**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Janne,Kim | TESOL | 21/02/2020 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | How old is Superman? |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **Reading merterials, Board Pens, Worksheets, Answersheet** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | This is a general English class and students are highly motivated learners. Students are all native Korean. Everyone is motivated to learn English. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Prepare reading materials; print out A4 size reading articles, worksheets and an answer sheet.  To start the lesson, sit down and follow the planned teacher talk. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to write out a complete, detailed lesson plan.  Students would speak fluently by sharing their ideas and stories. |

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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 and to lead in to the topic, activating background knowledge – this will help to contextualize the text. | | |
| **Materials: Reading materials, PPT1** | | |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec  1 min  (30 sec) | T  T-S/S-S  T-S | Hello everyone! Look at this picture. (showing a characters poster) What comes to in your mind?  Have you ever seen a movie featuring superheros? What was it and How was it?  (Brainstorm)/Share your story with your partners.  Feedback if appropriate. |

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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. **Reading merterials, Board Pens, Worksheets, Answersheet** | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords: Block out; adjust**  Elicit-Show PPT 2. Waht does he do?  He put his hands over his ears to block out the noise.  CCQ-  1.What does he do?(block out noise)  2.Why do you use curtain? (To block out light)  2.Are these curtain blocked out the sun? (Yes)  Drill-Choral and individual drilling for correct pronunciation  Board-Wirte block out [bla:kaut] on the left of the board.  (to stop light or noise from coming in)  What type of verb is this?<phrasal verb>-mark with a blue pen.  Where is the stress?(2) mark with a red pen.  Elicit – Show PPT 3 What word can you be described for these pictures?(adjust)  CCQ-  1.What to do to change the sound of guitar slightly?(adjust strings)  2.Is it adjusting screw?(Yes)  3.When you ride a bike, what do you do?(adjust seat)  Drill-Choral and individual drilling for correct pronunciation  How to pronounce adjust?uh-juhst  Board-Wirte adjust /əˈdʒʌst/ V. on the left of the board.  (to make it more suitable for a new set of conditions or to make it work better)  How many syllables?(2)-mark with a blue pen.  Where is the stress?(2nd) mark with a red pen.  **Guiding Question**  **Talk to your partners. What kind of abilities does superman has?**  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: Reading merterials, Worksheets** | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets. Do not turn over the paper.**  Please skim and scan this article. As you read, you must answer these questions in exercise 1 only.  I.C.Q-Do you read slowly?No  Do you answer every questions? No.  Do you need to answer for exercise 1? Yes  **Students read the whole text for the 1st time, and write answers on the worksheet.**  **Pair check.** Compare your answers with your partner.  **Feedback to check accuracy.** Ask students for answer, checking if others have the same or different answers. |

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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: Reading merterials, Woorksheets, Answersheet** | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading.** Turn over the worksheets.  Read again and answer exercise 2.  **Students read for the 2nd time. Students write their answers down.**  **(**Back up question; What is the main idea of this article?)  **Pair check. Monitor.**  **Feedback to check accuracy.** |

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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:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  If you were a writer of comic books, what kind of superhero would you create?  You should talk freely, and remember to listen and ask questions to your partner.  **You have 8 minutes**  I.C.Q-do you need to write anything? (No)  **Students discuss.** Monitor from a distance  (Back up question: Talk to your partner about If there is a guardian angel like a superhero in real life and you are falling in love with the guardian angel. Would you love to die if you fell in love?  **Feedback. 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:** | | |
| **Timing** | **Interaction** | **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.** For homework, make one applied question for “How old is Superman?”  Students would practice their speaking fluency on a topic related next time.  **Inform students about the topic for the next lesson.** |

**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** |  |  |