Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Nicole | TESOL 222WK | 17/07/2021 | Reading | PPP | 30 min |

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| **Lesson** |
| **Topic** | How to influence people in a positive way |
| **Main Aim** | Students will practice their reading comprehension. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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|  **Materials and References**  |
| **Reading materials, board pens (various colors), Worksheets and answer sheets** |

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| **Student Profile** |
| **Level** | Intermediate  |
| **Age** | Adults  | **Number of Students** | 3 |
| **Detail** | This is a general English class, and students are all Koreans, who can communicate effectively using complex sentence forms, and their language system is good, especially the lexis part. They are following well most English reading lessons, but they need to develop their speaking fluency by having more chance to discuss with some familiar and interesting topics.  |

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| **Anticipated Difficulties and their Solutions:** |
| 1. Some words are completely new to the students and there are other words which are more familiar with them, so even after eliciting, they may not be able to find the target word. 🡪 After a few tries, I’ll say the words.
2. If the desks are not arranged suitably for 3 students’ discussion together, horseshoe desk arrangement before the class; Since the number of students is odd and small, I’ll have all 3 students talk to one another (all together).
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|  **My Personal Aim**  |
| What I focus on is the time management by making a detailed time plan and allocating more conservative timeslot per each stage, and also the self-control on intervention by listening. |

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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:** N/A |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min30 sec | TS-ST-S | Greet. Good morning, how are you today? (Good). Have you ever had a blind date before? How was it? What was going on at the first meeting? Talk to your 2 classmates. You have 1 minute. **Students talk to one another.** Monitor for any use of key words or any delayed correction.**Feedback.** Ask each student to share ideas.  |

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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 pens |
| **Timing** | **Interaction** | **Procedure** |
| 7 min20 sec2 min1 min | T-STS-ST-S | **Pre-teach keywords: squander, radiate, sourness, captivate****1st word: squander**Elicit – Look at me; (gesture) Wow, it’s beautiful, I want to buy it. Wow, it’s also pretty, I want to have this one. How about that? It makes me pretty, so I’ll take it. Now, what am I doing? (you are buying things). Great, but do I just look like buying what I really need? (No) Then, how can you say? (you are wasting money), Great, then how can we say it differently? (…) Right, but there is another word to describe it. You can say, “you are squandering money”. CCQ – Do we spend money as planned or impulsively? (impulsively)Do we waste our money? (Yes)  Drill – Listen and repeat 3 times together. (Gesture) Nominate all 3 individually. Board – Write “squander” on the right side of the board. How many syllables? (2)? Mark with a blue pen. squan/derWhere is the stress? (1st) Mark with a red pen. What part of speech? (verb) Write down “v”**2nd word: radiate**Elicit – Look at my face. I show several facial expressions such as sadness, happiness, worry, etc. What do you see? (your facial expression) Great, what did my face show? (your emotion) Then, how did you know? (because your face tells it) Right, how can we say it differently? My face ~ some emotion. (…..) We can say “my face radiates some emotion.” CCQ – Does this word show something coming out or coming in? (coming out) Does it mean to express something? (yes) Drill – Listen and repeat 3 times together. (Gesture) Nominate all 3 individually. Board – Write “radiate” on the right side of the board. How many syllables per each word (3)? Mark with a blue pen. Ra/di/ate  Where is the stress? (1st) Mark with a red pen.  What part of speech? (verb) Write down “v” **3rd word: sourness**Elicit – This is one of tastes although it is used with a different meaning here. What do you smell in vinegar? (sour) Good, then what part of speech? (adjective). How can we make it noun? (sourness) Great, then like the sour taste, what other case makes you frown? (when I see something bad). Great, yes, this word, “sourness” can be a taste as well as a facial expression on something unfriendly. CCQ – Does it mean something unpleasant? (yes) Does it mean you feel good? (no)Drill – Listen and repeat 3 times together. (Gesture) Nominate all 3 individually. Board – Write “sourness” on the right side of the board. How many syllables? (2) Mark with a blue pen. sour/ness Where is the stress? (1st) Mark with a red pen.  What part of the speech? (noun) Write down “n”.  **4th word: captivate**Elicit – When we look at such a beautiful thing, we cannot get our eyes out of that. How can we say? (it attracts me./it captivates me). Great, how can we say differently? (it captivates us/….) In other words, we can say “it captivates me.”CCQ – Does it mean we hold the attention? (yes)Does it mean we are attracted by something/someone? (yes)Drill – Listen and repeat 3 times together. (Gesture) Nominate all 3 individually. Board – Write “captivate” on the right side of the board. How many syllables? (3) Mark with a blue pen. cap/ti/vate Where is the stress? (1st) Mark with a red pen.  What part of the speech? (verb) Write “(v)”. **Guiding Question**You must have very close friends and colleagues. What or how did you do to get them close to you? Discuss with your 2 classmates. You have 2 minutes to discuss. **Students share their thoughts together.** Monitor.**Feedback.** Nominate one or two student(s) to share their discussion.  |

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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:** Reading material, Worksheet A, Answer sheet A |
| **Timing** | **Interaction** | **Procedure** |
| 20 sec1 min30 sec30 sec | TSTS-ST-S | **Instructions.**Now, you’ll get 2 materials. One is for you to read, and the other one is a worksheet for you to answer. Read and answer as quickly as possible. You’ll have 1 minute. **I.C.Q. –** How long do you have to read and answer? (1 min) Do you write your answer? (yes)**Hand out worksheets. Go ahead (gesture)****Students read the whole text for the 1st time, and write answers on the worksheet.****Now, time is up, please check your answers with your classmates.** **Students check their answers with their classmates.** **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:** Reading material and Worksheet B, Answer sheet B |
| **Timing** | **Interaction** | **Procedure** |
| 20 sec3 min2 min2 min | TSTS-ST-S | **Instructions.** Now, turn over the page and there is 1 question. You’ll write your answer down within 3 minutes. **I.C.Q. –** How long do you have to read and answer? (3 min) Do you think or write your answers and the reasons? (write)**Students read for the 2nd time. Students write their answers down.**Now, time is up, please talk to your classmates about your answers and the reasons. **Students check their answers with their classmates.** **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:** N/A |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec5 min1 min | TS-ST-S | **Instructions.** Do you have another ideas and ways to make good impression, influence people in a positive way and make them like you? Talk to your classmates. You’ll have 5 minutes. **I.C.Q:** Does only one person to talk and share or all 3 together? (All 3 together)Do you need to write anything? (No)How long do you talk? (5 min)**Students discuss.** Monitor from a distance and see if anything particular for further support, help or lessons.**Feedback. Students share their ideas with the whole 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. This is an AFTER READINING stage. |
| **Materials:** N/A |
| **Timing** | **Interaction** | **Procedure** |
| 1.5 min | T | **Lesson feedback.** Ask the students what they felt most challenging. In case no or little feedback from students, tell the class what they did well, and what needs to improve including delayed corrections to the previous stages. **Set homework.** Write about some good qualities that you want to have to make people like you and the ideas on how to develop them within 300 words. **Inform students about the topic for the next lesson.** Next week, you will read something related to health.  |

**Reading material**

A SIMPLE WAY TO MAKE A GOOD FIRST IMPRESSION

At a dinner party in New York, one of the guests, a woman who had inherited money, was eager to make a pleasing impresson on everyone. She had squandered a modest fortune on sables, diamonds and pearls. But she hadn’t done anything whatever about her face. It radiated sourness and selfishness. She didn’t realize what everyone knows: namely, that the expression one wears on one’s face is far more important than the clothes one wears on one’s back.

Charles Schwab told me his smile had been worth a million dollars. And he was probably understating the truth. For Schwab’s personality, his charm, his ability to make people like him, were almost wholly responsible for his extraordinary success; and one of the most delightful factors in his personality was his captivating smile.

Actions speak louder than words, and a smile says, “I like you. You make me happy. I am glad to see you.”

That is why dogs make such a hit. They are so glad to see us that they almost jump out of their skins. So, naturally, we are glad to see them.

A baby’s smile has the same effect.

**Worksheet A**

Question 1. How had a woman earned a lot of money?

Question 2. What was she eager to do at a dinner party?

Question 3. What had she wasted her money on?

Question 4. What was worth a million dollars to Mr. Charles Schwab?

Question 5. What speaks louder than words?

**Worksheet B**

Question. What does it mean actions speak louder than words?

**Answer sheet A**

Question 1. How had a woman earned a lot of money?

Answer: She had inherited money.

Question 2. What was she eager to do at a dinner party?

Answer: She was eager to make a pleasing impression on everyone.

Question 3. What had she wasted her money on?

Answer: She squandered a modest fortune on sables, diamonds and pearls.

Question 4. What had been worth a million dollars to Mr. Charles Schwab?

Answer: His smile had been worth a million dollars to him.

Question 5. What speaks louder than words?

Answer: Actions speak louder than words.

**Answer sheet B**

Question 1. What does it mean actions speak louder than words?

Answer: It means it is not only nice words or compliments which we can use to make a pleasing impression on people, but our actions can also please/influence people in stronger and more effective ways. Here actions could be behaviors, or attitude, or facial expression. After this statement, the writer proves this statement is nothing but the truth by showing an example with dogs and baby who don’t speak, but who speak themselves in other ways than words, which is like jumping and smiling.

**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** |  |  |