Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Jiseon & Dave | | 2017.2.1  GangNam | Reading | | | PPP | | Idiom | | | 40min | U.I. |
| **Class profile**  **Number of students: 6~7**  **Age**: **Adult**  **Nationality : Korea**  **Motivations** :  **Individual or class hobbies and interests :**  **Special considerations :** | | | | | | | | | | | | |
| **Main aim**   1. Ss will practice their reading comprehension skills using a bottom-up and top-down model. 2. Ss will understand a variety of idioms 3. Ss will be familiar with key vocabulary through T's explanation and C.C.Q.   **Subsidiary aims**   1. Ss will predict the meaning of idioms 2. Ss will improve speaking & listening ability by sharing ideas in a group. 3. Ss will be able to get the main idea by skimming the reading text & answering a guiding question. 4. Ss will improve scanning skill by answering true & false questions. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Reading : reading materials * Listening : teacher talk, during the discussion * Writing : answering the question, note-taking * Speaking : discussion | | | | | | | Description of language systems specifically used/practiced:  * Phonology : discussion, teacher talk * Lexis : words used in describing idioms   - Give someone the cold shoulder  - Get up on the wrong side of the bed  - Beat around the bush   * Grammar : relative pronoun | | | | | |
| Anticipated difficulties with lesson activities and classroom management: - If Ss may not have many ideas  - If the activity lasts too long.  - If Ss finish too soon.  - If Ss may not understand. | | | | | | | | | | | | |
| **How I can deal with these difficulties:**  > T gives them little examples  > T cuts the unnecessary parts  > T makes suggestions and shard ideas.  > T shows demonstration. | | | | | | | | | | | | |
| **Assumptions:**  - All Ss already know how the class is set up and runs(there will be 2 student groups at each table)  - All Ss have background knowledge of several idioms  - All Ss have experiences about each idioms we discuss. | | | | | | | | | | | | |
| **Material(s) needed:**  - Board and markers  - Paper and pencils  - | | | | | | | | | | | | |
| 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 | | |  | 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 understand idioms. | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is relax the students and the teacher. It should focus their attention on the lesson by talking about something interesting. It should lead in to the topic in some way.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| "Hello, everyone.  We prepared this for you guys. Let's have a fun with this."  Distribute the materials.  "Let's guess and match these by using your background knowledge."  I.C.Q. : What would we match the idioms with? A) Meaning.  Beat around the bush  Get up on the wrong side of the bed  Give someone the cold shoulder | T-S  T  T  T-S  S | 1 min  1 min  1 min  1 min |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to help the students with their reading comprehension. To do this, you can pre-teach a few keywords. Guiding questions may also be used.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **1. Peer at**  **Elicit**  T : What am I doing?  S1 : Look at!  S2 : See!  T : It is similar(with pointing). It starts with 'P'.  Ss : Peer at !!  T : Right!! You are so smart!!  **C.C.Q**  Is it manners to someone in public?  **Drill**  I tend to peer at someone who is the beautiful. (x3)  **Board**  Peer at / it has stress.  **2. Superstition**  **Elicit**  Use the picture; What does this look like?  **C.C.Q**  The Moon moves around the Sun, is it superstition?  **Drill**  Jiseon believes in several superstitions.  **Board**  Superstition / syllable is 'sti'  Su/per/sti/tion  **3. Avoid**  **Elicit**  Use the picture; What does this look like?  **C.C.Q**  There is poops. What should I do?  **Drill**  I avoid annoying situations.  **Board**  Avoid / syllable is 'void'  A/void  **Guiding Question**  What does the cold shoulder mean? Guess.......^^ | T-S | 30 sec  30 sec  10 sec  1 min  30 sec  30 sec  10 sec  1 min  30 sec  30 sec  10 sec  1 min  2 min |  |

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| **Stage 3: Practice - Skimming and scanning for gist comprehension**  **The purpose of this stage is for students to practice their fast reading skills to identify the main idea of the text. Using visual aids such as pictures, diagrams, graphs or tables as well as headlines, subheadings and captions are useful sources of information in many authentic texts.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Ok. Turn to the next page. Let’s start to read these materials fast and answer this question.  **What is the purpose of these stories?**  To give the background story related to each idiom | T-S | 4 min |  |

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| **Stage 4: Practice –Detailed/Literal comprehension**  **The purpose of this stage is for students to locate specific information in the text quickly.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| OK, Good job! Now, Try to read the handout more carefully,, and..... What do we have to do? Right.. Answer!! Ready! Go!  **1. In the first paragraph, what does it mean when you give someone to cold shoulder in one word?**  A) Rejection  **2. What is the idiom “give someone the cold shoulder” related to?**  a. old traditions  b. body language  c. healthy myths  A) b  **3. What were many Romans careful to do when getting out of bed?**  A) They were careful to get out of bed with their right leg first.  **4. In the third paragraph, who does want to hire the special workers to catch the boars?**  A. Boar hunters | T-S | 6 min |  |

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| **Stage 5: Practice - More detailed/Interpretive comprehension**  **The purpose of this stage is for students to deeply understand the meaning of what is written, often by reading between the lines.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Answer those questions, also.  **1. In the second paragraph, how did the idiom “get up on the wrong side of the bed” originate from?**  A) From the ancient superstition  **2. Why did boar hunters hire helpers?**  A) They hired helpers to scare wild boars out of bushers. | T-S | 3 min |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is for students to practice their speaking fluency by doing some sort of communicative task.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| > Have a talk with your partner about following questions in pair.  **1. Talk about the experiences you gave someone the cold shoulder. To whom? / why?**  **2. Share some superstitions you believe in what? / why? (If there is no superstition you believe in, explain why.)**  **3. Talk about the experiences you beat around the bush. To whom? / why?** | S-S | 12min |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to close the lesson on a positive note so students are encouraged. Reviewing, summarising, giving homework, lesson feedback are all possibilities.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| T : What did we learn today?  Ss : Idioms!!  T : There are lots of idioms more than we learned today. So, I hope you to learn additionally someday.  You did great job! See you.....:) | T-S | 30sec |  |

**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: …………/……………/…………** | |

**Before reading**



Beat around the bush



Get up on the wrong side of the bed

 Give someone the cold shoulder

**Presentation 2 Presentation 3**

 

**After your reading**

Let’s start to read these materials fast and answer this question.

* + - 1. **What is the purpose of these stories?**

After reading this one more time, answer those questions.

**2. In the first paragraph, what does it mean when you give someone to cold shoulder in one word?**

**3. What is the idiom “give someone the cold shoulder” related to?**

a. old traditions

b. body language

c. healthy myths

**4. What were many Romans careful to do when getting out of bed?**

**5. In the third paragraph, who does want to hire the special workers to catch the boars?**

**6. In the second paragraph, how did the idiom “get up on the wrong side of the bed” originate from?**

**7. Why did boar hunters hire helpers?**

**Applied in practice what we learned**

**1. Talk about the experiences you gave someone the cold shoulder. To whom? / why?**

**2. Share some superstitions you believe in what? / why? (If there is no superstition you believe in, explain why.)**

**3. Talk about the experiences you beat around the bush. To whom? / why?**