

| Name & Class   | Date & Place                        | Lesson Type | Plan                                  | Topic   | Length                              | Level                |
|--|-------------------------------------|-------------|---------------------------------------|---|-------------------------------------|----------------------|
| Aileen<br>Tesol 141WD  | 26/10/2016                          | Reading     | PPP                                   | How chicken may or may not be ruining<br>your health  | 30min                               | intermediate<br>high |
| <p style="text-align: center;"><b>Class profile</b></p> <p><b>Number of students:</b> 11 person      <b>Age:</b> adults (24 + 20 years)</p> <p><b>Nationality:</b> Korean, and one Philipppians</p> <p><b>Motivations:</b> <b>Select:</b> Social welfare, Personal advancement, Cognitive interest.</p> <p><b>Individual or class hobbies and interests:</b> current affairs and discussing lifestyle, health</p> <p><b>Special considerations:</b> most of them are female, 2person are male. Ss are mature, one is Philipppians.</p> |                                     |             |                                       |   |                                     |                      |
| <p><b>Main aim (Reading skills)</b></p> <p>1. Students practice reading comprehension, using</p> <p><b>Subsidiary aims (speaking skills)</b></p> <p>2. Students practice writing during answering, discussion to find the answer with their classmates.</p> <p>3. Students learn keywords related main topic.</p>  |                                     |             |                                       |   |                                     |                      |
| <p><b>Description of language skills specifically used/practiced:</b></p> <p><input type="checkbox"/> <b>Reading</b> – Ss read the news article.</p> <p><input type="checkbox"/> <b>Writing</b> – Ss answer the questions.</p>   |                                     |             |                                       | <p><b>Description of language systems specifically used/practiced:</b></p> <p><input type="checkbox"/> <b>Lexis</b> – key words.</p> <p><input type="checkbox"/> <b>Discourse</b> – small talk, opinion sharing</p> |                                     |                      |
| <p><b>Anticipated difficulties with lesson activities and classroom management:</b></p> <p>1. projector equipment may fail.</p> <p>2. Students are inclined to be overly cautious so as not to make any mistakes.</p>  |                                     |             |                                       |   |                                     |                      |
| <p><b>How I can deal with these difficulties:</b></p> <p>1. Use the backup text printed papers.</p> <p>2. Let them know that it is okay to make any mistakes.</p>  |                                     |             |                                       |   |                                     |                      |
| <p><b>Assumptions:</b> (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)</p> <p>Students have expressed interest in improving informal and unprepared speaking, and so would enjoy trying it in class.</p>   |                                     |             |                                       |   |                                     |                      |
| <p><b>Material(s) needed:</b> ppt, computer, whiteboard, eraser and pens, 12 copies of handouts.</p>   |                                     |             |                                       |   |                                     |                      |
| <p style="text-align: center;"><b>Checklist. Mark down those included in this lesson plan ( <input checked="" type="checkbox"/> or N/A)</b></p>  |                                     |             |                                       |   |                                     |                      |
| n/a  | model sentences for target language | v           | concept questions for target language | n/a   | analysis sheet for target language  |                      |
| v  | stages clearly titled and separated | v           | purpose of each stage indicated       | v   | anticipated timing included         |                      |
| v  | interaction pattern marked          | n/a         | a board plan (if relevant)            | n/a   | examples of all tasks used          |                      |
| v  | answer sheet to all exercises       | v           | Tape or text script                   | v   | all materials labelled and numbered |                      |
| <p><b>Personal aim :</b> What I most hope to demonstrate in this lesson is the ability to give clear instructions to try and reduce my T.T.T</p>   |                                     |             |                                       |   |                                     |                      |

### **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 elicit ideas and lexis relating to the text.

Inter  
action

Time

Instructor's  
comments

Procedure: (Separated into titled stages with inclusion of target language, instructions, concept questions, answers to tasks etc., where appropriate)

Arrange seating so everyone has a partner.

ok, before start reading, let's guess the topic with clues. words.

**Show PPT 1 (Words matching)**

#### **Instructions -**

1. First, match these words to their definitions to help you. For example, 'broth' matches with 'thin soup of meat or fish or vegetable stock'

2. Do individually first and check the answers with your partners.

"I'll give you 2min to match"

**(Hand out worksheet1.** word-definition matching cards.)

Announce stop and pair-check.

"Now, compare your answers with your partners"

**Ss do** – work individually, and check the answers with partners. Monitor.

**Feedback** orally – nominate and invite comments from 2 or 3 pairs.

show them the answer sheet, and make them check.

T

1min

S

2min

S-S

1min

T-S

1min

### **Stage 2: Presentation**

The purpose of this stage is to make the reading less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.

Inter  
action

Time

Instructor's  
comments

**Pre-teach vocabulary : use PPT 1**

**Feedback with the projector.**

Briefly elicit/ccq the keywords that students had difficulty with, **using the ppt2** (image pictures).

**answers: 1-D/ 2-F /3-G /4-A/ 5-E / 6-B /7-C**

**Show PPT 3 (Picture of Chicken and beer)**

**Guessing the topic.**

1. Do you enjoy chicken and beer? & how many times do you eat per month?

(Yes ~ / NO ~)

2. Are you interested in eating healthy meal?

(Yes, no~ )

Ss share their ideas about the answer to the questions with All class members.

**Feedback** – nominate 2-3 student who was observed to have a good answer for each question.

“Can you guess what kind of topic we are going to read?”

(disease? health? we don't know~ etc.)

T

1min

T-S

2min

T-S

1min

T-S

30sec

| <b>Stage 3: Practice – Skimming and scanning for gist comprehension</b>   | <b><u>Inter<br/>action</u></b> | <b><u>Time</u></b> | <b><u>Instructor's<br/>comments</u></b> |
|---|--------------------------------|--------------------|---|
| <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 this skill 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>   |                                |                    |   |
| <p>Show ppt 3 picture.<br/>This is a recent news article about fried food. (show the article)</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Scan the text to check if you guessed correctly.</li> <li>2. You have 1 minute, so work quickly.</li> <li>3. You must stop after 1 minute and compare your answers with your partner.</li> </ol> <p><b>ICQ</b></p> <ol style="list-style-type: none"> <li>1. Should you read all the words in the whole article? (no)</li> <li>2. how much time do you have? (1min)</li> </ol> <p>(Hand out worksheet 2&amp;3)</p> <p><b>Skimming&amp;scanning questions</b></p> <ol style="list-style-type: none"> <li>1. Does this article referred more healthier way to eat fat food? (yes)</li> <li>2. In the newspaper, which section does this article located in? (lifestyle, health, food)</li> </ol> <p>Ss work individually. Monitor, pointing out relevant paragraphs if the student is stuck.<br/>Announce stop and pair-check.<br/>“Now, compare your answers with your partners”</p> <p><b>ss Pair check</b> - Ss share their ideas about the answer to the questions with their partner for about a minute.</p> <p><b>Feedback.</b> Verbal. Nominate 2-3 students for each questions if possible.</p> | T                              | 1min               |   |
|   | S                              | 1min               |   |
|   | S-S                            | 1min               |   |
|   | T-S                            | 2min               |   |

| Stage 4: Practice - Detailed comprehension  |  | Inter<br>action | Time | Instructor's<br>comments |
|---|--|-----------------|------|--------------------------|
| <p>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 for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.</p>  |  |                 |      |                          |
| <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. “Look at these questions &amp; read loudly” show the questions and make students read the questions.</li> <li>2. “Read carefully this article. Write your answers to these questions individually.”<br/>after then, share with your partner.</li> </ol> <p><b>I.C.Q.</b></p> <ol style="list-style-type: none"> <li>1. Do we share partner first? (no, individually first)<br/>“Good, I’ll give you 3min.</li> </ol> <p><b>Literal questions</b></p> <ol style="list-style-type: none"> <li>1. What is the reason of 'chi-maek's harmful health effects ?<br/>(not the ingredient but the way it is cooked)</li> <li>2. How much calories can be reached if we eat fried chicken with 500cc of beer?<br/>(1400kcal)</li> <li>3. According to the research, if we eat fried food at least once per week,<br/>what kind of diseases had a greater risk?<br/>(both type 2 diabetes and heart disease)</li> </ol> <p>Ss work individually. Monitor, pointing out relevant paragraphs if the student is stuck.<br/>Announce stop and pair-check.<br/>“Now, compare your answers with your partners”</p> <p><b>ss Pair check</b> their answers.</p> <p><b>Feedback.</b> Verbal. Nominate 2-3 students for each questions if possible.</p> |  | T               | 1min |                          |
|   |  | S               | 4min |                          |
|   |  | S-S             | 2min |                          |
|   |  | T-S             | 2min |                          |

**Feedback.** Verbal. Nominate 2-3 students for each questions if possible.



### **Stage 6: Production - Applied Comprehension**

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.

Inter  
action

Time

Instructor's  
comments

#### **Instructions:**

Discuss all of these questions in pairs first and share in front of all Ss.

#### **Applied Comprehension Questions:**

1. If you made chicken food in healthier ways, what would you make?
2. How can we change the fried food recipe for more healthier way?  
(e.g. fried potato)

students discuss in pairs. Monitor for strong student pairs to answer afterwards.

#### **Backup talking point, if there is additional time after talking.**

Q. How do you think about the latest healthier eating style  
'high fat - low carbhydrate diet'?

**Feedback.** Verbal. Nominate 3~4 students for each questions if possible.

T

30sec

S  
S-S

1min  
2min

(S  
S-S)

(1min  
2min)

T-S

2min

### **Stage 7: Wrap-up**

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.

Inter  
action

Time

Instructor's  
comments

#### **Feedback.**

Now, you knew about fried chicken's bad secret. but it's still hard to stop eating it.  
but we can consider better way to eat healthy food.

#### **Announcements:**

“ did you enjoy the class?” (yes)

- Please keep your reading text and bring it to class tomorrow. we will use it.
- Arrange the desks and chairs.

class dismissed.

T

1min



**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:** ...../...../.....

## worksheet1.

2

Match the terms on the left to the definitions on the right.

- |                         |  |
|-------------------------|--|
| 1. diabetes             | A. flesh of chickens or turkeys or ducks or geese raised for food                                |
| 2. hazardous            | B. fried quickly in a little fat   |
| 3. vulnerable           | C. thin soup of meat or fish or vegetable stock  |
| 4. poultry              | D. a polygenic disease characterized by abnormally high glucose levels in the blood              |
| 5. endocrine disruptors | E. any of the glands of the endocrine system that secrete hormones directly into the bloodstream |
| 6. sauté                | F. involving risk or danger  |
| 7. broth                | G. capable of being wounded or hurt  |

## worksheet2

### news: How chicken may or may not be ruining your health

Although “chi-maek” -- a word play referring to fried chicken and beer -- continues to be one of the most popular snacks among Koreans, some health experts have been warning on its harmful health effects.

It is not the ingredient but the way it is cooked that can damage one’s body in different ways.

According to a long-term study by the Harvard School of Public Health, which examined more than 100,000 men and women over 25 years, people who ate fried food at least once per week had a greater risk of both type 2 diabetes and heart disease.

Those who ate fried foods four to six times per week had a 39 percent increased risk of type 2 diabetes, and those who ate fried foods seven or more times per week had a 55 percent increased risk -- compared to those who ate the dish less than once weekly.

Researchers of the study claim oil used for frying which is not fresh can be especially hazardous to one’s health. As oil becomes more degraded with each reuse, more amount of it gets absorbed into food.

People who consume too much food that contain reused oil are more vulnerable to weight gain, high blood pressure and high cholesterol. All of these are risk factors for type 2 diabetes, which can be prevented by making healthy lifestyle choices.

“Fried chicken is one of the unhealthiest ways to prepare chicken,” wrote Linda Ojeda, a nutritional consultant in her book “Her Hearty Heart: A Woman’s Guide to Preventing and Reversing Heart Diseases.”

“The breading absorbs a good part of the oil, taking a nice, light piece of poultry from 6 grams of fat to a whopping 15 grams.”

When fried chicken is consumed with 500cc of beer, it reaches 1,400 kcal, which is twice more than the recommended daily calorie intake.

Consuming too much chicken skin is said to be especially dangerous as it’s very high in fat -- deriving 80 percent of its calories from it. A 2011 study by Hong Kong Baptist University also shows that chicken skin is found to be a major source of endocrine disruptors in diets.

So what are healthier ways to eat chicken?

Using trans-fat-free cooking oils may pose less risk when frying chicken, according to the study by the Harvard School of Public Health. Ojeda, on the other hand, suggests to opt for roasting, baking, grilling, sautéing, or stir-frying instead of frying the bird. “You don’t always have to use oil in your preparation,” she wrote in her book.

“Substituting broth, wine, or a nonfat spray works as well.”

### **worksheet3 /for teacher**

Write your answer to these questions by referring to the text. explain your answer to your partner.

#### **1. Skimming&scanning questions**

1. Does this article referred more healthier way to eat fat food? (yes)
2. In the newspaper, which section does this article located in? (lifestyle, health, food)

#### **2. literal question**

- what is the reason of 'chi-maek's hamful health effects ?  
(not the ingredient but the way it is cooked)
- how much calories can be reached if we eat fried chicken with 500cc of beer?  
(1400kcal)
- According to the research, if we eat fried food at least once per week,  
what kind of diseases had a greater risk? (both type 2 diabetes and heart disease)

#### **3. interpretive**

- why do you think fried food is unhealthy?
- if we use fresh oil when we cook, is it healthy?

#### **4. applied**

- if you made chicken food in healthier ways, what would you make?
- How can we change the fried food recipe for more healthier way?

### worksheet3 /for students

Write your answer to these questions by referring to the text. explain your answer to your partner.

#### **1. Skimming&scanning questions**

1. Does this article referred more healthier way to eat fat food?

2. In the newspaper, which section does this article located in?

#### **2. literal question**

-what is the reason of 'chi-mack's hamful health effects ?

- how much calories can be reached if we eat fried chicken with 500cc of beer?

- According to the research, if we eat fried food at least once per week, what kind of diseases had a greater risk?

#### **3. interpretive questions**

- why do you think fried food is unhealthy?

- if we use fresh oil when we cook, is it healthy?

#### **4. applied questions**

- if you made chicken food in healthier ways, what would you make?

- How can we change the fried food recipe for more healthier way?