**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Lily | TESOL | 2019-05-18 | Reading | PPP | 35 min |

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| **Lesson** |
| **Topic** | Advertisement ; A new concept of a theater  |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| <https://www.youtube.com/watch?v=JQa64A2Q4d0>Newspaper print advertisement about CGV’S Cine & Living Room, Worksheet Computer, Monitor, Speakers, Video clip, PPT file , Board and Color markers |

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| **Student Profile** |
| **Level** | Advanced  |
| **Age** | Adult (20s-40s) | **Number of Students** | 4 |
| **Detail** | Students are all native Korean. There are 3 females and 1 male They are moviegoers and enjoy talking about places they have been to.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Students have visited a theater and experienced inconvenience there They can practice descriptive and persuasive communication.  |

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| **Anticipated Difficulties and their Solutions:** |
| Technical issues – Print big size of the picture in case that the computer or the monitor doesn’t work. Condition of throat- Prepare a bottle/cup of water or candies for dry throat which would cause cough. Lack of vocabulary – Pre-teach keywords before handing out the reading material  |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to give detailed and accurate Concept Checking Questions  |

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| **Stage Name:** Lead-in **Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. To lead in to the topic, activating background knowledge. |
| **Materials:** Computer, Monitor, Speaker, Video clip (10sec advertisement) |
| **Timings****(3min)** | **Interactions** | **Procedure** |
| 20 sec10sec | TT-S | **[Greet. Instructions.]**“Hello, everyone! How are you?” (Ss: fine, good…) Good. I have some different pictures but they are related. Find their relationship and tell me where you can find them. (show the pictures to students); popcorn, ticket, soda, 3D eyeglasses, screen, speakers, (Ss: we can find them at a cinema / movie theater)Great! I prepared some guide topics. Talk about your experience at the cinema related to the topic;inconvenience / food / technology/ people / light / manner / seat / time / phone / emergency Talk to your partner. You have 1minute each **[I.C.Q** ]“What do you need to talk about?” (Ss: about our experience at the cinema) “How many minutes do you have?” (2minutes)  |
| 2 min | S-S | Students talk about their experience in the cinema |
| 30 sec | T-S | **[Feedback if appropriate]**Nominate 2 students to share their ideas. |

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| **Stage Name:** Presentation **Purpose of this stage:** To pre-teach keywords if necessary, and consider guiding questions. These steps provide extra help for students to comprehend the text. |
| **Materials:** PPT(CCQ/Drill/GQ) |
| **Timings(8min)** | **Interactions** | **Procedure** |
| 10sec20 sec30 sec1min1min30 sec 30 sec 1min | T-STT-ST-ST-STT-ST-S | **[Pre-teach keywords]** 1. **advertisement**
2. **dubious**

**[Elicit-video]****I have a video clip.** **(Show students 10second video clip)****What do we call this kind of video?** **Ss: advertisement**  **[CCQ – check students properly understand the meaning]**1. Is it giving you information or message? (Ss: Yes)
2. Is it using mass media? (Ss: Yes)
3. Is it talking about bad or good side? (Ss: good side)

 **Drill – choral and individual drilling for correct pronunciation]**(Say and gesture) I’ll say the word. First, listen 2 times and repeat after me Students speak the word chorally and individually **[Board – highlight special areas of pronunciation]** (Ask students’ participation to mark the phonetic features on the white board) Now. We will know about its sound. [advertisement] /æd.vɝːˈtaɪz.mənt/ (US)How many syllables does it have? (Ss: 4)Good. \_\_\_\_\_\_\_\_\_\_\_ can you come here and mark it on the board? [ad/ ver/ tise/ ment]Thank you. Which syllable is stressed? (Ss: 3rd. )Call a student’s name and show the gesture to ask him to mark the feature on the board. **\***[ad/ ver/ tise/ ment]Thank you.What part of speech is this? (Ss: noun) **[Elicit-Story telling / Picture]** Great. Class, I have a story to tell you. Before, in my previous class, there was a student who didn’t do his homework. I asked him “why you didn’t do your homework?” and he said “ohh my dog ate it..” At that time, my face was like this. (show the picture of dubious face). I said I think your excuse sounds d\_\_\_\_\_\_\_\_\_\_\_. Can you think what did I say? (Ss: doubtful…) -> you are close! It is a synonym of the word ‘doubtful’ Or(Ss: we don’t know…) -> I said, “I’m dubious about your excuse. So, I asked him to finish his homework at school and he went home. **[CCQ – check students properly understand the meaning]**1. Was his excuse true? (Ss: No)
2. Was I sure about his excuse? (Ss: No)
3. Could I trust him? (Ss: No)

**Drill – choral and individual drilling for correct pronunciation]**(Say and gesture) Again, I’ll say the word. First, listen 2 times and repeat after me Students speak the word chorally and individually **[Board – highlight special areas of pronunciation]**(The keyword and its phonetic alphabets are presented on the PPT) (Students answer and pronunciation features are presented on the PPT)[dubious] /ˈduː.bi.əs/ (US)How many syllables does it have? (Ss: 3) Call a student’s name and show the gesture to ask him to mark the feature on the board. [du/ bi / ous]Which syllable is stressed? (Ss: 1st.)Call a student’s name and show the gesture to ask him to mark the feature on the board. **\***[dubious]What part of speech is this? (Ss: adjective)  |
| 10sec | T | **[Guiding Question]** (The GQ sentence is presented on the PPT)1. Have you bought products or used services because of advertising?
 |
| 2 min20sec | S-S | Talk to your partner. You have 1minute each Students talk each other for 2 minutes |
| 30sec | T-S | **[Feedback]** Nominate 2 students to share their ideas.  |

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| **Stage Name:** Practice – Literal Comprehension 4.5min**Purpose of this stage:** is to get students to practice reading for literal detail. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings****8min 30sec** | **Interactions** | **Procedure** |
| 30 sec | TT-S | **[Instructions. Set the purpose for reading.]** (Holding up the reading material and worksheet) You have 2 sheets of paper. Print advertisement from a newspaper and the worksheet. On the worksheet, there are 6 questions about the advertisement. Read the advertisement first. Find the answers and write down them. This is an individual work. I’ll give you 6 minutes. **[I.C.Q]**1. Is it a pair work? (Ss: No) 2. What do you need to do after finding the answer? (Ss: write down the answers) 3. How many minutes do you have? (Ss: 6min) Okay. Let’s start. **[Hand out worksheets.]** |
| 6 min | S | **Students read and write the answers individually on the worksheet.** Notice students when 1minute left.  |
| 1 min | S-S | **[Pair check/Monitor]**Time’s up. Now check your answers with your partner You have 1 minute. |
| 1 min | T-S | **Feedback to check accuracy.**Alright, Class. Let’s check the answer together 1. What can the moviegoers enjoy in the new concept of theater?

They can enjoy everything they love about a theater in space as comfortable as their own living room 1. What do we call the new concept of CGV theater?

Cine and Living Room1. Where can you use the service?

At the theater chain’s Wangsimni branch in eastern Seoul1. What does a “sound shower” effect mean?

The audience is surrounded by the sounds that shower on them1. What they can do 20minutes before the start of the film? (2 possible answers)

- The audience can enjoy music and famous paintings that popup on the screen. - They are free to roam around and take pictures at photo zones6. Why there is a partition between each sofa? To give off a private yet open space for each viewer |

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| **Stage Name:** Practice – Interpretive Comprehension **Purpose of this stage:** is to get students to get students to practice interpreting a text correctly This will require more detailed, careful reading, and thinking time to arrive at the correct answer. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec | T | **Instructions. Set the purpose for reading. Hand out worksheets- read.**Now, individually, you will read the advertisement again. At this time, you have the other questions which ask you think more. Think about the answers based on the text and write down them on the worksheet. I’ll give you 5 minutes. **[I.C.Q]**1. Can we work by pair? (Ss: No) 2. How many minutes? (Ss: 5min)1. Why did CGV introduce the new concept of a theater?
2. (Back up question) Why the writer asked some questions at the beginning of the text?
 |
| 5min | S | **[Students read the text again and they write down their answers]**Notice students when 1minute left.  |
| 1 min | S-S | **[Pair check/Monitor.]**Time’s up. Now check your answers with your partner You have 1 minute. |
| 1 min | T-S | **Feedback to check accuracy.** |

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| **Stage Name:** Production - Applied Comprehension 8min**Purpose of this stage:** is for students to practice their speaking fluency on a topic related to the lesson. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings****(8min)** | **Interactions** | **Procedure** |
| 1 min | T | **[Instructions]**Okay. Now you are going to make an advertisement by pair. Make the advertisement which is less than 1 minute. Decide what product you are going to introduce to other pairs. Think about the information to persuade the other pair to buy your product. Make the headline or slogan. I’ll give you 5minutes. After the time, you will show your advertisement presentation to the class. Speak and act like what we see on the TV. The questions/guidelines are presented on the PPT. [I.C.Q]1. Is it pair work? (Ss: Yes)2. what do we need to discuss? (Ss: product, information, slogan) 3. how many minutes? (Ss:5min)  |
| 5 min | S-S | **Students talk each other** Notice students when 1minute left.  |
| 2min | T-S | **Feedback.**Ask students show their presentation  |

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| **Stage Name:** Wrap-up 1min**Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.****Set homework.**Find an advertisement on a newspaper. Bring the newspaper next class.**Inform students about the topic for the next lesson.** We will use the newspaper and discuss 5 elements of the advertisement.. |

[Literal Question] – Worksheet (Front)

1. **What can the moviegoers enjoy in the new concept of theater?**
2. **What do we call the new concept of CGV theater?**

1. **Where can you use the service?**

1. **What does a “sound shower” effect mean?**
2. **What they can do 20minutes before the start of the film? (2 possible answers/ You can find 1 answer)**

**6. Why there is a partition between each sofa?**

[Literal Question] – Worksheet (Front) Answer

What can the moviegoers enjoy in the new concept of theater?

They can enjoy everything they love about a theater in space as comfortable as their own living room

What do we call the new concept of CGV theater?

Cine and Living Room

Where can you use the service?

At the theater chain’s Wangsimni branch in eastern Seoul

What does a “sound shower” effect mean?

The audience is surrounded by the sounds that shower on them

What they can do 20minutes before the start of the film? (2 possible answers)

- The audience can enjoy music and famous paintings that popup on the screen.

- They are free to roam around and take pictures at photo zones

Why there is a partition between each sofa?

To give off a private yet open space for each viewer

**Instructor’s Comments and Assessment**

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|  **Pros** |
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|  **Cons**  |
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|  **Change**  |
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|  **Overall Comments**  |
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|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |