**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jiwoo Han(Bella) | TESOL | 11/Dec/2019 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | How can you choose the gift your recipient will love? |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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| **Materials and References** |
| **News article;** [**https://www.bbc.com/worklife/article/20191206-the-science-behind-giving-good-gifts**](https://www.bbc.com/worklife/article/20191206-the-science-behind-giving-good-gifts) |

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| **Student Profile** | | | |
| **Level** | intermediate | | |
| **Age** | adults | **Number of Students** | 7 |
| **Detail** | They are all Korean who speak English at intermediate to upper intermediate level. | | |

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| **Anticipated Difficulties and their Solutions:** |
| They may not know some keywords, then I try to elicit the words and the meanings. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to let students think and share their opinions with understanding the article I provide. |

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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 – this will help to contextualize the text. | | |
| **Materials:** board, pen | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  T-S/S-S  T-S | Greet;Good Morning(Good Afternoon), everyone. Today we will see a picture and share your opinions.  Instructions;I will show this and talk with your partner. (Show the “gift”picture).  Talk to each partner.(S-S)  Ok, so what you think of this picture?(Gift or giving a gift).  We will read this article and will have time to talk about. |

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| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach keywords if necessary, and answer a guiding questions (such as a predicting task, or a specific question). These steps provide extra help for students to comprehend the text. | | |
| **Materials:** board, pen, the article | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min  30sec  2min  1min  30sec | T-S  T  S-S  T-S | **Pre-teach keywords**  Elicit – Gift,fret(show the gift box and mime hand over; then say is it not to cheap? Is she like it? I am worried..)  CCQ – check students properly understand the meaning  When they know what the gift means, and then they will know the meaning of ‘fret’.  Drill – choral and individual drilling for correct pronunciation  Gift(noun), fret(verb)  Board – highlight special areas of pronunciation(‘gift’ is noun in the text and no stress, ‘fret’ is verb in the text and no stress)  **Distribute the article.**  **Guiding Question;** (Show the picture with subtitle) Everyone, have a look at the picture and the title without reading the text. What can you expect to find out from below the article?  Talk to your partner for 2 mins.  Students discuss the question with a partner.  Feedback. Nominate a few students to share their ideas. |

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| **Stage Name:** Practice – Literal Comprehension  **Purpose of this stage:** is to get students to practice reading for literal detail. They will also practice fast reading (skimming and scanning) | | |
| **Materials:** the article, the handout questions with answer | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  2 min  30sec | T  S  S-S  T-S | **Instructions;** I am going to distribute this handout with answer. You only answer first part questions for 2 minutes.  **Students read the whole text for the 1st time, and write answers for the first part.**  **Pair check;** Ok, then talk to your partner what you have for 1 minute.  **Feedback to check accuracy;** Ok, what you got? **Check the answer**. (from question 1 to question5) |

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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:** the article, handout with questions and answers. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min  2 min  2 min  30sec | T  S  S-S  T-S | **Instructions;** Ok, we are going to answer second part questions. You will read and answer carefully for 3 minutes.  **Students read for the 2nd time. Students write their answers down for the second part.**  **Pair check;** Ok, you will talk and share your opinion with your partner for 2 minutes. **Monitor**.  **Feedback to check accuracy.** Listen carefully what they answered and feedback properly. |

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| **Stage Name:** Production - Applied Comprehension  **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. | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  4 min  1 min | T  S-S  T-S | **Instructions.** Ok, guys, can you remember any gift you gave and cared the most? Do you agree this article compared to your experience?  Talk to your partner for 4 mins.  **Students discuss.**  **Feedback. Students share their ideas with the class.** Anybody has interesting story?(somebody may come up otherwise nominate student) |

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| **Stage Name:** Wrap-up  **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. | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback.** Tell the class what they did well, and what needs to improve if they have.  **Set homework.** You will have final exam next week, so review the course from now on, it is homework.  **Inform students about the topic for the next lesson.** Next lesson is also reading presentation from xx(next presenter), focus on the next topic.  Thank you, everyone. |

**Research shows that giving a bad gift can hurt your relationships. So how can you be sure you pick something your recipient will love?**



**Don’t fret about the price**

Should you just splurge to show how much you care?

Research has actually shown that spending more does not always guarantee a well-received gift. One study found that the more expensive a gift, [**the more givers expected recipients to appreciate it**](https://www.sciencedirect.com/science/article/pii/S0022103108002175). But while givers thought spending more conveyed more thoughtfulness, receivers didn’t associate the price with their level of appreciation.

“It seems pretty intuitive that if you spend more, you’re going to get a better gift. It turns out that there’s no evidence that recipients are sensitive to the cost of a gift when they figure out how much they’re going to enjoy that gift,” says Jeff Galak, an associate professor of marketing at the Carnegie Mellon Tepper School of Business in the US city of Pittsburgh.

Galak, who studies consumer behaviour and decision making, acknowledges that you may have to hit a certain price threshold due to tradition or expectations. But once you meet that cost, “it doesn’t matter if you buy something more valuable”, he says. The gift itself is what matters most.

**Think longer term**

Galak says the trick for giving a great gift is to think past the fleeting moment of actually handing it over, a concept he and colleagues Julian Givi and Elanor Williams found to be a common theme in studies on gift giving.

In other words, it might not be exciting to watch a friend or family member open the gift of a movie-streaming subscription, so you might be less likely to give one. But a recipient may actually love it, since it’s a gift that can be enjoyed often over time.

“When givers give gifts, they’re trying to optimise on the moment they give the gift and see the smile on the recipient’s face right in that moment,” says Galak. “But what recipients care about is how much value they’re going to derive from that over a longer time period.”

**Buy based on shared interests**

To shop better, psychology professor Dunn suggests starting with something you have in common with the recipient. She says that instead of using your own preferences and adjusting them for how you and the recipient diverge, focus on what you share and pick a gift from there.

“People are better at choosing something for themselves,” she says, “so if you have something in common with somebody, get something that shares the same affinity, because something you would like will more likely be something they like.”

For an even stronger gift think about a common interest you share and buy something that your recipient can experience – say, concert tickets or a cooking class. Research has also shown that [**experiential gifts**](https://academic.oup.com/jcr/article/43/6/913/2632328) can bring you and the recipient closer, even if you don’t experience the gift with your recipient.

**Ask them what they want**

If you have nothing in common, though, Dunn recommends just asking the recipient what they want, or to work off a registry. In fact, research shows that [**people are more appreciative of gifts**](https://www.sciencedirect.com/science/article/abs/pii/S0022103111000801) they ask for than ones they don’t.

“People want to be creative and surprise the recipient,” says Dunn, “but the better gift will be whatever it is they say they want.”

Galak agrees that the simplest way to make a person happy with a gift is asking them what they want. It’s not an answer most people like, he says, because good gifts are supposed to be a ‘surprise’ – even though science has disproven this.

“Asking somebody what they want is seen as taboo. And that’s a shame,” he says. “We would all be better off if we gave people what they want.”

**Don’t overthink it**

“When someone does something puzzling that needs to be explained – like give a bad gift –that’s when you think about what’s on the other person’s mind,” says Nicholas Epley, a professor at the University of Chicago Booth School of Business who studies how we take other people’s perspectives and make judgements. His research shows that if your recipient feels like you at least spent a lot of time making your selection, they’ll [**appreciate the effort that went into choosing a less desirable gift**](https://faculty.chicagobooth.edu/nicholas.epley/ZhangEpleyJEPG2012.pdf).

In other words, the old adage ‘it’s the thought that counts’ really might be true. And even if you don’t get the gift right, someone will still feel good in the situation: you. “When gift givers put a lot of thought into a gift, they feel closer to the recipient,” says Epley. “Even if the recipient isn’t so much affected by the thoughtfulness, the giver is.”

**[source: https://www.bbc.com/worklife/article/20191206-the-science-behind-giving-good-gifts]**

*\*\*Read the article and answer questions, please\*\**

First part.

1. Does the receiver enjoy the gift when it is expensive?
2. What recipients care about a gift in the long time period?
3. Why is it better to shop based on shared interests?
4. Based on the research, what is good idea to choose a gift when nothing in common?
5. What the recipient appreciate even if they don’t get the gift right?

Second part.

1. Do you think gift is important to giver?
2. Does the giver have to give what the recipient really want for?

\*\*Answers\*\*

First part.

1. No, there is no evidence that recipients are sensitive to the cost of a gift when they figure out how much they’re going to enjoy the gift.
2. What recipients care about is how much value they’re going to derive from that over a longer time period.
3. When you have something in common with recipient, something you would like will more likely be something they like.
4. Ask them what they want. In fact, research shows that people are more appreciative of gifts they ask for than ones they don’t.
5. Based on the research, if your recipient feels like you at least spent a lot of time making your selection, they’ll appreciate the effort that went into choosing a less desirable gift.

Second part.

1. Yes. It does. People tend to put efforts to consider what to buy for the recipient, and care the cost how much they pay for. If it is not important, they do not need to care in that way. Otherwise, givers just can buy it without considering all the facts.
2. No. It is Ok to give the recipient not really want for. Asking what they want is seen as Taboo so it is not easy to pick the right one easily for the receiver. It would be better off if the giver can give the gift what they really want, but the receiver just feel good of thinking how much efforts the giver puts on and the time they spend to choose it- so it does not have to give what they actually want it.

**Instructor’s Comments and Assessment**

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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** |  |  |