Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Banhyo Jeong | TESOL 220wk | 22/05/2021 | Reading | PPP | 30 min |

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| **Lesson** |
| **Topic** | The TITANIC |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| **Computer monitor, White board and pens, Reading materials, Work sheet** |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Teenagers | **Number of Students** | 4 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. Their overall English skills are good, but reading skill still needs developing. |

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| **Anticipated Difficulties and their Solutions:** |
| Fail of Time management – Prepare back-up plan such as SOS activity, short reading material etc. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to manage time effectively and improve microteaching skills. |

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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: Computer monitor, White board and pens** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min30 sec | T-SST-S | **Greeting**Hello everyone. How are you? Look at the monitor. What is it? **(Show PPT1)**(students’ response)Has anyone ever taken a ship here? Share your experience with your partner.**Students talk****Feedback if appropriate. Smoothly go to keywords** |

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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: Computer monitor, White board and pens** |
| **Timing** | **Interaction** | **Procedure** |
| 1 min30 sec1 min30 sec30 sec2 min1 min | T-ST-STS-ST-S | **Pre-teach keywords – Shivering, plunge****Elicit – Demonstrate shiver Picture print. (Show PPT2)**<Definition of Shivering When you shiver; your body shakes slightly because you are cold or frightened.?How would you describe this picture? (students’ response)CCQ1. Are they shaking their body? (Yes)
2. Do they look hot? (No)

Drill – listen and repeat 3 times. (gesture)Board – write the word. highlights stress. 2 syllables. Verb**Elicit – Demonstrate plunge Picture print. (Show PPT3)**<Definition of Plunge: If something or someone plunges in a particular direction, especially into water, they fall, rush, or throw themselves in that direction.>How would you describe this picture? (students’ response)CCQ1. Is this a picture of falling into the water? (Yes)
2. Does it seem slow? (No)

Drill – listen and repeat 3 times. (gesture)Board – write the word. highlights stress. 1 syllables. Verb**Guiding Question. (Show PPT4)**Let's say you took a Ship. What would be the first thing to do if the ship sank? Talk to your partner.**Students discuss with a partner.****Feedback. Share Idea together. (Optional.)** |

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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: Computer monitor, White board and pens, Worksheet** |
| **Timing** | **Interaction** | **Procedure** |
| 1 min3 min1 min1 min | TSS-ST-S | **<Practice – Literal Comprehension>****Instructions. Hand out worksheets.**Now everyone reads the whole text and write answers exercise A..ICQ- Is it ok to answer exercise b? (No)**Students read the whole text and write answers on the worksheet.****Pair check.**Compare your answers with your partners. Monitor.**Feedback to check accuracy.**Ask students for answers, 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. This is a WHILE READINING stage. |
| **Materials: Computer monitor, White board and pens, Worksheet** |
| **Timing** | **Interaction** | **Procedure** |
| 1min3min1min1min | TSS-ST-S | **<Practice – Interpretive Comprehension>****Instructions. Hand out worksheets.**Now, please read one more time and answer exercise B.I will give you 3 min.ICQ – How much time do you have? (3 min)**Students read the text again and write answers on the worksheet.****Pair check. Monitor.**Compare your answers with your partners. Monitor.**Feedback to check accuracy.**Ask students for answers, checking if others have the same or different answers. |

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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: Computer monitor, White board and pens, Worksheet** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec5 min1 min30 sec | TS-ST-S | **<Production - Applied Comprehension>****Instructions. Give students a question to discuss together.**Please check exercise C on your worksheet. there are 2 questions to talk about with your partners. you can talk freely, you don’t’ have to write down. ICQ- Do you need to write anything? (NO) **Students discuss. Monitor from a distance.****Feedback. Students share their ideas with the class. (Optional.)** |

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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: Computer monitor, White board and pens, Worksheet** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec | T | **<Wrap-up>****Lesson feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.**Everyone did a great job. Next time, we will read more resources on natural disasters.No Homework. See you next week.**<SOS Activity>****If time permits, prepare a simple game for students to play.****Hand out worksheet.**Let's play a simple game for the rest of the time.It is a different picture searching game. There are 10 different. The person who finds it fastest raise your hand**.** |

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| **Worksheet: The TITANIC****Exercise A)**1. **When did the Titanic disaster occur?**
2. **1898 2) 1910 3) 1912 4) 1914**
3. **List the three commonalities between the book ‘The Wreck of the Titan’ and reality.**

1. **What's not the Titanic's nickname?**
2. **the Millionaires’ Special 2) the Last Word in Luxury**

**3) the Wonder Ship 4) the Sinkable Ship** 1. **How old did Captain Edward J. Smith start working for White Star line?**
2. **Age 19 2) Age 21 3) Age 25 4) Age 38**

**Worksheet: The TITANIC****Exercise B)**1. **Why the people cannot believe their eyes?(Right Paragraph / Red line highlighted)**
2. **How did Titanic sink? Guess it.**

**Exercise C)**1. **If you were a captain of a luxury cruise, what would you educate your passengers?**
2. **Where would you like to go if you could ride a luxury cruise?**

**Ex) Caribbean, Mediterranean, Alaska****Answer sheet: The TITANIC****Exercise A)**1. **3(1912)**
2. **Sails from England headed for New York**
3. **With many rich and famous passengers on board**
4. **Not enough lifeboats, many lives are lost**
5. **4(the Sinkable Ship)**
6. **2(Age21)**

**Exercise B)**1. **Because they never imagined the Titanic would sink.**
2. **(the power of nature was overlooked)**

 **It can be assumed that it is a natural disaster occurring in the sea.****Ex) hit the iceberg****Exercise C)**1. **Various answer**
2. **Various answer**
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**Instructor’s Comments and Assessment**

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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** |  |  |