Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Christine(JungHun Kim) 144WD | |  | Reading | | | PPP | | A Hectic Life Downsized | | | 60 min | Upper-intermediate |
| **Class profile**  **Number of students:**  **8 Age**: 25-43  **Nationality:**  Korean  **Motivations**: Working in academy as career, starting career as English teacher, looking for a job in an international company,social relationship  **Individual or class hobbies and interests:** yoga, gardening, English learning, English book club, meeting foreign friends  **Special considerations:** Most of students are living very busy life and buiding up their career and family life at the same time | | | | | | | | | | | | |
| **Main aim**   1. Students practice their reading comprehension skills while reading article.   **Subsidiary aims**   1. Students practice their speaking fluency while discussion and sharing opinions on each activity 2. Students will learn key vocabularies from the text. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Reading: reading article and worksheets * Listening: Teacher’s instructions, classmates opinions * Speaking: discussion and sharing opinions * Writing: take note, worksheet answers | | | | | | | Description of language systems specifically used/practiced:  * Lexis: Vocabularies(juggle, downsize) * Function: asking and answering * Discourse: small talk and opinion sharing * Phonology: juggle, downsize | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Projector may fail 2. Students may have difficulty to understand certain vocabularies 3. Students may try to understand every each word of the article within the limited time | | | | | | | | | | | | |
| **How I can deal with these difficulties:**   1. Prepare printed paper ready 2. Preteach vocabularies(Elicit,CCQ,Drill and Board) 3. Encourage sudents to focus on main context and importants parts of the article | | | | | | | | | | | | |
| **Assumptions:**   1. Students are motivated to share their common knowledge and experience about stress in their life and lifestyle 2. They will easily brainstorm ideas and can compare them with their real life | | | | | | | | | | | | |
| **Material(s) needed:** Pictures(PPT), worksheets, article, computer, markers, white board | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
| A | model sentences for target language | | | A | concept questions for target language | | | | A | analysis sheet for target language | | |
| A | stages clearly titled and separated | | | A | purpose of each stage indicated | | | | A | anticipated timing included | | |
| A | interaction pattern marked | | | N/A | a board plan (if relevant) | | | | N/A | examples of all tasks used | | |
| A | answer sheet to all exercises | | | N/A | Tape or text script | | | | A | all materials labelled and numbered | | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to maximize students talking time, their active engagement and clear instruction. | | | | | | | | | | | | |

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| **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. This stage may be used to create a basis from which to elicit ideas and lexis relating to the article.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Good morning, everyone. How are you today? I know you all are very busy at the moment.  How did you start this week, was it relaxed or still too busy?  Instruction   1. Take a look at the pictures(show PPT) 2. What do you see and What do these pictures tell you? 3. Please discuss with your partner for 2 minutes.     Ss share and Teacher monitor.  Feedback: Nominate and invite comments from 2 students. | T  T  S-S  T-S | 30”  30”  2’  1’ |  |

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| **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. This stage includes pre-teaching keywords from the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| We are going to read an article ‘A Hectic Life Downsized’.  Before doing that, I would like to work with these vocabularies.  Preteach vocabularies:  **Juggle**  Eliciting:   1. I will show a picture of juggling person(printed paper) 2. What do you see? (person playing with pins and balls)   CCQ:   1. Would it be easy to do this? (no) 2. How would you feel if you have to do this?(struggling, tough) 3. Would you be tired and exhausted? (yes) 4. Ex) She is juggling three part time jobs.   Drilling P: Listen and repeat after me (chorally)  Board: write down jug·gle ˈjəɡəl/ on the board   1. How many syllables ? (2, jug-gle) 2. Where is the stress? (on jug ) 3. Is this verb or noun? (verb)   **downsize**  Eliciting:   1. I will draw picture of two houses(one smaller and bigger) and two cars(small and bigger) on the board first and indicate bigger one becomes smaller. 2. What do you see here?(small house and big house) (small car and bigger car)   CCQ:   1. Does it become bigger? (no) 2. What happened to the house ? (became smaller) 3. How about the cars? (became smaller too) 4. Ex) We had to downzie our house because I lost my job.   Drilling P: Listen and repeat after me (chorally)  Board: write down downsize /ˈdounˌsīz/ on the board   1. How many syllables? (2, down-size) 2. Where is the stress? (down) 3. Is this verb or noun? (verb)   Guiding questions   1. What are the things in life that matter most to you? (my job, love, family, health, money..) 2. Do you ever feel that you lack time for them? (yes, very often / not really ..) 3. Discuss with your partner for 2 minutes.   SS share and Teacher monitor  Feedback: Nominate 2 students opinions. | T  T-S  T-S  T  S-S  T | 20”  3’  3’  30”  2’  1’ |  |

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| **Stage 3: Practice - Skimming and scanning for gist comprehension**  **The purpose of this stage is to allow students to practice gist skills to identify the main idea of the text.**  **Students may compare their accuracy of their guesses to the guiding questions used for the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Instruction   1. Now, please read the article (worksheet # 1) individually and write down what this is talking about? 2. Then compare your opinion with your partner. 3. You have 3 minutes.   Reading article context – refer to the attached worksheet  Students share and Teacher monitor  Feedback: Nominate 2 students for their opinion | T  S-S  T-S | 30”  3’  2’ |  |

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| **Stage 4: Practice – Detailed/Literal comprehension**  **The purpose of this stage is for students to focus on literal understanding(facts, ideas). The information highlighted should, ideally, be of signicicance to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Instruction   1. Read the article again, this time please answer the questions on your worksheet # 2-A individually. 2. Then compare your answers with your partner 3. You have 5 minutes.   Distribute the worksheet # 2 to everyone.  Literal comprehension questions:   1. What radical changes did Donna Paxton make in her life? (She quitted her high paying job and took a less stressful job at a non-profit organization in her community) 2. For what area did Donna Paxton want to spend more time? (for her dauthers, community, to relax) 3. In what ways did Donna Paxton’s quality of life improve? (she is no longer stressed, she has more time for children and children’s school, work fewer hours, have time for exercise and is healthier, family became closer at the end)   ICQ   1. Do you answer the question with your partner first? (no) 2. How much time do you have? (3 minutes)   Students share their answers and Teacher monitor.  Remind the time -30 seconds remaing.  Feddback: Nominate 2-3 students for their opinions | T  T  S-S  T-S | 30”  20”  5’  4’ |  |

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| **Stage 5: Practice - More detailed/Interpretive comprehension**  **The purpose of this stage is to allow students to read intensively for inference. Contrasting ideas may be highlighted and use of certain language which affects meaning can be analysed in context.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Instruction   1. Now read the article individually again one more time and answer the question   on worksheet # 2-B   1. Then, compare your answer with your partner for 6 minutes.   Interpretive question;   1. On the first paragraph, what does the expression of picture-perfect life mean in this article?   (from outside she looks perfect having good job, high salary, beautiful big house with husband and  children but in fact she is struggling with responsibility between job and home)   1. Answer the questions with true or false. 2. Donna Paxton must have enough money to manage her life-style? (T) 3. In spite of her good career, she felt unhappy because she wanted more money? (F) 4. Paxton is still busy but much happier now. (T) 5. According to this article, Paxton must have thought of her necessary change of life for a long time? (T)   Students work individually and talk with partner. Teacher monitor.  Feedback: Nominate 2 students for their opinions. | T  S-S  T | 30”  6’  4’ |  |

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| **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. Speaking or writing skills may be practiced here.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Instruction:  Now talk with your partner about the questions 1, 2 and 3 on the worksheet # 2-C   1. Do you think that you would benefit from any of the suggestions made in the article? 2. Do you think that these suggestions would be effective for everybody? Why or why not? 3. Do you know anyone who has made an extreme change in his or her lifestyle?   What happened?   1. You have 7 minutes   ICQ   1. Do you have to answer the questions alone? (no) 2. How much time do you have? (4 minutes)   CCQ   1. Is there yes or no answer to the above questions? (no)   Students share their opinion and Teacher monitor (take note of any particular ideas if needed)  Feedback: Nominate most of the students for sharing their opinions | T  T  S-S  T-S | 1’  30”  7’  6’ |  |

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| **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 are giving homework, stimulate interest in the next class or lesson.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Summarize what they have learned and what they have discussed during activities.  Any feedback (what was difficult while reading the article or any other activities) and correction to be done (if needed)  Making suggestions for next reading practice like ‘Please try to focus on main context, if you do not understand 1-2 words or some more, it is okay, please pay attention to it next reading practice).  Homework  Make simple notes about possible stress as an woman or a man in Korea.  If you can, please compare the possible stress above to the one in Western society.  Okay, everyone, you did really excellent job today.  I specially liked your active participation in each activity today. Please keep up that way for the further lessons! See you tomorrow.  Class dismissed. | T  (T-S)  T  T | 3’  30”  20” |  |

**Instructor’s Final Comments**

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| 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: …………/……………/…………** | |

Worksheet # 2

1. Literal comprehension questions
2. What radical changes did Donna Paxton make in her life?
3. For what area did Donna Paxton want to spend more time?
4. In what ways did Donna Paxton’s quality of like improve?
5. Interpretive question;
6. On the first paragraph, what does the expression of picture-perfect life mean in this article?
7. Answer the questions with true or false.
8. Donna Paxton must have enough money to manage her life-style? ( )
9. In spite of her good career, she felt unhappy because she wanted more money? ( )
10. Paxton is still busy but much happier now. ( )
11. According to this article, Paxton must have thought of her necessary change of life for a long time? ( )
12. Applied questions:
13. Do you think that you would benefit from any of the suggestions made in the article?
14. Do you think that these suggestions would be effective for everybody? Why or why not?
15. Do you know anyone who has made an extreme change in his or her lifestyle?

What happened?

Teacher’s worksheet # 3

1. Literal comprehension questions:
2. What radical changes did Donna Paxton make in her life? (She quitted her high paying job and took a less stressful job at a non-profit organization in her community)
3. For what area did Donna Paxton want to spend more time? (for her daughters, community, to relax)
4. In what ways did Donna Paxton’s quality of life improve? (she is no longer stressed, she has more time for children and children’s school, work fewer hours, have time for exercise and is healthier, family became closer at the end)
5. Interpretive question;
6. On the first paragraph, what does the expression of picture-perfect life mean in this article?

(from outside she looks perfect having good job, high salary, beautiful big house with

husband and children but in fact she is struggling with responsibility between job

and home)

1. Answer the questions with true or false.
2. Donna Paxton must have enough money to manage her life-style? (T)
3. In spite of her good career, she felt unhappy because she wanted more money? (F)
4. Paxton is still busy but much happier now. (T)
5. According to this article, Paxton must have thought of her necessary change of life for a long time? (T)
6. Applied questions
7. Do you think that you would benefit from any of the suggestions made in the article?
8. Do you think that these suggestions would be effective for everybody? Why or why not?
9. Do you know anyone who has made an extreme change in his or her lifestyle?

What happened?

Worksheet # 1 – Article

A Hectic Life Downsized

**O**n paper, Donna Paxton lived a picture-perfect life. She was a successful executive at a large corporation. She lived in a beautiful, spacious home with her husband, also a busy professional, and their two children. Although Paxton was managing to juggle all of her responsibilities at home and at work, she increasingly felt that she was unable to give either her job or her family the time each deserved, and this made her very unhappy.

Paxton realized that she would have to make a choice between having more money and having more time-time to spend with her two daughters, to contribute to her community, and to relax. “I had to decide what was more important to me,” she says, “making lots of money at a job that no longer inspired me or being part of my children’s lives.”

So Paxton made the decision to simplify her life. She quit her high-paying corporate job and took a less stressful job at a non-profit organization in her community. Because Paxton took a significant reduction in salary, her family learned to make do with less, shop more wisely, eat fewer dinners out (giving them more family time around the dinner table), and reduce spending on unnecessary items.

Paxton is still busy, but she is more satisfied and in control of her life. “Simplifying my life has made a big difference,” she says. “I’m no longer stressed out and thinking about work when I should be having fun with my kids. I work fewer hours, so I can be involved in my children’s school. I have time to exercise, and I’m healthier. Downsizing has brought our family closer together.”

Picture # 2





Picture (PPT) # 1



