

## Background Information Sheet

Name & Class	Date & Place	Lesson Type	Plan	Topic	Length	Level
Kelly 141WD	26/10/2016 Room 601	Reading	PPP	Lack of sleep gives you the munchies	30min	Upper Int.
<b>Class profile</b>						
<b>Number of students:</b> 11 <b>Age:</b> Adults(+25 years) <b>Nationality:</b> Korean <b>Motivations:</b> Demonstrating knowledge and understanding and building research skills <b>Individual or class hobbies and interests:</b> Current affairs and discussing world news <b>Special considerations:</b> Ss are mature, reserved, and inclined to be rule-formers. Students are all male.						
<b>Main aim (skills)</b> 1. Students learn and practice reading comprehension, using a combination of top-down and bottom-up models.						
<b>Subsidiary aims (language focus / skills)</b> 2. Students practice speaking fluency during an informal discussion and in a formal public setting. 3. Students learn keywords and lexis from an article about "Lack of sleep gives you the munchies".						
<b>Description of language skills specifically used/practiced:</b> <input type="checkbox"/> <b>Reading</b> – Ss read a newspaper article. <input type="checkbox"/> <b>Speaking</b> – Ss pair discussion, small talk about current affairs. <input type="checkbox"/> <b>Listening</b> – To their partner, and other ss pairs if possible. <input type="checkbox"/> <b>Writing</b> – Long answers.				<b>Description of language systems specifically used/practiced:</b> <input type="checkbox"/> Lexis – palatable <input type="checkbox"/> Discourse – small talk, informal, opinion sharing		
<b>Anticipated difficulties with lesson activities and classroom management:</b> 1. Students may not easily understand the meanings of new vocabularies. 2. Students are inclined to be overly cautious so as not to make any mistakes.						
<b>How I can deal with these difficulties:</b> 1. Teacher will explain with simple and easy words and give examples if necessary. 2. Lead-in to encourage warm, relaxed classroom atmosphere, reducing anxiety and increasing self-esteem and motivation.						
<b>Assumptions:</b> 1. Students are adults at an advanced level and are able to express their ideas in English. 2. All students have expressed interest in improving informal and unprepared speaking, and so would enjoy trying it in class.						
<b>Material(s) needed:</b> ppt, computer; whiteboard, eraser and pens, 11 copies of handouts.						
<b>Checklist. Mark down those included in this lesson plan ( ✓ or N/A)</b>						
n/a	model sentences for target language	✓	concept questions for target language	n/a	analysis sheet for target language	
✓	stages clearly titled and separated	✓	purpose of each stage indicated	✓	anticipated timing included	
✓	interaction pattern marked	n/a	a board plan (if relevant)	✓	examples of all tasks used	
✓	answer sheet to all exercises	✓	Tape or text script	✓	all materials labelled and numbered	
<b>Personal aim :</b> What I most hope to demonstrate in this lesson is the ability to maximize student-student interactions by encouraging peer-checking after each task, pair work, and class participation during the discussion.						

### Stage 1: Lead-in

The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to draw ideas and lexis relating to the text.

Inter  
action

Time

Instructor's  
comments

#### **Greeting:**

Hello everyone, how are you today?

#### **Eliciting:**

Did you sleep well last night? (Yes/No)

How long did you sleep last night? (Answers)

Do you like to eat munchies before you sleep? (Yes/No)

What is the best thing to help you sleep? (Warm milk, music, exercise, counting sheep, etc.)

#### **Instructions :**

1. Talk with your partner about your sleep.

2. And about what is the best thing to help you sleep.

- Warm milk, music, sleeping pills, exercise, counting sheep, a hot bath, total darkness.

3. You have 1 minute.

Ss **chat with** their partner.

**Feedback orally.** "What is the best thing to help you sleep?" (Answer.)

**Show ppt1** – Collage of Munchies.



S-S

1min

T-S

1min



<p><b>Stage 3: Practice –Skimming and scanning for gist comprehension</b></p> <p>The purpose of this stage is to allow the students to practice rapid reading skills to identify the main idea and key points of interest. Specific and authentic exercises designed to encourage these reading skills should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.</p>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>(Show the article)</p> <p>This is an news article about "Lack of sleep gives you the munchies."</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Scan the text to check if you guessed correctly.(Gesture skimming and scanning.)</li> <li>2. You have 2 minutes, so work quickly.</li> <li>3. You must stop after 2 minutes and compare your answers with your partner.</li> </ol> <p><b>ICQs</b></p> <p>Should you read all the words in the whole article? (No.)</p> <p>Must you quickly check your answers? (Yes.)</p> <p>How much time do you have? (2 minutes.)</p> <p><b>Hand out the article.</b></p> <p>Ss work individually, skimming and scanning the text.</p> <p><b>Announce</b> stop and pair-check, even if ss have not finished.</p> <p>"Stop. Turn over the text now. Compare your answers."</p> <p>Ss <b>pair-check</b> their answers.</p> <p><b>Feedback:</b></p> <p>Nominate each student for an answer and compare each answer with the classes' answer.</p> <p>If most have a wrong answer, refer to the text, referencing the paragraph, and invite the students to re-answer correctly.</p> <p>Answers: 1-a 2-b 3-d 4-d 5-a</p>	<p>T</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>30sec</p> <p>30sec</p> <p>2min</p> <p>1min</p> <p>1min</p>	

(Show the article)

This is an news article about "Lack of sleep gives you the munchies."

**Instructions:**

1. Scan the text to check if you guessed correctly.(Gesture skimming and scanning.)
2. You have 2 minutes, so work quickly.
3. You must stop after 2 minutes and compare your answers with your partner.

**ICQs**

Should you read all the words in the whole article? (No.)

Must you quickly check your answers? (Yes.)

How much time do you have? (2 minutes.)

**Hand out the article.**

Ss work individually, skimming and scanning the text.

**Announce** stop and pair-check, even if ss have not finished.

"Stop. Turn over the text now. Compare your answers."

Ss **pair-check** their answers.

**Feedback:**

Nominate each student for an answer and compare each answer with the classes' answer.

If most have a wrong answer, refer to the text, referencing the paragraph, and invite the students to re-answer correctly.

Answers: 1-a 2-b 3-d 4-d 5-a

T
T-S
S
S-S
T-S

Time	Time	Time	Time	Time
30sec	30sec	2min	1min	1min

<b>Stage 4: Practice - Detailed comprehension</b> The purpose of this stage is for students to focus on literal meaning, e.g. of vocabulary, phrases, topic points etc. A variety of exercises may be used and should be constructed to be simple yet somewhat challenging. The information highlighted should, ideally, be of significance to the next stage.		<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<b>Instructions:</b> 1. You have a worksheet, True or False. 2. For example, number1....(refer to the article indicating the statement is false.) 3. Individually, read the text again and put T or F next to each statement below. 4. Check with your partner. Explain to your partner why the false answers are false. 5. You have 2 minutes.		T	30sec	
<b>ICQs</b> Should you explain to your partner why the false answers are false? (Yes.) How much time do you have? (2 minutes.)		T-S		
Ss work individually for 1 minute.		S	1min	
Pair check answers, explaining reasons for false statements.		S-S	1min	
<b>Feedback verbal only.</b> Nominate for T/F and explanations.		T-S	30sec	
<b>Instructions:</b> 1. For exercise 3, match the phrases from the article. 2. For example, number1....(refer to the article indicating the phrases are mentioned.) 3. Work individually. Check with your partner. 4. You have 1 minute.		T	30sec	
<b>ICQs</b> What should you do? (Match the phrases.) How much time do you have? (1 minute.)		T-S		
Ss work individually for 1 minute.		S	1min	
Pair check answers.		S-S	30sec	
<b>Feedback verbal only.</b> Nominate.		T-S	1min	

#### 2. Checking understanding

(Read the text again and put T(True) or F(False) next to each statement below. Explain why the 'False answers' are false.)

1. The University of Chicago found two reasons why we get hungry. T / F
2. Researchers said a lack of sleep creates hunger two days later. T / F
3. Sleeplessness produces a chemical in the brain that makes us hungrier. T / F
4. We eat up to twice as much fatty food if we don't sleep well. T / F
5. The study looked at the sleeping habits of 28 men and women. T / F
6. In one experiment, the volunteers slept an average of 4.2 hours. T / F
7. The volunteers could not say no to tasty snacks after insufficient sleep. T / F
8. Volunteers spent 90 minutes eating a meal that contained 90 calories. T / F

Answers: 1-F 2-F 3-T 4-T 5-F 6-T 7-T 8-F

#### 3. Phrase match (Sometimes more than one choice is possible.)

- |                                  |                           |
|----------------------------------|---------------------------|
| 1. wondered why you are hungrier | a. in their twenties      |
| 2. a lack of sleep makes         | b. people hungrier        |
| 3. Sleeplessness releases        | c. of sleep               |
| 4. sleep-deprived people craved  | d. crisps                 |
| 5. female volunteers             | e. chemicals in the brain |
| 6. the subjects ate three        | f. daily calories         |
| 7. they had been deprived        | g. than usual             |
| 8. 90 per cent of their required | h. meals a day            |
|                                  | i.                        |
|                                  | j.                        |
- Answers: 1-g 2-b 3-e 4-d 5-a 6-h 7-c 8-f

<p><b><u>Stage 5: Practice - More detailed comprehension</u></b></p> <p>The purpose of this stage is to allow student to read intensively for inference. Discriminating between fact and opinion and understanding the writer's true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context.</p>	<p><b><u>Inter action</u></b></p>	<p><b><u>Time</u></b></p>	<p><b><u>Instructor's comments</u></b></p>
<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. For exercise 4, write your answers briefly to these questions by referring to the article.</li> <li>2. Explain your answer to your partner after you have finished.</li> <li>3. You have 3 minutes.</li> </ol> <p><b>ICQs:</b></p> <p>What should you do? (Write answers and explain them to each partner.)</p> <p>How much time do you have? (3 minutes.)</p> <p><b>4. Checking understanding</b></p> <p>(Write your answer to these questions. Explain your answer to your partner.)</p> <p>↵</p> <ol style="list-style-type: none"> <li>1. What are highly palatable, rewarding snacks for you? ↵</li> <li>2. How important are eating and sleeping to people?↵</li> <li>3. When and why do people get the munchies?↵</li> </ol> <p>Ss work individually. Monitor, pointing out relevant paragraphs if the student is stuck.</p> <p>Explain each answers to their partner.</p> <p><b>Feedback orally.</b></p> <p>Nominate 2 students for each question if possible.</p>	<p>T</p>	<p>30sec</p>	
	<p>T-S</p>	<p>30sec</p>	
	<p>S</p>	<p>2min</p>	
	<p>S-S</p>	<p>1min</p>	
	<p>T-S</p>	<p>1min</p>	

<p><b>Stage 6: Production - Applied Comprehension</b></p> <p>The purpose of this stage is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students' background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition.</p>	<p><u>Inter action</u></p>	<p><u>Time</u></p>	<p><u>Instructor's comments</u></p>
<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the questions in pairs.</li> <li>2. You have 3 minutes.</li> </ol> <p><b>ICQs:</b></p> <p>What should you do? (Discuss the questions.)</p> <p>Do you work individually? (No)</p> <p>How much time do you have? (3 minutes.)</p> <p><b>5. Talking point</b></p> <p>(Discuss the questions below in pairs.)</p> <p>↵</p> <ol style="list-style-type: none"> <li>1. Did you like reading this article? Why/not?↵</li> <li>2. How would you feel if you don't sleep well?↵</li> <li>3. Can you survive on three meals a day or do you need snacks?↵</li> </ol> <p>Ss <b>discuss in pairs</b>. Monitor for strong student pairs to answer afterwards.</p>	<p>T</p>	<p>30sec</p>	
	<p>T-S</p>	<p>30sec</p>	
	<p>S-S</p>	<p>3min</p>	

Stage 7: Wrap-up			
<p>The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students' participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such as collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.</p>		<p><u>Inter action</u></p>	<p><u>Time</u></p>
			<p><u>Instructor's comments</u></p>

**Feedback.**  
Ask a discussion question from the task above to nominated students.

Offer any **error correction** after several students have spoken.

**Announcements:**  
It's time to wrap up.  
We talked about "the relationship between sleeping and eating."  
Did you enjoy it? (Yes/No.) Any questions? (Yes/No.)  
That's all for today.  
See you next class.

Arrange the desks and chairs.

Class dismissed.

<u>Interaction</u>
T-S
T-S

Time
1min
30sec
30sec

<u>Instructor's comments</u>



### Instructor's Final Comments

**Overall strengths of this lesson (planning and teaching)**

## Areas to work on

### Overall comment

For this stage of the course, your lesson today was

- ☐ Above standard
- ☐ To standard
- ☐ Below Standard

**Instructor:** ..... **Date:** ...../...../.....