Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Chris | TESOL | 26/12/2020 | Reading | PPP | 25 min |

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| **Lesson** |
| **Topic** | The best way to learn English |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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|  **Materials and References**  |
| **Board, board marker(black, colored), worksheet, picture, reading material** |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is a general English class and students are all active and motivated learners. Students tend to have difficulties expressing their ideas fluently but don’t give up and try to finish their sentences. |

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| **Anticipated Difficulties and their Solutions:** |
| **Time management:** Time might not be enough to discuss and answer all the questions. 🡪Always check the time. Stop the students from answering the questions even though they are not done if needed.**Board management:** Teacher might have lacking space on the board which cause time consumption. 🡪 Teacher should plan how to divide the board before the start of the class.**Worksheet:** Students might take longer time in answering the worksheet especially in the interpretive questions. 🡪 It is fine even students don’t finish answering the questions. During the pair check, teacher may ask the student if he/she agrees with his/her partner’s answer to continue the discussion. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to teach reading comprehension in an involver teaching method. |

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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. This is a BEFORE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec1 min20 sec | TT-S/S-ST-S | Hello everyone.Where and how did you learn English? Was it helpful? Talk to your partner for 1 min**Talk to partner.****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. This is a BEFORE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 2 min20 sec1 min10 sec5 min | T-ST-SSTS-S | **Keywords****Britain**Elicit – show the picture of the map of Great Britain with flag. “Tell me what do you see in this picture? (Flag and map of Great Britain)\* Students may answer United Kingdom. If so, ask what other name they can call for this.CCQ – How many countries are there? (3) What are those countries?(England, Scotland, Wales)Drill – Listen and repeat 3 times(Gesture) “Britain” (do chorally and individually)Board – Write the word “Britain” on the board with black marker. How many syllables?(2) Where is the stress?(1st) [Use blue marker for syllables and red marker for stress]**advantage**Elicit – Draw the drawing shown in the picture below. Who do you think will have higher chance of winning? (B) Why? (He is closer to the finish line.) What does he have then to win?(advantage)CCQ – Does the man B have greater chance to win?(Yes) Does he(B) have better condition than him(A)?(Yes)Drill – Listen and repeat 3 times(Gesture) “advantage” (do chorally and individually)Board – Write the word “advantage” on the board with black marker. How many syllables?(3) Where is the stress?(2nd) [Use blue marker for syllables and red marker for stress]**on the other hand**Elicit – Write down this sentences on the board. “This is big. \_\_\_\_\_\_\_\_, that is small”(use an object in the classroom if possible). What idiom can I use in this sentence? (give the answer if the students don’t know the answer)CCQ – Am I comparing 2 different things?(Yes) When I say on the other hand, am I saying that the 2 things are same or different?(different)Drill – Listen and repeat 3 times(Gesture) “on the other hand” (do chorally and individually)Board – Write the idiom “on the other hand” on the board with black marker. How many syllables?(5) Where is the stress?(other) [Use blue marker for syllables and red marker for stress]**Guiding Question**I want you to work individually first. Try to write down at least 5 ways you can learn English and choose one you think is the best way to do it. You have 1 min.ICQ- Are you going to write ways you can learn English?(Yes)- How many are you going to write?(at least 5)- Do you have to choose one you think is the best one?(Yes)Work individually Now talk to your partner about what you wrote. Tell your partner why you think those are some ways to learn English and why is the one you chose the best way? You have 5 mins.Talk to partner |

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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). This is a WHILE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min 1 min30 sec | TSS-ST-S | **Hold up the worksheet.**Only do worksheet A. Read the questions first then find the answers using the reading material. Do not read the whole text when answering but just scan. You can write your answers beside the question.(Gesture) Do it individually. You have 1 min.ICQ- Are you going to do worksheet B? (No)- Are you going to read the whole text? (No)- Where are you going to write the answer? (beside the question)Handout reading material and worksheet.**Individual work****Pair check.****Feedback to check accuracy.** |

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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. This is a WHILE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec3 min1 min1 min | TSS-ST-S | Look at worksheet B. Read the questions carefully then read the whole text. After reading the text, write down the answers below the question. Work individually for 3 minsICQ- Are you going to read the questions first? (Yes)- Are you going to read the whole text after? (Yes)- Where are you going to write your answers? (below the question)**Students read for the 2nd time. Students write their answers down.****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 and is related to the lesson topic. This is an AFTER READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec5 min | TS-S | Talk to your partner for 5 mins about the best way to study English. What would you rather choose? Would you rather study abroad or just in Korea? Why? What are the advantages and disadvantages of each? If you have experiences of studying abroad, you may share.**Students discuss.** |

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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. This is an AFTER READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage if necessary.****Inform students about the topic for the next lesson.** Tomorrow, we will read and discuss on the topic unsolved mysteries. |



**Worksheet A**

1. What do people want to learn or improve?

2. How many advantages of going to Britain are said in the text?

3. What will happen if you speak Korean in class?

4. Is staying at home to study cheaper than going to Britain?

5. What would you need to learn English without going to Britain?

**Worksheet B**

1. Why is it difficult to find the best method in learning English?

2. What can be done to learn English in your own country well?

**Worksheet A (Answer sheet)**

1. What do people want to learn or improve? (English)

2. How many advantages of going to Britain are said in the text? (2)

3. What will happen if you speak Korean in class? (learn slower)

4. Is staying at home to study cheaper than going to Britain? (Yes)

5. What would you need to learn English without going to Britain? (A good teacher)

**Worksheet B**

1. Why is it difficult to find the best method in learning English?

- Each person has his/her own situation. There are those who have money to study abroad and there are those who don’t. There are those who can adapt quickly to new environment and there are those who don’t.

2. What can be done to learn English in your own country well?

- One of the reasons why it is difficult to learn English in your own country is because you are not exposed to the language much. You would need to speak English as much as possible not only in class but outside of the class as well.

Today, millions of people want to learn or improve their English but it is difficult to find the best method. Is it better to study in Britain or America or to study in your own country?

The advantages of going to Britain seem obvious. Firstly, you will be able to listen to the language all the time you are in the country. You will be surrounded completely by the language wherever you go. Another advantage is that you have to speak the language if you are with other people. In Korea, it is always possible, in the class, to speak Korean if you want to and the learning is slower.

On the other hand, there are also advantages to staying at home to study. You don't have to make big changes to your life. As well as this, it is also a lot cheaper than going to Britain but it is never possible to achieve the results of living in the UK. If you have a good teacher in Korea, I think you can learn in a more concentrated way than being in Britain without going to a school.

**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** |  |  |