**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Rosa | TESOL | 17-04-19 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | What is inattentional deafness? |
| **Main Aim** | Students practice their reading comprehension.  Students will be able to get the main idea and answer questions. |
| **Secondary Aim** | Students will be familiar with keyword from this article and CCQ.  Students practice their speaking fluency. |

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| **Materials and References** |
| ppt material, computer, screen, reading text, worksheet, board, markers |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | teenager (16-19) | **Number of Students** | 9 |
| **Detail** | There are 2 males and 7 females. Everyone is outgoing and has passion to learn English. A few students have some difficulties reading articles but they’ll try harder than others. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have used cellular phones.  Students are used to working individually and in pair. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Ss may not understand some words.  Some Ss may not answer the questions in time.  Some Ss may answer the questions too fast.   * I elicit the words and help them understand through CCQ. * I give them some more time. * I make them think of further questions |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to  - get students’ attention and lead-in the text naturally.  - elicit the target language properly.  - keep students focused on the text and make them try to get the correct answer.  - try to reduce TTT, increase STT  - try to make students centered class |

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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, show a picture for students to think about activating  background knowledge. | | |
| **Materials:** ppt materials, computer, screen | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  1 min  1 min | T  T-S  S-S  T-S | Hello everyone. How are you? (Ss answer)  Good!  Look at the picture on the screen, please.  Have you heard the word “Smombie”? (Ss answer)  Ok, I’ll show you one more picture.  Guess what is he doing?  (Ss answer : he is walking, he is using cell phone, he is doing something with cellphone)  Smartphone + Zombie = Smombie  It’s a new language from German. Since 2015.  Sometimes, do you become a smombie?  Let’s talk about it with your partner.  (Ss discuss with a partner)  Feedback. |

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| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach keywords and consider guiding questions.  These steps provide extra help for students to comprehend the text. | | |
| **Materials:** ppt materials, computer, screen, board, marker | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  10 sec  1 min  1 min | T-S  T  T-S  T-S | **Pre-teach keywords**  Elicit & CCQ  Let’s see another picture.  (Showing the picture)  Does he look at her? (No)  Does he listen to what she says carefully? (No)  Does he pay attention to her? (No)  When we focusing on a sports game or TV, we can’t sometimes hear mom’s call like this picture.  We call this situation “Inattentional deafness”.  Drill  (Showing the PPT)  How many syllabuses? (5&2)  Where is stress?  Could you repeat me? “Inattentional deafness”  Individual drilling for correct pronunciation  **Guiding Question**  Have you ever missed the station because you were doing other things on the bus or subway**?**  Talk about your experience with your partner  (Students discuss the question with a partner.)  Nominate a few students to share their ideas. |

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| **Stage Name:** Practice – Literal Comprehension  **Purpose of this stage:** is to get students to practice reading for literal detail. | | |
| **Materials:** ppt materials, computer, screen, text, worksheet | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  2 min  30 sec  1 min | T  S  S-S  T-S | Well, we will read the article “what is inattentional deafness? “  Read this article and do your worksheet “True or False questions.”  I’ll give you 2 minutes.  (Hand out reading text & worksheets.)  Students read the whole text for the 1st time, and write answers on the worksheet.  Pair check.  Feedback to check accuracy.   * True or False Quiz  1. We aren’t able to hear when we are focusing on visual task. ( T ) 2. Researchers at the University College London tested only their ability of auditory without brain process. ( F ) 3. The participants of this research are originally deaf. ( T ) 4. The researchers explain inattentional deafness is not related with the brain process. ( F ) |

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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. | | |
| **Materials:** ppt materials, computer, screen, text, worksheet | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  3 min  40 sec  2 min | T  S  S-S  T-S | Many people think that multi-tasking helps get things done more quickly. But do you think that the multi-tasking is effective after reading this article? Why or why not?  Students read for the 2nd time. Students write their answers down.  Pair check.  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 on a topic related to the lesson. | | |
| **Materials:** ppt materials, computer, screen | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  7 min  1.5 min | T  S-S  T-S | We have just read about temporary deafness.  When you are in the “temporary deafness situation”, is it safe?  (Showing the screen)  In Hawaii, Honolulu, pedestrians who look at their mobile phones while crossing the road face fines of up to $99.  Is it reasonable or not?  Discuss about the new law of Honolulu with your partner.  (Students discuss.)  Feedback. Students share their ideas with the 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. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min | T | Lesson feedback.  Tell the class what they did well, and what needs to improve.  Offer delayed corrections to the previous stage.  Set homework.  Inform students about the topic for the next lesson. |

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**Worksheet**

**[ True or False Quiz ]**

1. We aren’t able to hear when we are focusing on visual task.
2. Researchers at the University College London tested only their ability of auditory without brain process.
3. The participants of this research are originally deaf.
4. The researchers explain inattentional deafness is not related with the brain process.

**[ Interpretive question ]**

Many people think that multi-tasking helps get things done more quickly.

But do you think that the multi-tasking is effective after reading this article?

Why or why not?

**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** |  |  |