Background Information Sheet – Complete all sections accurately.								
Name & Class	Date & Place	Lesson Type	Plan	Т	opic		Length	Level
Jenny Ko TESOL 141th WD	26 OCT 2016	Reading	PPP	FAMILY	VACAT	ION	30Mins	intermediate
			Class	profile				
Number of students:1	0	25+ adult		Korean+Philippinos				
Motivations: 1. Social r								
Individual or class hol								
Special consideration		e pregnant student	, one philippine	DS				
Main aim (language sl								
1. Students practice th		ension skill with er	ijoyable and in	teresting topic.				
Subsidiary aims (lang								
2. Students practice sp								
3. Students practice pr	roblem solving skill o	n based on given	situation (limite	ed budget).				
Description of language	ge skills specificall	y used/practiced:		Description of langua	age sys	tems specifically us	ed/praction	ced:
□ Reading : story				□ Lexis : submarine			-	
□ Speaking : worl	ksheet activity			Discourse : interac	tion amo	ong Ss and collaborat	ive workin	ıg
Writing : making	g travel plan					-		-
Anticipated difficulties with lesson activities and classroom management: 1. Ss might be chatty with own interested rather than trying to talk about story in the text. 2. Some of students might finish worksheet very fast and waiting for others finish.								
How I can deal with these difficulties:								
1. Encourage Ss to talk about story which is given to them and talk about similar experience related to the topic.								
2. Ask extra possible question similar to worksheet and let Ss to think about it.								
Assumptions:								
•	liata laval students a	en tonic is pasily ur	derstood and	no difficult to make own	, travelli	na nlan hy aroun		
				d statement by workshe		ng plan by group		
					010			
Material(s) needed: picture 1.2, board, marker, worksheet 1,2, 3, 4, internet access(ppt)								
Checklist. Mark down those included in this lesson plan vr N/A)								
	ces for target language			s for target language	N/A	analysis sheet fo		
	y titled and separated	✓		ch stage indicated	$\checkmark$	anticipated ti		
	n pattern marked	N/A		an (if relevant)	N/A	examples of		
	eet to all exercises	N/A		r text script	$\checkmark$	all materials labe	lled and nu	mbered
Personal aim: What I most hope to demonstrate in this lesson is the ability to increase students involvement in the class.								

<u>Stage 1: Lead-in</u> 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	<u>Time</u>	<u>Instructor's</u> comments
INSTRUCTIONS T: Good morning, everybody, how are you today? S: Good/Fine. T: Look at the board. What can you see? (showing ppt 1-family going holiday) S: Family vacation, they are going holiday etc T: Have you been to anywhere with your family for vacation? S: Yes. T: How was it? What did you do? S: lots of things.	T-S	1min	
T: Please talk to your partner about where you went for family vacation and what you did for 1 min. (showing ppt 2- family lying down to do their own thing) PAIR WORK			
<ul> <li>T: All right, now we can talk about what you discussed with your partner (nominating 2-3 students to talk about their experience)</li> <li>S: (share their family holiday experience)</li> </ul>	S-S T-S	1min 1min	
<b>FEEDBACK</b> T: Everybody, well done, Good to hear that everybody has travelling experience with your family	Т		

<u>Stage 2: Presentation</u> The purpose of this stage is to make the listening 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	<u>Time</u>	<u>Instructor's</u> comments
GUIDING QUESTIONS         T: What can you think about family vacation? Let's do brain storming about family vacation on board. (Whatever Ss said, we can put it; key word in the board around family vacation)         S: massage, beach, lots of food and drinks, beach, sun, fun, tanning, conflict between families.         T: What kind of activities can you think about during holiday?         S: swimming, suntanning, snorkelling, scuba diving, fishing, boat riding etc.         T: That's right, there are so many activities we can do during holiday. Can you do all the activities you wanted to do during holiday?         S: No, only some of them.         T: Exactly right, if you go with family, you need to choose a few activities doing together (showing ppt4-different activities during holiday).         T: Today, we will read about family vacation story of Mr.chow family.	T-S	2mins	
<ul> <li>Before handing out story, I like to teach one vocabulary to help you understand story better.</li> <li>Pre-teach vocabulary(submarine)</li> <li>T: (draw sea and on the top, draw normal boat and under the sea, I draw submarine) Look at the board, Normal boat can go under the sea or just floating on the sea? Have you seen any boat going down under the sea? That's the submarine, if normal boat tried to go under the sea, what does that mean, sinking because there is big hole or leaking in that boat, people need to escape with life jacket, right? But submarine is designed to go under the water safely, So you can see all the sea animal for fun. Repeat after me, Submarine S: Submarine T: Excellent.</li> </ul>	T-S	1min	
<ul> <li>CCQ</li> <li>1. Can normal boat go down under the water?(no)</li> <li>2. Can submarine go down under the water? (yes)</li> </ul>	T-S	30sec	

Stage 3: Practice - Reading for gist comprehension The purpose of this stage is to allow the students to practice gist 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.	Inter action	<u>Time</u>	<u>Instructor's</u> comments
<ul> <li>INSTRUCTIONS</li> <li>T: (Handing out story) Please scan the story for 30 sec, do it individually.</li> <li>S: (gist reading)</li> <li>T: Please turn story sheet upside down. And now I'll distribute worksheet no.1         Answer the worksheet individually. The words you remember, please mark it down and compare answer with your partner. You have 1 min. Please begin.     </li> </ul>	Т	30sec	
Individual S work Pair work T: (showing worksheet no.1) Let's find answer together. (nominate a few students and do it all together) (Show answer sheet no.1 quickly)	S S-S T-S	1min 1min 1min	
FEEDBACK T: Great job, everybody.			

Stage 4: Practice - Literal comprehension The purpose of this stage is for students to focus on literal meaning, e.g. of vocabulary, phrases, details, ideas 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.	Inter action	<u>Time</u>	<u>Instructor's</u> comments
<b>Instructions</b> T: (Handing out worksheet no.2) Please read story again and answer the worksheet no.2 Please work it individually and compare answers with your partner. You have 2 mins to read and answer and compare them with your partner. (showing worksheet no.2 on the board)	Т	1min	
S work individually Pair work	S S-S	2mins 1min	
<ul> <li>T: Let's compare answer together. Please group A, read the question and group B, please answer. Everybody got the same answer? Great.</li> <li>T: How about next question? (nominating a few students to answer) (showing answer sheet.2)</li> </ul>	T-S	2mins	
Feedback T: Everybody did great job.	т		

<u>Stage 5: Practice - Interpretive comprehension</u> 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.	Inter action	<u>Time</u>	<u>Instructor's</u> comments
Instructions	Т	1min	
<ul> <li>T: Now, Let's think about a little bit more about story. We can refer from story to get the answer.(showing worksheet.3 on the board)</li> <li>I'll give 2 questions you can think about with your group.(make 3 group of 3,3,4persons)</li> <li>1) Why does Mr.Chow worry about money on holiday?</li> <li>2) Why does Mr.Chow choose activities such as go hiking, visit museums, have barbecue etc? You have 2 mins to discuss with your group.</li> </ul>			
Pair work	S-S	3mins	
T: Let's talk about questions (nominate each group to share what they discussed) (Showing answer sheet no.3)	T-S	2mins	
<b>Feedback</b> T: very good, you found some good reasons, everybody.	т		

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.	<u>Inter</u> action	<u>Time</u>	<u>Instructor's</u> comments
<b>INSTRUCTIONS</b> T: Now, You are planning family vacation, Every family member wants to do different activities. You have to choose family activity to do together within given budget. Please discuss your group members travelling plan according to your given budget. (Showing worksheet.4)	Т	1min	
<ol> <li>Work as family</li> <li>Plan the family holiday within the budget</li> <li>Choose destination and write why we chose place, which airline will you fly, where will you stay, what activities will you do (at least 2 things) with appropriate budget, what foods and beverages you will have etc.</li> <li>T: (Handing out worksheet no.4 to each group) You have 4 mins to make travel plan with given budget. Now, you may begin.</li> </ol>			
Group work	S-S	5mins	
T: Can you come out and present. S: (Each group comes out and present)	T-S	2mins	
<b>Feedback</b> T: Thanks a lot for your hard work and participation.	т		

<u>Stage 7: Wrap-up</u> 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 are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.	Inter action	<u>Time</u>	<u>Instructor's</u> comments
Feedback	T-S	1min	
T: Did you all enjoy your activity? S: Yes			
T: You can use travel plan for your own family in a near future that will be very helpful and fun. T: No homework today. Enjoy your afternoon.			
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Overall strengths of this lesson (planning and teaching)	Areas to work on			
Overall	comment			
Overail	Junnent			
For this stage of the course, your lesson today was				
□ Above standard				
□ To standard				
□ Below Standard				
Instructor: Date://				