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| **Name & Class** | **Date & Place** | **Lesson Type** | **Plan** | **Topic** | **Length** | **Level** |
| Nathaniel Bae & Times TESOL 141st WD | 27OCT2016 & Room 602 | Reading | PPP | Helpful Friend ‘Dog’ |  30min  | Intermediate |
| **Class profile****Number of students:** 11  **Age**: Average 30  **Nationality:** Republic of Korea **Motivations**: Preparing for professional practice, Social relationships, Personal advancement **Individual or class hobbies and interests:** Current affairs and interesting news reports.**Special considerations:** Most Ss are mature and mostly females. L1 is Korean. |
| **Main aim (language focus / skills)** 1. Students practice and learn reading skills, using a combination of top-down and bottom-up models.

**Subsidiary aims (language focus / skills)** 1. Students practice reading by scanning and skimming.
2. Students practice speaking by sharing their ideas with partners
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| Description of language skills specifically used/practiced:* Reading – Ss read for specific detail and gist.
* Speaking – Ss carry out pair discussion and speaking to the group.
* Listening - Ss listen to peers’ opinions and T’s instructions.
* Writing – Stunts write their opinion to share with peers and group.
 | Description of language systems specifically used/practiced:* Lexis – master, admirer, mutt, tag, scent, career
* Discourse – Small talk, informal, opinion sharing
* Phonology – Practice speaking lexis
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| Anticipated difficulties with lesson activities and classroom management: 1. Students are inclined to be overly cautious so as not to make any mistakes.2. Some students might not like the topic. |
| **How I can deal with these difficulties:** 1. Most Ss are familiar with the topic and they mostly like dogs.2. Lead-in to encourage warm, relaxed classroom atmosphere, reducing anxiety and increasing self-esteem and motivation. |
| **Assumptions**: -Most Ss likes dogs.-All Ss are able to express their ideas and opinions in English actively. |
| **Material(s) needed:** Texts, Vocabulary Exercise, Gap Fill, Discussion topic, PPT |
| Checklist. Mark down those included in this lesson plan ( or N/A) |
|  | model sentences for target language |  | concept questions for target language |  | 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 |  | Tape or text script |  | all materials labelled and numbered |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to-Identify the main idea of the reading texts by repeated scanning and skimming.-Express their opinions about the topic through discussion and presentation. |

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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** |
| **Greet:** Hello! Good morning everyone! How’s your day?First, today we are going to talk about pets!Do you have pets? (some yes, some no)**Show PPT #1****Instruction:** So what pets are there? Can you name them? Here are some pictures of pets you can see. (Dogs, cats, etc.)Do you think these animals are loyal? (some and some not)Do you think these animals are helpful? (some and some not)Then, what animal is the most loyal and helpful? (Dog!)That’s right, we are going to talk about dogs that helped us a lot.Before we head start, let’s do some vocabulary exercise.Match the word with correct meaning. You have 2 minutes.After you are done, you can check your answer with your partner. Let’s make 5 groups. 2 in each group.**ICQ:** You have to finish in (2 min)After you are done in 2 min, what do you do? (check answers with my partner)Hand out the word match!Start!**<Word Match>**1. master a. a dog, especially a mongrel2. admirer b. a distinctive odor, especially when agreeable3. mutt c. an owner of a slave, animal, etc.4. tag d. a person’s progress or general course of action through life.5. scent e. a person who regards with wonder, pleasure, or approval.6. career f. a piece or strip of paper, plastic, metal, etc., to something as a mark or label.**Instruction:** OK! Everyone seems to be done with their work. Let’s check the answer~1c, 2e, 3a, 4f, 5b, 6d**Drill:** Now you know the ropes. Let’s learn to pronounce these words correctly.Everyone say after me.Repeat each word 3 times. | TSSSSTS | 2min2min30sec1min |  |

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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** |
| **<Gap Fill>****Introduction:** We are going to use the same words that we just learned.Let’s learn when to use these words.And in the bottom of this gap fill exercise are the questions that you can answer by scanning the texts.When you answered these questions, check your answers with your partner.You have 3 minutes to complete these tasks.**ICQ:** When you are done with the gap fill, what do you have to do? (answer the questions below by scanning)When you scan, do you have to read quickly or slowly? (quickly)When you are done with answering the questions, what do you have to do? (check the answers with your partner)**<Faithful friend in Tokyo, Japan>** Every day, Hachi went to the station at 3 p.m. to meet his \_\_\_\_\_\_\_\_ off the train. One day Hachi’s master did not come home. He had died at work. For the next ten years Hachi waited at the station. The people at the station gave him food and looked after him till he died, in 1935. Money was raised by his many \_\_\_\_\_\_\_\_ for a statue at Shibuya station in his memory.**<Post office mascot>** One day in 1888, postal workers found a \_\_\_\_\_\_\_ sitting outside the post office in Albany, New York. The little dog became the mascot of the Railway Postal Service. He travelled all over the United States and Canada, and once he even went round the world. He was looked after by postal workers who named him Owney and attached special tags to the coat he wore. These \_\_\_\_\_\_\_\_ showed where he had been. In the nine years he rode with the mail, he collected over a thousand tags. **<Gold medal Police dog>**A German shepherd, Dox, worked with his master, a police officer in Italy, from 1946-1961. He was able to follow a \_\_\_\_\_\_\_\_\_ for up to twelve miles, and during his \_\_\_\_\_\_\_\_\_\_ helped police to catch 563 criminals. The dog also found 136 missing persons. He was rewarded for his abilities with eleven gold medals and twenty-seven silver ones.1. When did Hachi die?2. Who was Hachi waiting for?3. What year was the mutt found?4. For how long did the mutt rode with the mail?5. When did Dox die?6. How many criminals did Dox help catch during his career?**<Answers>**Master, admirers, mutt, tags, scent, career1935, master, 1888, 9 years, 1961, 563**Feedback:** Did everyone get the same answer?Let’s check your answers.Nominate students who did well to share the answers with the group.**Compliment:** Everyone! Fantastic work! Now we’re equipped with vocabulary, next exercises will be really fun.We’re going to have discussion! | TSSSSTS |  2min 3min1min1min |  |

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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** |
| **This Practice was done in the previous stage.** |  |  |  |

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| **Stage 4: Practice - Detailed 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** |
| **Instruction:** 1. Individually, read the text again and put T or F next to each statement below.2. When you are done, check your answer with your partner. Explain to your partner why the statements are true or false.3. For example, I think the statement #1 is false for blah blah blah reason.4. You have 2 minutes to work on your own and 2 minutes to explain why to your partner.**ICQ:** How much time do you have to answer T/F? (2min)How much time do you have to share your opinion? (2min)Do you have to skim and scan to complete this task? (yes)**<True/False>**1. Nobody liked Hachi.2. Hachi was loyal but not helpful to people.3. The mutt just stayed in one place.4. The mutt had over a thousand tags and probably broke his neck due to the weight.5. Dox lost his sense of smell when he was born.6. Dox was rewarded with only gold and silver medals.**<Answer>**FTFTFT**<Feedback>**Nominate students who had interesting answer to share with the group.**<Compliment>**Everyone excellent job!! | TSSSTS | 1min4min1min |  |

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| **Stage 5: Practice – More detailed comprehension****The purpose of this stage is to allow student to listen 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** |
| **<Instruction>**1. For the next exercise, write your answers briefly to these questions by referring to the text.2. You can write on the other side of the exercise that were gave out.3. After you are done, you can share your answer with your partner.4. You have 2 minutes writing your answer.**ICQ:** Are you writing your answer first? (yes)When you have finished writing all the answers, must you talk to your partner? (yes)**Show PPT #2**1. Which dog is the most helpful to human?2. Why do you think dogs help us?3. Do you think dogs are smarter than man?Monitor and Pointing out relevant paragraphs if the student is stuck**Feedback:** Nominate a student for each question if possible.**Compliment:** Everyone great job! | TSSSSS | 1min5min2min |  |

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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** |
| **Instruction:** Discuss these topics with your partner then, share your opinion with the group.You have 5 minutes**ICQ:** how much time do you have?**Show PPT#3**1. What do you think of dogs?2. Do you know any other pet stories that you like to share?3. Do you think dog is the best pet ever?4. Did you have pets before? Were they loyal and friendly like the dogs in the texts?Students discuss in pairs. Monitor for students with interesting opinion to nominate them to speak in front of the class.**Compliment:** Wow! Everyone has interesting stories. Thank you for sharing! | TSSSSS | 20sec5min3min |  |

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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** |
| **<Error Correction and Feedback>**Offer any **error correction** after several students have spoken.Make sure every student of the excellent work they did individually.**<Announcement>**Please keep your reading text and bring it to class tomorrow. We will use it.Thank you everyone. | TS | 2min |  |

**<Faithful friend in Tokyo, Japan>**

Every day, Hachi went to the station at 3 p.m. to meet his master off the train. One day Hachi’s master did not come home. He had died at work. For the next ten years Hachi waited at the station. The people at the station gave him food and looked after him till he died, in 1935. Money was raised by his many admirers for a statue at Shibuya station in his memory.

**<Post office mascot>**

 One day in 1888, postal workers found a mutt sitting outside the post office in Albany, New York. The little dog became the mascot of the Railway Postal Service. He travelled all over the United States and Canada, and once he even went round the world. He was looked after by postal workers who named him Owney and attached special tags to the coat he wore. These tags showed where he had been. In the nine years he rode with the mail, he collected over a thousand tags.

**<Gold medal Police dog>**

A German shepherd, Dox, worked with his master, a police officer in Italy, from 1946-1961. He was able to follow a scent for up to twelve miles, and during his career helped police to catch 563 criminals. The dog also found 136 missing persons. He was rewarded for his abilities with eleven gold medals and twenty-seven silver ones.

**<Word Match>**

**1. master a. a dog, especially a mongrel**

**2. admirer b. a distinctive odor, especially when agreeable**

**3. mutt c. an owner of a slave, animal, etc.**

**4. tag d. a person’s progress or general course of action through life.**

**5. scent e. a person who regards with wonder, pleasure, or approval.**

**6. career f. a piece or strip of paper, plastic, metal, etc., to something as a mark or label.**

**<True/False>**

1. Nobody liked Hachi.

2. Hachi was loyal but not helpful to people.

3. The mutt just stayed in one place.

4. The mutt had over a thousand tags and probably broke his neck due to the weight.

5. Dox lost his sense of smell when he was born.

6. Dox was rewarded with only gold and silver medals.

**Gap Fill and Scanning Questions**

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1. When did Hachi die?

2. Who was Hachi waiting for?

3. What year was the mutt found?

4. For how long did the mutt rode with the mail?

5. When did Dox die?

6. How many criminals did Dox help catch during his career?

**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
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| **Instructor: …………………………… Date: …………/……………/…………**  |