**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Selene | 200th | 26.Oct 2019 | Reading | PPP | 35 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | 11 Different Ways to Say ‘Toilet’ in English |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

|  |
| --- |
| **Materials and References** |
| Computer, TV Screen, PPT files, Board, colored markers, , worksheets  The reading text is adapted from: <https://absolute-english.com/articles-in-english-ways-to-say-toilet/>  Captured from: <https://www.youtube.com/watch?v=QCfnJBeXlMs>  <https://www.youtube.com/watch?v=NS1Q9w-lTzs> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adults | **Number of Students** | 2 |
| **Detail** | There are 2 Korean girls. Both have oversea experiences very long time ago.  They studied abroad, one is America, the other one is UK | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students know formal and informal language  Students know some differences between American English and British English | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Since Ss have different text reading speed, T has to make decision whether giving Ss more time to read.  Especially for the interpretive question, Ss may not be able to answer the question in time. The teacher should make a decision whether to give more time, or answer the questions together to help their comprehension. |

|  |
| --- |
| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to give students good and clear instructions |

|  |  |  |
| --- | --- | --- |
| **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:** None | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  30 sec | T  S-S  T-S | **[Instruction]**  “Hello. Everyone!”  (Show a picture)” Look and this picture!”  “What’s happened here? What do you think?”  “Talk to your partner”  제목 없음.png  **Students talk**  **Teacher monitor and let everyone relax** (including teacher)  Pick some interesting words from student, for example student mentioned ‘Emergency’  Ex ) “Yes, It seems like some emergency situation here” |

|  |  |  |
| --- | --- | --- |
| **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:** Computer, TV Screen, PPT files, Board, colored markers, picture of ‘High School Musical’ | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  1 min  30 sec  2 min  1 min | T-S  T-S  T  S-S  T-S | **[Pre-teach keywords]**  **Slang**  **[Elicit]**  Show picture to the student  qqq.png  “Do you understand what he said?” What’s “arvo?”  Arvo means afternoon.  Why we didn’t understand what he said? (He used slang/informal words)  **[CCQ]**   1. Is this easy to understand?(no) 2. “Is this formal or informal?” (informal)   **[Drill]** – choral and individual drilling for correct pronunciation  “Listen carefully and repeat 3 times.”  **[Board]** – highlight special areas of pronunciation  “How many syllable?” Sl/ang  “Where is stressed?” Front or last? (Last)  “What part of speech is this?” Noun  **Washbasin**  **[Elicit]**  show pictures to the student  [washbasin에 대한 이미지 검색결과](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjPgtGC77XlAhXL3mEKHf-4BV4QjRx6BAgBEAQ&url=/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=&url=https%3A%2F%2Fwww.indiamart.com%2Fproddetail%2Fceramic-countertop-washbasin-20335768691.html&psig=AOvVaw1UcgWb0HTpb-DFngNpY6Bu&ust=1572039863246016&psig=AOvVaw1UcgWb0HTpb-DFngNpY6Bu&ust=1572039863246016)  “What is this for?”  “Do you know what name is?”(Washbasin)  **[CCQ]**   1. From this pipe, do this supply water? (Yes) 2. Can I wash my hands & face?(Yes)   **[Drill]** – choral and individual drilling for correct pronunciation  “Listen carefully and repeat 3 times.”  **[Board]** – highlight special areas of pronunciation  “How many syllable?” Wa/sh/ba/sin  “Where is stressed?” Front or last? (Front)  “What part of speech is this?” Noun  **[Guiding Question]**  If you are in emergency situation (ex: you want to go toilet) when your first date, how can you say or handle it nicely?”  “Discuss with your partner ”  **Student talk**  **Nominate a few students to share their ideas. Feedback**  “So what was the best way to say?” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:**Practice – Literal Comprehension  **Purpose of this stage:**is to get students to practice reading for literal detail. | | |
| **Materials:** worksheets (text+questions) | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **[Instructions]Hold up the worksheets.**  “Read the text individually and write down the answers on part 1 only.  You have 3 minutes”  “Which do you have to finish now?”(part 1 only)  Is this pair work? (no)  **Hand out the worksheets**  **Students read the whole text for the 1sttime, and write answers on the worksheet.**  **Pair check. Monitor.**  “Time is up! Check answers with your partner.**”**  **Feedback to check accuracy.**  “Let’s check the answers together.” (Students discuss answers with the class, Ask/Nominate Ss for their Answers) |

|  |  |  |
| --- | --- | --- |
| **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:** worksheets (text + questions) | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **[Instructions]**  “Read the text individually and answer for part 2. You have 3 minutes.”  **Students read for the 2nd time. Students write their answers down.**  **Pair check. Monitor.**  “Time is up! Check answers with your partner.**”**  **Feedback to check accuracy.**  “Let’s check the answers together.” (Students discuss answers with the class, Ask/Nominate Ss for their Answers) |

|  |  |  |
| --- | --- | --- |
| **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** |
| 30 sec  8 min  2 min | T  S-S  T-S | **[Instructions]**  “ Now days, young generation are used to speak slang / informal languages a lot,  What do you think?  Talk to each other about your idea”  **Pair work/ discussion. (Monitor)**  **Students share their ideas with the class. Feedback.**  Pick some interesting words from student or get their main idea briefly  Ex) Oh! I heard very interesting word……. / So, what’s your position? |

|  |  |  |
| --- | --- | --- |
| **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.**  “Today you guys did really good job. Excellent!”  “How about you guys? Did you have a fun lesson?” (student answer)  **Review keyword End lesson positively.**  “What was today’s keyword? (Slang/Washbasin)  **Set homework.**  “Ok then Please write down your homework in HW sheet.  ( Find out 2-3 expression of informal and formal languages) |

**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** |  |  |

**WORKSHEET**

**Part 1 : Language Focus**

**A ) Match the toilet name to the country where it is used. (Choose : UK/USA/AUTRALIA/IRELAND)**

1. **The Loo**
2. **The Restroom**
3. **The Dunny**
4. **The Jacks**
5. **The John**

**B) Complete the sentences: EXERCISES Complete these sentences with a highlighted word or phrase from the article.**

**1. Rappers often use ………….. language in their rap songs. (causing upset or anger )**

**2. Don’t be so ………….. ! You are old enough! (silly and immature )**

**3. Please wash your hands in the…………... (sink )**

**4. It is ………….. to chew food with your mouth open. (impolite )**

**5. People often …………..adjective ->ad. (makes shorter)**

**Part 2 : Detail Focus**

**A) Why there are many words and different Ways to say ‘Toilet’ in English?**

**B) Some people in the United States will also use the term ‘the John’. This is quite informal.**

**If said at the wrong time, it might offend people. Why?**

**WORKSHEET ANSWER**

**Part 1 : Language Focus A ) Match the toilet name to the country where it is used. (Choose : UK/USA/AUTRALIA/IRELAND)**

1. **The Loo → UK**
2. **The Restroom → USA**
3. **The Dunny → AUSTRALIA**
4. **The Jacks →IRELAND**
5. **The John →USA**

**B) Complete the sentences: EXERCISES Complete these sentences with a highlighted word or phrase from the article.**

**1. Rappers often use offensive language in their rap songs. (causing upset or anger )**

**2. Don’t be so childish ! You are old enough! (silly and immature )**

**3. Please wash your hands in the washbasin (sink )**

**4. It is rude to chew food with your mouth open. (impolite )**

**5. People often shortens adjective ->ad. (makes shorter)**

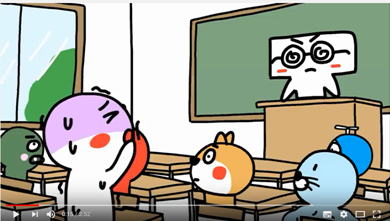
**Part 2 : Detail Focus A) Why there are many words and different Ways to say ‘Toilet’ in English?**

**-Maybe some people want to say more nicely or politely. /Maybe some people was too lazy to say whole word, that’s why found another word to say simply, shorter such as loo, bog etc.**

**B) Some people in the United States will also use the term ‘the John’. This is quite informal.**

**If said at the wrong time, it might offend people. Why?**

**-Because John is boy’s name. So maybe it cause REAL John upset or annoyed if someone use that word when he goes to toilet.**

****

****

**[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjPgtGC77XlAhXL3mEKHf-4BV4QjRx6BAgBEAQ&url=/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=&url=https%3A%2F%2Fwww.indiamart.com%2Fproddetail%2Fceramic-countertop-washbasin-20335768691.html&psig=AOvVaw1UcgWb0HTpb-DFngNpY6Bu&ust=1572039863246016&psig=AOvVaw1UcgWb0HTpb-DFngNpY6Bu&ust=1572039863246016)**