**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| MJ | TESOL 198WD | 23/10/2019 | Reading | PPP | 25 min |

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| **Lesson** |
| **Topic** | Job adverts |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency having discussion with their partners. |

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|  **Materials and References**  |
| Board, colored makers, worksheet, pictures |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adult | **Number of Students** | 11 |
| **Detail** | Students are all native Korean. There are 6 females and 5 males. Everyone is motivated to learn English.Everyone has work experience. |

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| **Anticipated Difficulties and their Solutions:** |
| \*Absence, lateness - This class is planned around 4 groups of 2 and 1 group of 3. If there is latecomer, I will set 5 groups of 2 at first.  |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to increase STT, reduce TTT, show rapport, monitoring carefully (SS centered) Motivate students to participate, Make Students to involve and make them think. |

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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:** Picture of job fair |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min30 sec | T T-S/S-ST-S | **Greet. Instructions.**Good morning everyone! **Brainstorm/talk to a partner.**Look at this picture. What you can see?(Show the picture of ‘Job Fair’)Yes, It’s job fair. Why so many people are here? (Looking for the job)Talk to your partner about ‘What are the ways to find a job?’**Feedback if appropriate.**Tell me what is the different ways to find a job? (Networking, Job board, Career websites, Company websites, Head hunters, Internships, etc) |

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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:** Pictures, board, maker |
| **Timings** | **Interactions** | **Procedure** |
| 2 min10 sec1 min50 sec | T-STS-ST-S | **Pre-teach keywords (experience)****\*Experience\***Elicit (Show the 2 pictures of ‘The Devil Wears Prada’ new employee and career employee)Who watched this movie? It’s same person. But looks different. Why? What happened to her? CCQ Does she look more professional than before? (Yes)Did she learn some knowledge or skill from the job? (Yes)DrillListen and repeat 3 time ‘experience’Board(Write on the board ‘experience’What part of speech? (noun)How many syllable? (4 syllables / ex-pe-ri-ence)Where is the stress? (ex-**pe**-ri-ence)**Guiding Question**What should you consider when you looking for a job?Talk to your partner shortly.**Feedback. Nominate a few students to share their ideas.** |

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| **Stage Name:** Practice – Literal Comprehension (4min) **Purpose of this stage:** is to get students to practice reading for literal detail. |
| **Materials:** Worksheet Exercise A |
| **Timings** | **Interactions** | **Procedure** |
|  1min2 min30 sec1.30 min | TSS-ST-S | **Instructions. Set the purpose for reading.** This is job advertisement and this is worksheet. Read job advertisement 1 time then answer exercise A only. You will have 2 minutes to do all.ICQHow many minutes do you have? (2minutes)Do the exercise A or B? (A only) **Hand out worksheets.****Students read the whole text for the 1st time, and write answers on the worksheet.****Pair check.**Check your answers with your partner**Feedback to check accuracy.**Let’s have a look together. What is the answer for question No.1? No.2? No.3? No.4? No.5? |

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| **Stage Name:** Practice – Interpretive Comprehension (6min)**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:** Worksheet Exercise B |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min2 min1.30 min | TSS-ST-S | **Instructions. Set the purpose for reading.** Look at Exercise B Everyone please read aloud the question‘What information is included in a job posting?’Read the text once again and find what they wrote in a job posting. Find out at least 5 and write down the answers.ICQHow many answers you have to find out? (5)**Students read for the 2nd time. Students write down their answers.****Pair check. Monitor.**Check your answer with your partner.**Feedback to check accuracy.**Indicate each group and ask for the answer |

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| **Stage Name:** Production - Applied Comprehension (7min)**Purpose of this stage:** is for students to practice their speaking fluency on a topic related to the lesson. |
| **Materials:** board, marker |
| **Timings** | **Interactions** | **Procedure** |
| 1 min5 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Write on the board ‘Your work experience. How did you get the job? What did you learn?’I know that all of you have work experience. Part time, Full time job, it doesn’t matter. Just pick one and talk to your partner for 5 minutes**Students discuss.****Feedback. Students share their ideas with the class.** |

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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:**  |
| **Timings** | **Interactions** | **Procedure** |
| 1 min | T | **Lesson feedback.** Well-done everyone. I am glad to see you that you were active in every discussion and share your idea. Please keep it up. **Offer delayed corrections to the previous stage.****Inform students about the topic for the next lesson.** |

**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** |  |  |