Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| So Hee | TESOL | 21/02/17 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | It slipped my mind! |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **Reading material, worksheet, board and pens.** |

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| **Student Profile** | | | |
| **Level** | Upper intermediate | | |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | There is a classroom dynamic in the classroom. Students are highly motivated and ability to understand the conversation spoken in English. However, they might have some weaknesses to understanding slang or contraction which are used in text message. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Nervousness at the start of the lesson pre-practice the class; plan what to say to the class. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to not be embarrassed when there are unexpected questions from students. |

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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:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec  1 min  30 sec | T  S-S  T-S | **Greet. Instructions.**  “Good morning everyone, before we start the class, I want to ask you which do you prefer, calling or texting with your friends?” “Feel free to talk to your partner about which one you prefer.”  **Talk to a partner.**  “Which one did you tell your partner that you prefer? And why?” |

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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:** board and pen | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  10 sec  1 min  1 min  10 sec  5 sec  2 min | T-S  T-S  T-S  T-S  T-S  T  S-S | **Pre-teach keywords**  **Elicit** – “Do you know what idiom you use when you forgot about something?” (It slipped my mind)  **(If students don’t seem to know, give them a hint – It \_\_\_\_\_\_ my mind)**  **CCQ**   1. Does this idiom mean you physically slip on something? (No) 2. Can you use this idiom when you forgot to do something? (Yes)   **Drill (Board slipped)**  “Listen and Repeat 3 times” **(Read and conduct the drill chorally 3 times with gestures)**  **(Nominate for individual drilling)**  **Board**  **(Board ‘slipped’)** “How many syllables does it have?” (1) “Yes, we should connect the slip and ed to read”  “Where is the stress?” (i) **(Draw a dot with red pen on a letter of i)**  **Elicit** – “Do you know another way to express your gratitude just more than ‘Thank you’?” (Thanks a million)  **(If students do not seem to know, give them a hint – it is related to number, another hint: board ‘Thanks a lot’ “remove ‘lot’ and put a number on it”)**  **CCQ**   1. Can we use this idiom when you are grateful to your friends? (Yes) 2. Is this a formal way to express your gratitude? (No)   **Drill**  “Listen and repeat 3 times” **(Read and conduct the drill chorally 3 times with gestures) (Nominate for individual drilling)**  **Guiding Question**  “When preparing a birthday plan for a friend, do you prefer to prepare it alone? Or with other friends? Talk to your partner, which one do you prefer and why”  **Students start to discuss** |

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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:** Worksheet and answer sheet | | |
| **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.**  “Read these text messages and answer those questions, Do only exercise A, you may just highlight your answer instead of writing your answers with your pen”  **ICQ**   1. Are we only doing exercise A? (Yes) 2. Can we highlight the answers? (Yes)   **Students read the whole text for the 1st time, and write answers on the worksheet.**  “Time is up, share your answers by talking to your partner”  **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:** Worksheet and answer sheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec  2 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  “Let’s do exercise B, for this question, you might need some more time to write your answer than exercise A”  **Students read for the 2nd time. Students write their answers down.**  “Time is over. Talk to your partner about your answers”  **Pair check.**  **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:** . | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions**  “Move on to exercise C”  “What is the most memorable birthday present in your life?”  “For me, I still remember the piano that I got from my parents when I was 7 years old. When I came back from kindergarten, I saw a big , huge piano standing in front of me, I couldn’t say anything and just looked at it for a while because it was really big for me at that time. Maybe, that’s the first and last time I get a gits which is much bigger than my body”  **Students discuss.**  **Feedback. Students share their ideas with the class. (Optional.)**  **(Backup – what do you do on your birthday?)** |

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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** |
| 3 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Delayed error correction**  **Inform students about the topic for the next lesson.**  “We will have a time to read the text messages that Caroline and Andrew had after Caroline’s birthday”  **Set Homework**  “There is no homework for today” |

**Transcript**

**You there, Beatriz?**

Hang on, Andrew.

OK. What's up?

**It's Caroline's birthday tomorrow.**

Oh yeah, that's right!

**You thought about what to get her?**

You mean a present? Weren't you buying one from both of us?

**I'm sorry! It totally slipped my mind!**

surprise

**And I'm working 'til late.**

So …

**Could you pick up a gift today?**

I guess. What sort of thing were you thinking of?

**Dunno. Got any ideas?**

One sec. Phone.

OK, I'm back.

**Just had an idea for a gift.**

Go on.

**New headphones?**

Nah. Jeremy said he was getting her headphones.

**OK. What then?**

Have you seen those gift certificates for a spa? Maybe one of those?

**She'd love that!**

I'll pick it up today then.

**Thanks a million. Appreciate it.**

No worries. See you tomorrow then?

**Yep.**

What time was it again? 4?

**4.30. I can pick you up at your house if you like.**

yesyesyesyes

**CU then.**

Bye for now.

**Worksheet – instant message**

**Exercise A: Read and write or highlight the answer.**

1. What did Andrew ask Beatriz to do?
2. Are they planning to give a headphone for Caroline’s birthday present?
3. What birthday present did they choose for Caroline’s birthday?
4. What time does Caroline’s birthday party start?

**Exercise B: Read, think, and write your answer with details.**

1. Why did Andrew say “And I’m working ‘till late”?

**Exercise C: Talk to your partner freely about any of the questions below.**

1. What is the most memorable birthday present in your life?”
2. What do you do on your birthday?

**Answer sheet**

**Exercise A: Read and write or highlight the answer.**

1. What did Andrew ask Beatriz to do? (pick up a gift)
2. Are they planning to give a headphone for Caroline’s birthday present? (No)
3. What birthday present did they choose for Caroline’s birthday? (gift certificate for a spa)
4. What time does Caroline’s birthday party start? (4:30)

**Exercise B: Read, think, and write your answer with details.**

1. Why did Andrew say, “And I’m working ‘till late”? (To tell Beatriz the reason why he forgot the birthday gift plan and ask Beatriz to pick up a gift)

**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** |  |  |