

Background Information Sheet – Complete all sections accurately.

Name & Class	Date & Place	Lesson Type	Plan	Topic	Length	Level
Julia(Kim Hyesu) 144 th WD	21/12/2016 Gangnam	Reading	PPP	More Koreans are drinking alone	60min	Intermediate
Class profile						
Number of students: 8 students		Age: 20 - 40		Nationality: Korean		
Motivations: 1. Demonstrating knowledge and understanding 2. Social relationships 3. Cognitive interest						
Individual or class hobbies and interests: Most students are interested in new and inspiring ideas related to reading.						
Special considerations: Students' first language is Korean. Students have background of knowledge of Korean drinking culture.						
Main aim 1. Students will practice their reading comprehension skills using a bottom-up and top-down model.						
Subsidiary aims 1. Students will practice their speaking fluency during the productive stage. 2. Students will learn key-words and lexis from the topic of "More Koreans are drinking alone."						
Description of any language skills specifically used/practiced: <input type="checkbox"/> Listening: listen other students talk <input type="checkbox"/> Speaking: sharing answers to questions and a discussion <input type="checkbox"/> Writing: answer to questions; note taking <input type="checkbox"/> Reading: read a news article				Description of any language systems specifically used/practiced: <input type="checkbox"/> Lexis – new vocabularies in the text(solitude, demographic) <input type="checkbox"/> Discourse – small talk, informal, opinion sharing <input type="checkbox"/> Phonology – discussion, teacher's talk <input type="checkbox"/> Function – discussion, thinking about drinking culture		
Anticipated difficulties with lesson activities and classroom management: 1. There is a chance that the computer or internet is not working. 2. Students may feel anxious about what is expected of them or how the lesson will proceed. 3. Students may not understand the relevance of the exercise.						
How I can deal with these difficulties: 1. Read out the scripts to students. 2. Relax the pace and assure students through clear instructions of the support available to re-read and compare answer with classmates. 3. Inform them that this lesson's goals.						
Assumptions: 1. Students might know most of the vocabulary. 2. Students are able to express their opinions in English. 3. Students are actively participating in the class. 4. Most of students already have experiences to drink together or alone.						
Material(s) needed: P.C.; projector, white board, markers, erasers, worksheet, picture(Reading Lesson PPT), article(refers to http://koreajoongangdaily.joins.com/news/article/Article.aspx?aid=3025440)						
Checklist. Mark down those included in this lesson plan (✓ or N/A)						
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	
n/a	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 maximize student interaction by motivating them in each task, pair work, and class discussion.						

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 the class and ask students to discuss what they see in the picture.

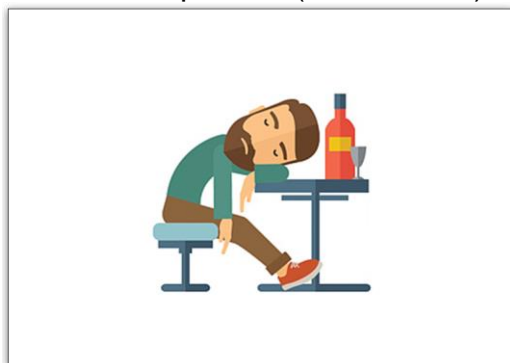
T-S

1'

Good morning, everyone! How are you today? Is it good or tough day?

Instruction:

1) Look at this picture. (Show PPT1).



2) Based on what can you see, what do you know?

3) Have you ever seen like this man in the picture?

3) Discuss your idea with your partner for a minute.

Ss share. Monitor.

S-S

2'

Feedback – nominate and invite comments from 2 or 3 pairs.
feedback and encourage additional ideas.

T-S

2'

Expected answers: All, some, a few etc...

- A man is sleeping on his stomach.
- A man is drunk.
- A man is alone.
- A man drank some alcohol.
- A man is tired.
- Yes, I have. I saw in the bar. I saw in drama.
- No, I don't have.

Stage 2: Presentation

The purpose of this stage is to make the reading 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

Today we are going to assess a reading text. To help you do this, I will ask you some question. You will then read to the text, write down your answers and then compare them with your partner's.

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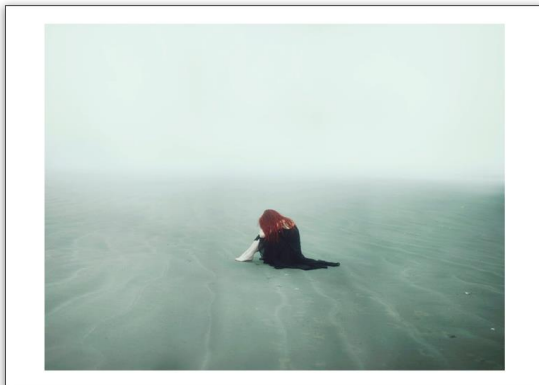
40"

Pre-teach vocabulary: solitude, demographic(refer to Vocab LA sheet)

- Elicit, C.C.Q, and drill in context.

1) Solitude

- Elicit: Show PPT2. What do you see? (A woman is sitting crouched)
What is she feeling? What are you feeling? (lonely, sad, solo, solitude)



- C.C.Q: Is it a couple? (No)
Is it a team? (No)
Is it a solo? (Yes)
- Drill P: Listen(3 times). Listen and Repeat(point someone or whole students).
- Board: Write 'solitude' on the board.
How many syllables in here? (two syllables: soli-tude)
Where is the stress? (first syllable)
Is that a verb or noun? (noun)
How can we pronounce? (/ˈsɒlɪtjuːd/), Is this a short or long vowel? (long)

2) Demographic

- Elicit: Show PPT3. What do you see? (graph, statistical chart, a lot of peoples)
What do you know? (population, population statistics)
What can we call it? (demography, demographic)

T-S

3' 40"



- C.C.Q: Is it related with a statistical study of all populations? (Yes)
Is it related with predicting the future? (Yes)
Is it related with an exact science like a math? (No, social science)
- Drill P: Listen(3 times). Listen and Repeat(point someone or whole students).
- Board: Write 'demographic' on the board.
How many syllables in here? (four syllables: dem-o-graph-ic)
Where is the stress? (third syllable)
Is that a verb, noun or adjective? (adjective)
How can we pronounce? (/dē:məgræfɪk(əl), dīmə-/), How can we pronounce 'ph' sound? (/f/), Listen and repeat. Nominate one student who has proper pronunciation.

Guiding questions:

Instruction:

- 1) I will distribute a worksheet for everyone.
- 2) First, write down answers yourself in Exercise1.
- 3) Then, discuss your ideas with your partner.
- 4) I will give 4 minutes to work.

- I.C.Q 1) Do you work in Exercise 2? (No)
2) Do you talk to your partner first? (No, work myself)
3) How long do you have? (4 minutes!)

Hand out worksheet.

Exercise1

- 1) Do you enjoy drinking? (Yes/No)

T

40"

2) When was the first time you drank? What was the experience like? (When I graduated high school, I drank first time with my best friends at the bar. When I was 18 years old, I drank first with my parents.)
3) There is a blank. Guess what. (drinking, drinking alone)



Ss note down their ideas and share with partner. Monitor.

Give time warning: 30 seconds left.

Feedback – nominate and invite comments form 2 or 3 pairs.

S-S

4'

T-S

40"

<u>Stage 3: Practice - Skimming and scanning for gist comprehension</u>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>The purpose of this stage is to allow the students to practice rapid reading skills to identify the main idea and key point of Interest. Specific and authentic exercises designed to encourage these skills 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.</p> <p>Hand out news article. (more Koreans are drinking alone)</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1) Let's move to Exercise 2. 2) First, read fast the text. 3) Write down answers yourself 4) and discuss your answers with your partner. 5) I will give 4 minutes to work. <p>I.C.Q 1) What do you first? (Read fast the news article) 2) How long do you have? (4 minutes!)</p> <p><u>Exercise 2</u></p> <ol style="list-style-type: none"> 1) What type of writing this text? (news article) 2) How do you know? (title, charts, picture, written date, reporter's name and e-mail address) 3) What do you know from the three difference charts? (Top 5 reasons for drinking alone, Top 5 foods for solo drinkers, Top 5 beverages) 4) What is the main idea of this text? (More Koreans are drinking alone) <p>Ss note down their ideas and share with partner. Monitor.</p> <p>Give time warning: 30 seconds left.</p> <p>Feedback. Quickly get answers from the whole class and then ask what they noticed to support their answer.</p>	T	40"	
	S-S	4'	
	T-S	1'	

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**Inter
action**

Time

Instructor's
comments

Hand out news article. (more Koreans are drinking alone)

Instruction:

- 1) Let's move to Exercise 2.
- 2) First, read fast the text.
- 3) Write down answers yourself
- 4) and discuss your answers with your partner.
- 5) I will give 4 minutes to work.

I.C.Q 1) What do you first? (Read fast the news article)
2) How long do you have? (4 minutes!)

Exercise 2

- 1) What type of writing this text? (news article)
- 2) How do you know? (title, charts, picture, written date, reporter's name and e-mail address)
- 3) What do you know from the three difference charts? (Top 5 reasons for drinking alone, Top 5 foods for solo drinkers, Top 5 beverages)
- 4) What is the main idea of this text? (More Koreans are drinking alone)

Ss note down their ideas and share with partner. Monitor.

Give time warning: 30 seconds left.

Feedback. Quickly get answers from the whole class and then ask what they noticed to support their answer.

T

40”

S-S

4'

T-S

1'

<p align="center">Stage 4: Practice – Detailed/Literal comprehension</p> <p>The purpose of this stage is for students to focus on literal understanding e.g. of vocabulary, phrases, topic points etc. A variety of exercises may be used and should be constructed to be simple yet somewhat challenging. The information highlighted should, ideally, be of significance to the next stage.</p>	<p align="center"><u>Inter action</u></p>	<p align="center"><u>Time</u></p>	<p align="center"><u>Instructor's comments</u></p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1) Now read again. 2) This time write down the answer to 5 questions in Exercise 3. 3) First, write down answers individually 4) and then discuss your answers with your partner. 5) You have 4 minutes. <p>I.C.Q 1) Do you need to write down the answers? (Yes) 2) How long do you have? (4 minutes!)</p> <p><u>Exercise 3</u></p> <ol style="list-style-type: none"> 1) Most days after work, what is Mr. Cho' routine? (He takes the subway home to his apartment, cracks open a beer and drinks by himself.) 2) When does Chung drink alone at home? (When she feels like drinking to finish her day but is too tired to make appointments with friends or go out in general.) 3) Fill in the blank. For Koreans, drinking has traditionally been a _____, but more Koreans are drinking _____ these days. (social activity, alone) The number of single-person households hit ____ million at the end of last year and accounted for ____ percent of the total population. (5.2, 27.2) 4) What is the most popular type of alcoholic beverage consumed alone? (beer) 5) In the charts, were multiple answers allowed? (Yes) 	<p align="center">T</p>	<p align="center">40"</p>	
<p>Ss work individually to complete answering the questions.</p>	<p align="center">S</p>	<p align="center">1'</p>	
<p>Pair-check. "Now check with your partner." Monitor.</p>	<p align="center">S-S</p>	<p align="center">3'</p>	
<p>Give time warning: 1 minute left.</p>			
<p>Feedback. Nominate at least half the class for the answer.</p>	<p align="center">T-S</p>	<p align="center">2'</p>	

Stage 5: Practice - More detailed/Interpretive comprehension	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>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.</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1) Read again. 2) But this time to answer 5 questions in Exercise 4. 3) First, write down answers individually 4) and then discuss your answers with your partner. 5) You have 8 minutes. <p><u>Exercise 4</u></p> <ol style="list-style-type: none"> 1) Why has the tradition changed, or are more people drinking alone? (More people are living alone and spending time alone because of many reasons. It might be a culture shift driven by demographic trends, economic and social problems, or just individual preference etc.) 2) Why does beer become the most popular type of alcoholic beverage consumed alone? (As you know, beer is very popular alcoholic beverage all over the world. We can get it easily and enjoy it lightly. Beer has a proper percentage of alcohol not too high and low.) 3) Why does Mr. Cho follow the same routine most days after work? (Because he is a solo and enjoys drinking by himself.) 4) Why do 92.6 percent of solitary drinkers drink at home? (Because solitary drinkers want to enjoy their own time with comfortable and relaxed place without considering others.) 5) Why does the number of singer-person households continue to grow? (an increase in the divorce rate, an increase in a late marriage rate, an increase in women's economic activity, values change) <p>Pair-check answers. Monitor and decide if re-reading text is needed.</p> <p>Give time warning: 1 minute left.</p> <p>Feedback. Each group should contribute here.</p>	T	40"	
	S-S	8'	
	T-S	3'	

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

Instruction:

- 1) Read again.
- 2) But this time to answer 5 questions in Exercise 4.
- 3) First, write down answers individually
- 4) and then discuss your answers with your partner.
- 5) You have 8 minutes.

Exercise 4

- 1) Why has the tradition changed, or are more people drinking alone? (More people are living alone and spending time alone because of many reasons. It might be a culture shift driven by demographic trends, economic and social problems, or just individual preference etc.)
- 2) Why does beer become the most popular type of alcoholic beverage consumed alone? (As you know, beer is very popular alcoholic beverage all over the world. We can get it easily and enjoy it lightly. Beer has a proper percentage of alcohol not too high and low.)
- 3) Why does Mr. Cho follow the same routine most days after work? (Because he is a solo and enjoys drinking by himself.)
- 4) Why do 92.6 percent of solitary drinkers drink at home? (Because solitary drinkers want to enjoy their own time with comfortable and relaxed place without considering others.)
- 5) Why does the number of singer-person households continue to grow? (an increase in the divorce rate, an increase in a late marriage rate, an increase in women's economic activity, values change)

Pair-check answers. Monitor and decide if re-reading text is needed.

Give time warning: 1 minute left.

Feedback. Each group should contribute here.

T

40"

S-S

8'

T-S

3'

<p align="center"><u>Stage 6: Production - Applied Comprehension</u></p> <p>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.</p>	<p align="center"><u>Inter action</u></p>	<p align="center"><u>Time</u></p>	<p align="center"><u>Instructor's comments</u></p>
<p>Instruction: Now in groups of 4, discuss the following questions.</p> <p><u>Exercise 5</u></p> <p>1) What is Korean way of drinking like? What do you think of it? (Korean drinking patterns and manners have undergone some changes in recent years, but many of the old drinking rules are still followed. Drinking is considered the best way to bond. Alcohol is cheap: soju. And it's everywhere, for sale, 24 hours a day. It's completely okay to drink at work but not always. The traditional Korean rule is that you never fill your own glass. When an elderly person is offering alcohol, tradition dictates that the person receiving the drink should stand up and take the glass with both hands after bowing. If you don't much like to drink, until very recently you would be expected to drink at least the first glass when you attended a drinking round so as not to ruin the drinking mood.)</p> <p>2) What do you think of people who drink a lot or little? (I prefer to drink proper amount of alcohol under my control. Too much is as bad as too little.)</p> <p>3) When do you feel the urge for grabbing drink with friends or alone? Why? (When I feel so tired, I drink a can of beer at home lightly watching TV. When I feel so lonely or stressed about something, I drink alcohol with my best friends.)</p> <p>4) What is the best food for your drinking alone? And what is the best type of alcohol? (The best food for my drinking alone is snack. The best type of alcohol is icy cold beer.)</p> <p>You have 13 minutes!</p> <p>I.C.Q 1) Are you working in a group? (Yes) 2) How long? (13 minutes!)</p>	<p align="center">T</p>	<p align="center">40"</p>	
<p>Ss work in groups of 4 to complete the exercise. Monitor and take notes of language used for future error correction or language lessons.</p>	<p align="center">S-S</p>	<p align="center">13'</p>	
<p>Give time warning: 1 minute left.</p>			
<p>Feedback. Each group presents their answers. Acknowledge positive points and offer suggestions where needed.</p>	<p align="center">T-S</p>	<p align="center">4'</p>	

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:
Now in groups of 4, discuss the following questions.

T

40"

Exercise 5

1) What is Korean way of drinking like? What do you think of it? (Korean drinking patterns and manners have undergone some changes in recent years, but many of the old drinking rules are still followed. Drinking is considered the best way to bond. Alcohol is cheap: soju. And it's everywhere, for sale, 24 hours a day. It's completely okay to drink at work but not always. The traditional Korean rule is that you never fill your own glass. When an elderly person is offering alcohol, tradition dictates that the person receiving the drink should stand up and take the glass with both hands after bowing. If you don't much like to drink, until very recently you would be expected to drink at least the first glass when you attended a drinking round so as not to ruin the drinking mood.)

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3) When do you feel the urge for grabbing drink with friends or alone? Why? (When I feel so tired, I drink a can of beer at home lightly watching TV. When I feel so lonely or stressed about something, I drink alcohol with my best friends.)

4) What is the best food for your drinking alone? And what is the best type of alcohol? (The best food for my drinking alone is snack. The best type of alcohol is icy cold beer.)

You have 13 minutes!

I.C.Q 1) Are you working in a group? (Yes)

2) How long? (13 minutes!)

Ss work in groups of 4 to complete the exercise. Monitor and take notes of language used for future error correction or language lessons.

Give time warning: 1 minute left.

S-S

13'

Feedback. Each group presents their answers. Acknowledge positive points and offer suggestions where needed.

T-S

4'

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 as collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.

Inter
action

Time

Instructor's
comments

To wrap up, summarize the main points and then ask students some questions.

T

1'

Today, we learned some ideas about Korean drinking culture and trend.

- How difficult was the reading lesson? (Not too difficult.)
- Which was the easiest part? (Exercise 2)
- Which was the most difficult question? (Exercise 4)
- Which part was the most fun? (Exercise 5)
- Did you like checking your answer with your partner first? (Yes)

T-S

2'

You all did well! I liked the way you did your best and you followed my instructions. I also liked how you shared your ideas and answers with your partner.

T

40"

Please remember to listen carefully to your partner's ideas and what we learned today, the new vocabularies.

Tomorrow, we will start new chapter.

Keep up the good work!

Your homework is reading one text related with drinking culture in another country.

Class dismissed.

Follow-up work for after the next lesson:

Ss work in groups of 4, sharing information to recall and make their own visual chart related with diverse nations' drinking culture.

Instructor's Final Comments

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:**/...../.....