Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Shine  TESOL 141th WD | | 27/OCT/2016  ROOM 601 | Reading | | | PPP | | Charles is going to the supermarket. | | | 30min | Intermediate |
| **Class profile**  **Number of students**: 11 **Age:** Adult **Nationality:** Korean  **Motivations**: 1. Social relationships 2. Personal advancement 3. Cognitive interest  **Individual or class hobbies and interests:** students are interest in sharing their ideas.  **Special considerations:** Students are all adult. L1 is Korean. | | | | | | | | | | | | |
| **Main aim (Skills)**   1. Students practice and learn reading comprehension with an everyday subject.   **Subsidiary aims (language focus / skills)**   1. Students practice to catch a point about a text by doing worksheet activities. 2. Students practice speaking fluency during pair work and group work. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Reading: to read a text * Speaking: pair work, group work | | | | | | | Description of language systems specifically used/practiced:  * Discourse: to share ideas | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Students might be chatty with a partner because of everyday subject. 2. Some of students might be confused with applied activity. | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Give students activities every step.  1. Give a clear instruction by asking ICQ and giving demonstration | | | | | | | | | | | | |
| **Assumptions**:  Students are intermediate level so they can understand food words in this text such as lettuce, garlic, pepper, etc. | | | | | | | | | | | | |
| **Material(s) needed:** PPT; computer; project-beam; board; pens and eraser; post-it; worksheets1,2,3,4 | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
| N/A | model sentences for target language | | |  | concept questions for target language | | | | N/A | analysis sheet for target language | | |
|  | stages clearly titled and separated | | |  | purpose of each stage indicated | | | |  | anticipated timing included | | |
|  | interaction pattern marked | | | N/A | a board plan (if relevant) | | | |  | examples of all tasks used | | |
|  | answer sheet to all exercises | | | N/A | Tape or text script | | | |  | all materials labelled and numbered | | |
| **Personal aim:**  What I most hope to demonstrate in this lesson is the ability to give a clear instruction and enjoyable activities to students. | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **<Greeting>**  Good morning, everyone. How are you, today?  [Show PPT1 – a couple]  **<Instructions>**  Look at this picture.  Who are they? (couple, boyfriend and girlfriend)  What do you think they are doing? (talking)  What are they talking about? (grocery shopping, dinner menu, food items in the refrigerator  Have you ever talked to your family about what to eat for dinner? (Yes)  Please, talk about your experience about checking refrigerator about food items with your partner.  Pair-work  Monitor  **<Feedback>**  Can you tell us your experience? Nominate a few students.  Good job. | T-S  S-S  T-S | 1min  1min  1min |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to make the listening less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **<Pre-teach vocabulary>**  [Show PPT2 – pepper]  Look at this picture.  What is this? (pepper, black pepper, pepper pot, spice)  What is this? (green pepper, pimento, vegetables)  What about this? (pepper, cayenne)  What are these? (pepper, foods, ingredients)  When do you use these items? (spice, cook, make foods)  That’s right. Everybody good job.  These are called “pepper” and we can say “green pepper”, “red pepper”, “black pepper” according to the color.  **CCQ:**  Is pepper used as food ingredient? (yes)  Is pepper spice? (yes)  [Show PPT3 – a man with shopping list]  Look at this picture.  What can you see in this picture? What is he doing? (man, cart, memo, shopping)  Right.  [Show PPT4 – GQ]  **<Guiding questions>**   1. Have you run an errand of grocery shopping for dinner? (yes) 2. What do you need to know before grocery shopping? (shopping list) 3. What did you buy in the supermarket? (milk, salt, beer, meat)   Please, talk to your partner about grocery shopping errand experience.  You have one minute.  Pair-work  monitor  **<Feedback>**  Right. Please, tell us your experience. Nominate a few students. | T-S  T-S  S-S  T-S | 2min  1min  1min  1min |  |

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| **Stage 3: Practice – Skimming and scanning for gist comprehension**  **The purpose of this stage is to allow the students to practice gist skills to identify the main idea and key points of interest. Specific and authentic exercises designed to encourage this skill should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| [Show PPT5 – worksheet 1]  **<Instructions>**  We are going to scan the story quickly.  After scanning for 30 sec, the words you remember, mark circle or across individually.  **ICQ:**   1. Should you read all words in whole-story? (No)   [Handout a dialogue & worksheet 1]  Now, you can begin.  Individual work  Monitor  Right. Now, compare answers with your partner.  Pair-work  Monitor  **<Feedback>**  Are you done? Let's check answers together. Is there supermarket? Nominate a student.  Good job. | T  S  S-S  T-S | 30sec  1min  1min  1min |  |

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| **Stage 4: Practice - Literal comprehension**  **The purpose of this stage is for students to focus on literal meaning, e.g. of vocabulary, phrases, details, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| [Show PPT6 – T/F]  **<Instructions1>**  Please, scan the story for 30 sec. Put True or False individually and compare answers with your partner.  [handing out worksheet 2]  Individual work  Pair-check  Monitor.  **<Feedback>**  Let’s check answer together. Can you tell us your answer? Nominate students.  [Show PPT7 – shopping list]  **<Instructions2>**  Now, we are going to make Charles’ shopping list.  I’m going to stick post-it to your worksheet.  Draw out the list on your post-it.  [Stick post-it to worksheet 2.]  Do individually and compare your list with your partner.  Individual work  Pair-check  Monitor  **<Feedback>**  Please, share with us shopping list. Nominate.  [show answer sheet2]  Good job. | T  S  S-S  T-S  T  S  S-S  T-S | 30sec  30sec  1min  1min  30sec  1min  30sec  1min |  |

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| **Stage 5: Practice - Interpretive comprehension**  **The purpose of this stage is to allow student to read intensively for inference. Discriminating between fact and opinion and understanding the writer’s true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| [Show PPT8 – worksheet3]  **<Instructions>**  Now, let’s think a little bit more about story. We can refer from story to get the answers.  I’ll give two questions you can think about with your partner.  You have three minutes.   1. What kind of breakfast can Charles make with the foods they already have in the refrigerator? 2. Who cook the dinner normally?   Pair-work.  Monitor.  **<Feedback>**  Let’s share what you discuss.  Please tell us what you taught. Nominate a few students  [showing answer sheet3] | T  S-S  T-S | 30sec  2min  1min |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students’ background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| [Show PPT9 – shopping list]  **<Instructions>**  Now, we can pick one dish for our dinner. You can create own shopping list with your group.  **<Demonstration>**  I’ll show you how to create shopping list.  If I pick egg salad then I can write that.  I need eggs, lettuce, mayonnaise, broccoli and tomatoes.  And some people might want to put pepper in there.  Then I can make shopping list by writing these food items.  **ICQ:**   1. Is it individual work? (No) 2. What will you make? (shopping list)   Now, I’ll make three groups.  Please pick one dish with your group.  Find ingredients about the dishes and make shopping list with your group and present your shopping list in front of everybody later.  You have four minutes.  I’ll give you a worksheet. [handing out worksheet4]  Now, you may begin.  Group-work  Monitor  **<Feedback>**  Please come out and present your group shopping list. Tell us, please?  Every group presentation  Good job everyone. | T  S-S  T-S | 1min  4min  2min |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Well done, you guys. Did you enjoy this activity?  Now, you can help your family making dishes and run an errand for grocery shopping.  Can you all do that?  **<Announcement>**  Today, you have homework.  Please practice what you learned today when you go home.  Thank you for your participation and everybody, great job.  Good bye everyone. | T | 2min |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/…………** | |

**Charles is going to the supermarket.**

Charles is looking in his refrigerator. A refrigerator is often called a ‘fridge’ for short. People put things that need to stay cold in the refrigerator. Things that need to be frozen are put in the freezer. Charles has to go to the supermarket today so he is making a shopping list. People usually make a list of things to buy before they go to the store. If you make a list then you won’t forget what to buy.



It has been a week since Charles went to the supermarket. There are only a few things in his refrigerator. There is a little milk and a little juice. There are a few eggs and a few apples. There is some cheese and some pasta noodles. There are a lot of onions and tomatoes but only one green pepper. There isn’t any lettuce or garlic. There isn’t any butter or bread either.

Charles is making dinner. He will start with a salad and then have spaghetti and meatballs with garlic bread for the main course. For dessert, he’s making his famous apple pie with vanilla ice cream. His wife is excited because she doesn’t have to cook tonight. She is helping him make a list for the supermarket.