**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Soomi | TESOL | 2019/12/11 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Who is BTS? |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
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| **Student Profile** | | | |
| **Level** | lower intermediate | | |
| **Age** | teenage | **Number of Students** | 7 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy science fiction. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |

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| **Anticipated Difficulties and their Solutions:** |
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| **My Personal Aim** |
| * What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation and to be an involver type teacher |

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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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  1 min | T  T-S/S-S  T-S | Greet. Instructions.  Hello guys, so do you like or do you know any thing about K-POP? Talk with your partner about k-pop you like. I will give you 1min.  Brainstorm/talk to a partner. |

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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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 3min  20sec  10sec  1 min  1min | T-S  T  T  S-S  T-S | **Pre-teach keywords**  Elicit – show students a picture of debate and shows ‘unanimously’ situation  Look at this picture. When you are in meeting, and everyone agree with your opinion. Do you know how we call this situation? We use adverb in these situation.  (write ‘unanimously’ in the board) It is unanimously!  If students told correct answer, say you are right and then write in the board.  CCQ – check students properly understand the meaning   1. Is this word mean only one person agreeing? (no) 2. Is this mean everyone agrees in a group? (yes) 3. Ask them “do you think we should have homework in every class?” lets vote if you say yes, put your hands up. So can we call this situation unanimous? (yes or no)   Drill – choral and individual drilling for correct pronunciation  Now, listen and repeat 3 times. Unanimously  Board – highlight special areas of pronunciation  How many syllables are there?  Where is the stress?  Is it a noun? Verb?  **Guiding Question – show ppt1**  **Ask them a question. Do you know BTS? Have you ever heard or saw anything about BTS?**  Students discuss the question with a partner. I will give you one minutes to talk.  Feedback. Nominate a few students to share their ideas.  Nominate one student. OO, what do you know about BTS?  And student say something. |

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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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  **Today, we will read about BTS from the magazine.**  **I will give you reading material about BTS and you need to answer some questions in the worksheet individually. Only do exercise A. Don’t do exercise B.**  **Students read the whole text for the 1st time, and write answers on the worksheet.**  **Times up! Now check your answer with your partners.**  **Pair check.**  **Feedback to check accuracy. Nominate one student to answer each questions.**  **OO, what is the answer for number 1?**  **OO, what is the answer for number 2?**  **OO, what is the answer for number 3?** |

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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. | | |
| **Timing** | **Interaction** | **Procedure** |
| 20 sec  5min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  **And now, we will do exercise B individually. And this time, it is harder than exercise A so you need to read careful and answer the questions.**  **Students read for the 2nd time. Students write their answers down.**  **Okay times up! Now check your answers with your partners.**  **Pair check. Monitor.**  **Feedback to check accuracy. Nominate one student to answer the questions.**  **What is the answer for number 1 OO?**  **Do you guys all agree? (yes)** |

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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** |
| 30sec  4min  20sec  3min | T  S-S  T-S  S-T | **Instructions. Give students a question to discuss in pairs or groups.**  **Okay now turn over your worksheet and there are three questions you will discuss with your partners. You can choose one questions from them or you can discuss all questions. Discuss freely with your partners. You have 4minutes to discuss.**  **Students discuss.**  **Okay now, lets share your think with classmates! You can pick any questions that you want to share. (nominate 2or 3 students)**  **Students share their ideas with the class.** |

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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** |
| 1min | T | **What keywords did we learn? (unanimously)**  **Right.**  **Is this mean everyone agrees in a group? (yes)**  **Right.^^**  **Which one was most interesting? Or do you remember anything interesting?**  **So today, You guys did well on reading and answering the questions and talking with your partners.** |

**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** |  |  |

**Worksheet (answer)**

**Exercise A)**

1. **Which member is from Daegu? Suga and V**
2. **Who wanted to become the No.1 swordsman in the world when he was in childhood? Jimin**
3. **what is the title of the song that RM wrote about addressing women’s rights? 21st Century Girl**

**Exercise B)**

1. **why J-Hope named his name as a J-‘Hope’?**

**because he wants to be hopeful and hope for someone in the world.**

1. **In Jimin’s page, J-Hope said Jimin sometimes has the attitude of a hyung. What is the attitude of a hyung that Jimin did?**

**Whenever one of the members is struggling, Jimin seems to be there with a helping hand or a word of encouragement.**

**Worksheet**

**Exercise A)**

1. **Which member is from Daegu?**

**2. Who wanted to become the No.1 swordsman in the world when he was in childhood?**

**3. What is the title of the song that RM wrote about addressing women’s rights?**

**Exercise B)**

1. **Why J-Hope named his name as a J-‘Hope’?**
2. **In Jimin’s page, J-Hope said Jimin sometimes has the attitude of a hyung. What is the attitude of a hyung that Jimin did?**

**Exercise C) Discuss**

**-Do you think K-POP contribute to informing Korea cultures to other country?**

**-do you think K-POP or BTS have big influences on Korea economics?**

**-If you have a chance to become an idol, will you take that chance?**