevim also greets the students. | Teacher-Whole Class | appx.1 |  |
| **Pre-Listening**  | ...to activate interest and sts' background knowledge about the topic …to gain familiarity with the content...to help understanding  | Listening and Speaking | Role-play about an Accident | 1. Sevim starts the role play by talking about the accident she has had: "Do you know what happened this morning?" 3. Sevim continues the conversation by giving details about the accident: "I was on my way to home and of course I was driving really fast."5. Sevim: "I was about to hit a car, but Thanks God I didn't."6. Sevim continues: "If one day the speed kills me, don't cry because I was smiling." 8. Sevim shows the quotation on the slide while Eda is asking the ss if they remember it or not. (If the ss can guess it right, she says 'Yes! Well-done!') If not, she shows the next slide with the same quotation but this time with Paul Walker on the background. Then, she asks: "Who is Paul Walker?" and attracts the ss' attention on the death of Paul Walker and its reason; passion for speed. | 2. Eda answers: "Noo! Tell me." 4. Eda says: "As always"6. Eda reacts: "Oh, my God! You should learn NOT to drive fast. You know, right?"7. Eda: "I remember these words from somewhere. Do you also remember who said that, guys?" 9. When Sevim has started to talk about the Fast and Furious movie, Eda shows a picture of the movie on the slide.10. Eda continues: "Well, do you remember the main characters in the movie?" (The ss are just expected to tell some names, not more.) and, "Where is Paul Walker here on this picture? What is the character's name?" | Teacher-Whole ClassStudent-Student | appx. 9-10 |  |
| **While-Listening (Re-listening)** | …to listen for gist ...to check understanding of the content ...to listen for specific details in the text | Listening, Speaking and Writing | Activity 1: Note-taking by Completing a Venn Diagram for Similarities and Differences | 1. Eda emphasizes that they will focus on the lives of Paul Walker in real life and Brian O'Conner in the movie. Then she shows the Venn diagram on the slide and explains that they will try to find similarities and differences between them. Later, she made students guess what kind of similarities and differences there can be.3. After students read the instruction, Eda checks if students are clear about that by asking them what they will do for this task. Then she starts the recording. | 2. When Eda shows the diagram on the board and explanation and guess is over, Sevim hands out the worksheet. Students will work individually while listening.4. After students listen, Sevim explains that they will compare their answer with a partner in their groups (their seating plan will be in groups of 4) and make them pairs. Then she elicits the answers from students. (There is no answer key because the ss are just expected to get the general idea.) | Student-Student | appx. 10-12 |  |
| Listening, Speaking and Writing | Activity 2: Fill in the Specific Information on Identity Cards  | 1. Sevim starts to give the instruction of the second activity by telling that they will listen the text for the second time for details. She shows the cards on the slide and continue to explain that this time they will fill in the information on identity cards about Brian and Paul. T explains each information by showing to make sure that the ss understand clearly. One of the information on the ID Card is "career". Hatice takes the stage at this moment.3. Following Hatice, Sevim makes the half of the class pronounce the word 'career' and the other half 'carrier'. After that, she continues with “Fate",and she makes students predict what it is. Then she show its meaning on the slide. She continues explaining that they will work in groups of 4; two of them will listen for the information about Brian and the other two people will listen for the information about Paul. (If it is needed, they will listen it once again.) Before starting to listen, Sevim asks the ss what they will do for this task to make sure that the ss understand and the recording starts.6. Sevim shows the answers one by one while Eda is talking about each point on the cards. With all the answers on the slide at the end, Sevim does the comprehension check by focusing on the similarities and differences this time by asking questions like: "What is their first similarity?" and after the similarities: "What about the differences?"  | 2.When it comes to career, Hatice asks students whether they know the pronunciation of it or not. It is highly expected that some of the students will pronounce it like "carrier". After eliciting the pronunciations, she makes students listen the pronunciation of "career" from an online dictionary (if needed, "carrier" as well). Then she makes whole class pronounce the words: 'career' and 'carrier' all together.4. After Sevim explained the instruction of the activity, Eda distributes the identity cards. 5. After the students listen, Eda makes the students compare the information on their own cards in groups of 4(the same group in the seating plan).After they have finished comparing, Eda checks for the answers of all groups by starting from the first information on the card to the last one (one by one) and asking different groups each time. | Teacher-Whole ClassStudent-Student  | appx. 15-20 |  |
| **Post-Listening** | to integrate listening and speaking skills  | Listening, Speaking and Writing  | Activity 3: Role Play of a Movie Scene with Guided Dialogue Completion  | 1. Hatice introduces the activity by saying "Would you like to take part in Fast and Furious 2? So, let's do it!" "Now, this activity has three steps. In the first part, you will work in pairs (Two pairs in one group - No change in the groups) You will have an interview with your partner in the group. One of you will ask the questions and the other one will answer. (She makes the students who will ask the questions raise their hands to make it clear.) Now these students should write the answers of your partner below the questions. Then, she hands out the question worksheet and makes the ss look at the instruction on the slide. (The ss are supposed to finish this part in two minutes).3. Hatice explains the last step which is the role play part; "Imagine you are two of the characters in a street race scene in Fast and Furious 2. You are talking about Brian before the race starts. Let's have a look at the scene!" (She makes the ss look at the picture of the scene and asks some questions like, "Do you remember this scene and the characters? What happens in this scene? Do you remember who wins the race?" Imagine, you are these characters in this scene before the race. And you are talking to each other on your cars. Act out your dialogue with your partner. You will have 2 min. to memorize the dialogue. Decide who you are in the dialogue, A or B."5. Hatice shows the race video after the comments are over. | 2. Sevim explains the second step; "Some students answered the questions in the first step, right? Who are these students? (She makes the ss raise their hands). Now in the second part, you will complete a dialogue by using the answers on your partner's paper according to the numbers. (She shows an example on the board to make it clear.) Next, she distributes the dialogue worksheets to the students and then she shows the instruction on the slide. (The ss are supposed to complete their dialogues in two minutes.)4. To start the activity, Sevim calls the pairs with their cars in front of the board and encourages the ss to act out their dialogues. She explains; "The other students will watch the scene while you play your roles." Then, the pairs come one by one to act out the scene. (After it has finished, they give their comments on their performances and then they watch the race scene.) | Teacher-Whole ClassStudent-Student | appx. 25-30 | If the ss have problems with the pronunciation of '*especially, except for, here*', they will be shown the correct pronunciations of the so-called words by the help of online dictionary.  |