

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Ben	TESOL 198WD	2019.10.23	Reading	PPP	25 min

Lesson	
Topic	Remarkable Marathon record that won't be an official world record
Main Aim	Students practice their reading comprehension.
Secondary Aim	Students practice their speaking fluency.

Materials and References
Online news article(https://www.menshealth.com/fitness/a29447891/eliud-kipchoge-sub-2-minute-marathon-not-official-world-record/) worksheets, markers, board, computer, screen, PPT slide show

Student Profile			
Level	Intermediate		
Age	Adults(20's-30's)	Number of Students	11
Detail	7 females and 4 males Most students are struggling with getting a job. They are active and willing to participate in the lesson.		

Anticipated Difficulties and their Solutions:
<p>* Unfamiliarity with the topic - Some students might be unfamiliar with the topic, marathon. I will get them used to the topic through lead-in stage, making use of a picture of a marathon.</p> <p>* Time management - Not to lose track of time, I will keep an eye on the clock in every stage. If necessary, I am going to be flexible to adjust the amount of time given to students to answer the questions and share with partners.</p> <p>* Difficult vocabulary - Some students might not know the word "accompany". I will teach it in a proper CCC process before they read the text. On top of that, while reading the text, they may wonder what INEOS and IAAF are. I will let them know what they are by showing those on the screen.</p> <p>* Accuracy - When I get students to answer the literal and interpretive questions and share their ideas in the class, some of them may come up with wrong answers. I will explain clearly why they are wrong answers and what should be the correct answers with specific clues that are found in the text.</p> <p>* Technology Failure - In case the computer or screen doesn't work, I am going to print out the pictures that are supposed to be shown on the screen.</p>

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to set up an interesting grammar lesson where students actively participate and find the lesson very inspirational. In the reading text and throughout the lesson, I would like to give them a meaningful message : <i>No human is limited.</i>

Stage Name: Lead-in (1 min 20 sec)		
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: computer, screen		
Timings	Interactions	Procedure
20 sec	T	Hello, guys. (Short greeting) (Show a picture where people are running a marathon on the screen) Look at this picture. What are they doing? and why? Talk to your partner.
1 min	S-S	(Students talk with partners.)

Stage Name: Presentation (3 min 30 sec)		
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: board, markers, computer, screen		
Timings	Interactions	Procedure
1 min 30 sec	T-S	Elicit Ok, guys. Look at this picture. (Show a picture of family holding hands on the screen) What are they doing? (SS : walk / hold hands) What one word can we use to describe this situation? (SS : accompany) (If students don't know the word, let them know) The baby is accompanied by his parents. CCQ 1. Is the baby walking on his own? (No) 2. Is he with his parents? (Yes) 3. When a baby is accompanied by someone, is he going somewhere by himself or with other person? (with other person) Drill Listen and repeat 3 times. "accompany" (get students repeat 3 times with hand gestures) (Nominate some students for individual drilling) Good! Board (Board "accompany") How many syllables? (SS : four) (Draw lines to divide "accompany" into 4 syllables) Where is the stress? (SS : second) (Mark the stress with a red marker) What part of speech? (SS : verb) (Board (v) next to "accompany")
10 sec	T	Guiding Question (showing on the screen) If you run a marathon, which is better, running alone or running with others? Talk to your partner.
1 min	S-S	(Students discuss the question with a partner.)
50 sec	T-S	(Nominate a few students to share their ideas) OOO, what did you talk about? (Listen) Thank you OOO.

Stage Name: Practice – Literal Comprehension (5 min)		
Purpose of this stage: is to get students to practice reading for literal detail.		
Materials: computer, screen, worksheets		
Timings	Interactions	Procedure
30 sec	T	(Showing the worksheet to the students and pointing to the Exercise 1) Guys, you've got 5 questions in Exercise 1. Read the text and answer the questions individually. What questions are you going to answer now? (SS : Exercise 1 questions) Individually or with a partner? (SS : Individually) And this is explanation for 2 words in the text. You can refer to this while reading. (Show INEOS and IAAF on the screen) (Hand out the text and worksheets)
3 min	S	(Students read the whole text for the 1st time, and write answers on the worksheet.)
45 sec	S-S	Compare your answers with your partner. (Students do pair check.)
45 sec	T-S	Time's up. What is the answer for question a? (Students answer) Good! What about the b? (Repeat the process to cover all questions) (If students got the wrong answer, let them know the correct one)

Stage Name: Practice – Interpretive Comprehension (6 min)		
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: worksheets		
Timings	Interactions	Procedure
30 sec	T	(Showing the worksheet to the students and pointing to the Exercise 2) Now, you are going to answer the Exercise 2 question. Read the text carefully again, and answer the question individually. What question are you going to answer now? (SS : Exercise 2 question) Good, let's begin.
3 min	S	(Students read for the 2nd time. Students write their answers down.)
1 min	S-S	Now, compare your answer with your partner. (Students do pair check.)
1 min 30 sec	T-S	Times up. What is your answer, OOO? (Get some students to share their ideas. If students got the wrong answer, let them know the correct one with supporting details in the text.)

Stage Name: Production - Applied Comprehension (7 min 30 sec)		
Purpose of this stage: is for students to practice their speaking fluency on a topic related to the lesson.		
Materials: worksheets		
Timings	Interactions	Procedure
30 sec	T	Let's move onto the Exercise 3. (Showing the worksheet to the students and pointing to the Exercise 3) Talk to your partner about 3 questions here. Don't write anything. What questions are you going to answer now? (SS : Exercise 3 questions) What are you going to write? (SS : nothing) Ok, let's start.
6 min	S-S	(Students discuss.)
1 min	T-S	(Nominate some students to share ideas.) Good job.

Stage Name: Wrap-up (1 min 30 sec)		
Purpose of this stage: is to end the lesson on a positive note so that students feel they have achieved progress.		
Materials: computer, screen		
Timings	Interactions	Procedure
1 min	T	All of you guys did very well. What part of the class did you find interesting? (SS answers) What part did you find difficult? (SS answers) Okay, good!! (Showing a homework on the screen) Homework for today is to write a paragraph about Exercise 3 questions. Bring it tomorrow to share yours with others. Tomorrow is grammar lesson. We are going to see comparatives and superlatives. Have a nice day, and see you tomorrow!

Worksheet

Exercise 1. Read the text and answer the questions.

- a. What is Eliud Kipchoge's record at INEOS 1:59 challenge?
- b. What was the goal of the INEOS 1:59?
- c. How many pacemakers ran with Eliud Kipchoge?
- d. What did the coaches do during the race?
- e. When and where did Eliud Kipchoge set the official marathon world record?

Exercise 2. Read the text carefully again, and answer the question.

- a. Was the race meaningless to Eliud Kipchoge, since it will not count as an official world record? Explain why.

Exercise 3. Talk to your partner about the questions below. No Writing!

- a) What is your limit in your life?
- b) What can you do to overcome your limit?
- c) Do you think no human is limited?





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		