**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Michael | TESOL | 17/08/2019 | Reading | PPP | 30 min |

|  |
| --- |
| **Lesson** |
| **Topic** | **Learning a 2nd language** |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

|  |
| --- |
|  **Materials and References**  |
| PPT, reading material, worksheets, board, Marker, Eraser, etc |

|  |
| --- |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | They are all teachers, interested in teaching language |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| - A computer may not work the way I want. So I bring out the printed material- A students feels being tired, So we encourage him to study hard and take part in lecture. |

|  |
| --- |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to reduce teacher talking time and give clear instructions to the students. |

|  |
| --- |
| **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, activating background knowledge. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min30 sec | TS-ST-S | Greeting.Hello, everyone. How is it going?Today I want you talk your partner about how you learned your second language.Brainstorm/talk to a partner.Feedback if appropriate. |

|  |
| --- |
| **Stage Name:** Presentation**Purpose of this stage:** To pre-teach keywords if necessary, and consider guiding questions. These steps provide extra help for students to comprehend the text. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 2 min10 sec1 min50 sec | T-STS-ST-S | **Pre-teach keywords**Elicit – **“Memorize”**Look at this picture.What is he doing?**- When you want to remember many new words, what do you need to do?****(memorize)****CCQ** – check students properly understand the meaning **1) Do you want to know new knowledge?** **(Yes.)** **2) Do you need to memorize something you already know?** **(No.)** **3) Do you think that memorizing is helpful for you to learn second language? (Yes.)****Drill** – choral and individual drilling for correct pronunciation(Say and gesture) I’ll say the word. Please listen and repeat. “Memorize”Students speaks the word chorally and individually.  **Board** – highlight special areas of pronunciationWhat part of speech is this? (Verb)How many syllables are there? (three syllables)Which syllable is stressed? (Frist)What is the meaning of word? (To learn something and remember it) ▶ **Memorize** *[ˈme mə raɪz]***Guiding Question** [ showing the title of the reading material]**▶ Can you think of a few difficulties a Chinese boy would have when learning English** **In America?**Students discuss the question with a partner.Feedback. Nominate a few students to share their ideas. |

|  |
| --- |
| **Stage Name:** Practice – Literal Comprehension **Purpose of this stage:** is to get students to practice reading for literal detail. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec4min1 min1 min | TSS-ST-S | **Instructions. Set the purpose for reading.** Hand out **worksheets(A and reading material.**I w’ll give you reading material and worksheet(A). Please, read it and write individually.Also, You can be available for 4 minutes to finish it. Start!**Students read the whole text for the 1st time, and write answers on the worksheet.****[Literal Question]****1) Where Fei Yu was born? (China)****2) Can Fei Yu speak Chines and English? (Yes.)****3) How did Fei Yu feel when he couldn’t speak English?** **→ He was too scared to go to school.****4) What is the meaning of “ni hio” in English? ( Hello)****5) What part of learning English was hard for Fei Yu?** **→ The alphabets and sounds of two languages are really different.**Is everyone done? Time is up.Check your answers with your partner.I’ll give you one minute.**Pair check. Monitor.****Feedback to check accuracy(If students get the right answer)**- Nominate a few students to share their ideas.- Showing answer PPT slideOk, so good job. |

|  |
| --- |
| **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec3 min1 min2 min | TSS-ST-S | **Instructions. Set the purpose for reading.** Hand out **worksheets(B)**I w’ll give you worksheet(A). Please, read it and write individually.Also, You can be available for 3minutes to finish it. Start!**Students read for the 2nd time. Students write their answers down.****[Interpretive Question]****1) Did he want to learn English before he moved to the United State?****Explain Why.****2) Will his parents learn how to speak English?****Explain Why.**Is everyone done? Time is up.Check your answers with your partner.I’ll give you one minute.**Pair check. Monitor.****Feedback to check accuracy(If students get the right answer)**- Showing answer PPT slide |

|  |
| --- |
| **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1 min8 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in groups.**This time to discuss with your partner Please, feel free to talk for 8 minutes.**▶ Talk about how you, as teachers. Can you help people like Fei yu?****Students discuss freely****Feedback. Students share their ideas with the class.** |

|  |
| --- |
| **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** |
| 2 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.** |

**Instructor’s Comments and Assessment**

|  |
| --- |
|  **Pros** |
|  |
|  **Cons**  |
|  |
|  **Change**  |
|  |
|  **Overall Comments**  |
|  |
|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**Reading Material**

****

***I can speak Chinese and English.***

Ni hao means “hello” in Mandarin Chinese! My name is Fei Yu, and I’m in the 6th grade. Although I’m like a lot of my classmates, there’s something different about me. Can you guess what that is? I can speak both English and Chinese!

I was born in China, but moved to the United States when I was seven years old. It was hard at first because I didn’t speak English. I remember being too scared to go anywhere, especially school! Fortunately, I met great teachers who helped me with my English. Learning English was hard because the alphabets and sounds of these two languages are really different. For example, Mandarin uses tones. But in English, learners have to **memorize** many verb tenses!

Now, I speak both English and Mandarin. I use Mandarin at home and English at school. I often help my parents when they need a translator. I’m also not as shy anymore! My English is much better and I have made many new friends. I think the best part of being bilingual is that I can enjoy both cultures. Some of my friends can only read books or watch TV shows in English. However, I can enjoy books and movies that are in English or Chinese!

It was hard to learn a new language at first, but it was worth the effort! I love being able to speak two languages. Speaking a second language is like having access to a whole new world!

**Worksheet (A) – Literal Comprehension**

**Follow reading material, write a literal question individually for 4 minutes.**

**1)**

**2)**

**3)**

**Reading Material**

****

***I can speak Chinese and English.***

Ni hao means “hello” in Mandarin Chinese! My name is Fei Yu, and I’m in the 6th grade. Although I’m like a lot of my classmates, there’s something different about me. Can you guess what that is? I can speak both English and Chinese!

I was born in China, but moved to the United States when I was seven years old. It was hard at first because I didn’t speak English. I remember being too scared to go anywhere, especially school! Fortunately, I met great teachers who helped me with my English. Learning English was hard because the alphabets and sounds of these two languages are really different. For example, Mandarin uses tones. But in English, learners have to **memorize** many verb tenses!

Now, I speak both English and Mandarin. I use Mandarin at home and English at school. I often help my parents when they need a translator. I’m also not as shy anymore! My English is much better and I have made many new friends. I think the best part of being bilingual is that I can enjoy both cultures. Some of my friends can only read books or watch TV shows in English. However, I can enjoy books and movies that are in English or Chinese!

It was hard to learn a new language at first, but it was worth the effort! I love being able to speak two languages. Speaking a second language is like having access to a whole new world!

**Worksheet (B) – Interpretive Comprehension**

**Follow reading material, write a interpretive question individually for 3 minutes.**

**1)**

**2)**

**3)**