**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| 김지양/Kim | TESOL 194 | 06/07/2019 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Surprising news about salt |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **The PPT file, Worksheets, reading material** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | Students are all female. They have studied abroad and have no problem communicating in English. One student is talkative and outgoing. They are quite close friends and try to help out each other in the class. They have discussed about health issue before and feel comfortable to talk about their life style. | | |

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| **Anticipated Difficulties and their Solutions:** |
| -A computer may not work the way I want. In this case, I have to bring out the printed material and use a board to explain.  -Students have different speed of reading. Some of them may need more time to work on exercises. I need to monitor them carefully and decide whether I give them more time or not.  -The topic I chose may not be interesting enough. I try to choose authentic material that has some pictures. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to encourage students interact each other so that the class becomes more student-centered. |

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| **Stage Name:** Lead-in **(3min)**  **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:** the PPT file | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  30 sec | T  S-S  T-S | [Greet]  [Instructions]  Let’s talk about some food!  [Showing the PPT slide]  What foods are bad for your health?  Why do you think it is bad?  Talk as a group (gesturing)  [Students talk as a group]  [Feedback]  What are some bad foods you talked about?  What makes it bad? |

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| **Stage Name:** Presentation **(4min)**  **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:** the PPT file, the board, markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T    S-S  T-S | **[Pre-teach keyword]**  Elicit – “Preservative”  [Showing the slide]  It is one kind. People put it in a food to keep it for a long time.  [Showing the next slide]  The watermelon doesn’t have this, so it becomes rotten (pointing at the picture of the rotten watermelon)  The french-fries and the burger that have this don’t go bad for a long time (pointing at the picture of the french-fries and the hamburger)  What is it?  (If students can’t come up with the word, ‘preservative’)  It is called ‘preservative’.  CCQ – check students properly understand the meaning  -Does a jam have preservative? (Yes)  -Does the food that has preservative go bad? (No)  -Give me some examples of foods that have preservative  (Wine, pickles, beef jerky,….etc.)  Drill – choral and individual drilling for correct pronunciation  [Drill chorally]  Listen and repeat.  ‘Preservative’ (Gesturing)  [Do it 3 times]  [Drill individually]  Let’s start with (A student’s name)! (Gesturing)  [Make sure every student pronounces the word twice]  Board – highlight special areas of pronunciation  What is the spelling of the word? (Preservative)  What part of speech is this? (Noun)  How many syllables are there? (4 syllable, Pre-serv-a-tive]  Which syllable is stressed? (serv)  **[Guiding Question]**  [Showing the title of the reading material]  This is the title of the article.  What would be surprising news about salt?  What’s your thought on salt?  Share your thought with your friends.  [Students discuss the questions as a group]  [Feedback. Nominate a few students to share their ideas] |

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| **Stage Name:** Practice – Literal Comprehension **(4min 30sec – 5min)**  **Purpose of this stage:** is to get students to practice reading for literal detail. | | |
| **Materials:** the reading material, the worksheet (Exercise A), the PPT file | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec    2 min  1 min  1 min | T  S  S-S  T-S | **[Instructions]**  Here is the article. (Showing the printed reading material)  The exercise on the worksheet is about this article. (Showing the worksheet)  You can check out the exercise first and try to find answers in the article.  You’ll work individually. I will give you 2 minutes to work on it.  **[I.C.Q]**  Do you work with your friends? (No)  Can you read and do the exercise at the same time? (Yes)  **[Hand out worksheets]**  **[Students read the whole text for the 1st time, and write answers on the worksheet]**  **[Monitor students if they need more time or not]**  Is everyone done? Then check your answers with your friends.  **[Students check answers as a group]**  **[Feedback to check accuracy]**  (Showing answers on the PPT slide) |

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| **Stage Name:** Practice – Interpretive Comprehension **(6min 30sec – 7min)**  **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:** the worksheet (Exercise B), the PPT file | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  2 min  1 min | T  S  S-S  T-S | **[Instructions]**  Here is one more worksheet to do. (Showing the worksheet)  If you need to read the article again, just re-read it.  Or you can try to find the information you need.  I will give you 3 minutes to do the worksheet.  Work individually.  **[I.C.Q]**  Can you check the information in the article? (yes)  How long will you do the worksheet? (3minutes)  **[Hand out the worksheet]**  **[Students read for the 2nd time. Students write their answers down.]**  **[Students check their answers as a group.]**  **[Monitor]**  **[Feedback to check accuracy.]**  (Showing the PPT slide) |

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| **Stage Name:** Production - Applied Comprehension **(9 min)**  **Purpose of this stage:** is for students to practice their speaking fluency on a topic related to the lesson. | | |
| **Materials:** the PPT file | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  7 min  1 min | T  S-S  T-S | **[Instructions]**  Here are some questions to talk about. (Showing the PPT slide)  How healthy are your eating habits?  Why do you think your eating habits are healthy or unhealthy?  I will give you 7 minutes to talk.  **[I.C.Q]**  What do you talk about? (The questions on the slide)  How long will you talk? (7minutes)  **[Students discuss as a group]**  **[Monitor them and if they finish talking too fast, give them back-up questions.]**  \*Back-up questions:  How can you improve your eating habit?  Give some examples of healthy eating habit  **[Feedback]** |

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| **Stage Name:** Wrap-up **(2min)**  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | |
| **Materials:** the PPT file, the board, markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T | **[Lesson feedback]**  **Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **[Set homework]**  **(Showing the PPT slide)** |