**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Daisy | TESOL | Feb.19.2020 | Reading | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | What is the difference between money and barter? |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

|  |
| --- |
| **Materials and References** |
| **A4 size of printed pictures, the text, worksheets board and pens** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Lower Intermediate | | |
| **Age** | 8-10 | **Number of Students** | 7 |
| **Detail** | Elementary students are all native Korean.  They are experienced spend money and exchange their stuffs with one another. | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Computer failure 🡪 Prepare A4 size of printed pictures and use white board and pens.  Time limit🡪 Need a time management. |

|  |
| --- |
| **My Personal Aim** |
| Demonstrate will make the learning as easy and clear to understand as possible.  Demonstrate will be finished in time. |

|  |  |  |
| --- | --- | --- |
| **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 – this will help to contextualize the text. | | |
| **Materials:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  T-S/S-S  T-S | Hi everyone!  **(Show miming)**  **“Have you experienced exchange your stuffs with your friend or other people”?**  Talk to your partner.  Feedback if appropriate. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach keywords if necessary, and answer a guiding questions (such as a predicting task, or a specific question). These steps provide extra help for students to comprehend the text. | | |
| **Materials:** Printed pictures, board and pens | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min  30sec  20 sec  1 min  40 sec | T-S  T  S-S  T-S | **Pre-teach keywords: Barter, Money**  Elicit – Look at this picture. What they are doing?  Students will say “Exchange or Barter”    CCQ – check students properly understand the meaning   * Are they give and take? (Yes) * Are they negotiating with each other? (Yes) * Can they buying and selling for the money? (No)   Drill - Listen and repeat after me 3 times. (show fingers for 3 times)  Nominate 1 or 2 persons for individual drilling.  Board- Write **‘Barter** on the board.   * How many syllables? (2) Bar ter * Where is the stress? (1st) * What type of this word? (Verb)   Elicit – Look at this picture. What is this?  Students will say “Money” or “Cash”.    CCQ – check students properly understand the meaning   * Can you use it to buy some food? (Yes) * Can you help poor people without this? (No) * If you don’t have it, what are you going to do? (earn money)   Drill - Listen and repeat after me 3 times. (show fingers for 3 times)  Nominate 1 or 2 persons for individual drilling.  Board- Write ‘**Money** on the board.   * How many syllables? (2) 🡪Mon ey * Where is the stress? (1st) * What type of this word? (noun)   **Guiding Question**   * *What happened after the invention of money?*   **Talk to your partners.**  Feedback. Nominate a few students to share their ideas. |

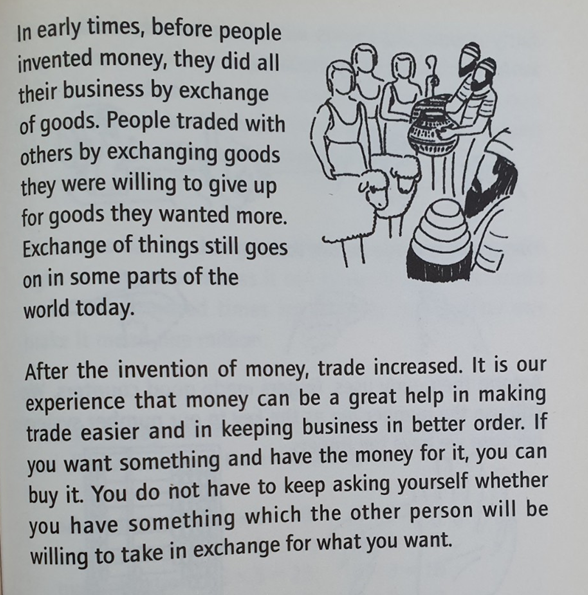
|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice – Literal Comprehension  **Purpose of this stage:** is to get students to practice reading for literal detail. They will also practice fast reading (skimming and scanning) | | |
| **Materials:** Worksheet-A | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  “Now I’m going to give you a short article and a worksheet-A.  Please do work individually and answer the questions in exercise A only; don’t turn over the worksheet. You have 3minute!  **Students read the whole text for the 1st time, and write answers on the worksheet.**.  **Pair check.**  Monitor the students to see which group has right answers or wrong answers.  **Feedback to check accuracy.** |

|  |  |  |
| --- | --- | --- |
| **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:** Worksheet-B | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  “Now, turn over the page. This time, please answer the questions in exercise-B.  These questions require more thoughts. Read carefully and write down the answers individually. Do not read exercise 3.  You have 3minunte.  **Students read for the 2nd time. Students write their answers down.**  **Pair check. Monitor.**  **Feedback to check accuracy.** |

|  |  |  |
| --- | --- | --- |
| **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. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30sec  4 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Now look at the exercise C. With your partner, talk about any of the questions there. Ask each other a question and take turns.  **Students discuss.**  **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:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  Well done everyone!  Which part of the lesson is the most interested?  -SS will say.  What word did you learn today?  - SS will say  **Offer delayed corrections to the previous stage.**  **Set homework.**  **Inform students about the topic for the next lesson.**  Next time, we’ll learn about **‘foreign exchange trade’.** |

**Article-** What is the difference between money and barter?



**Worksheet-A**

What is the difference between money and barter?

**Exercise A**

Please write down your answer the question.

1. **What was used before money?**

* **They did all their business by exchange of goods.**

1. **Why is money more efficient or beneficial than barter ?**

* **Trade increased.**
* **Money can be a great help in making trade easier and in keeping business in better order.**
* **No need to keep asking themselves whether they have something which the other person will be willing to take in exchange for what they want.**

**Worksheet-B**

What is the difference between money and barter?

**Exercise B**

Please write down your answer the question.

1. **Why is the use of money better than barter in trade?**

* **Money: It is convenient to carry**
* **Money: People can easily exchange commodity or service whatever people wants.**
* **Barter: It is difficult to find a person who wants to buy what exactly the seller wants to sell.**

1. **Why exchange of things still goes on in some parts of the world today?**

* **Ppreserve the cultural or cultural events.**

**Exercise C**

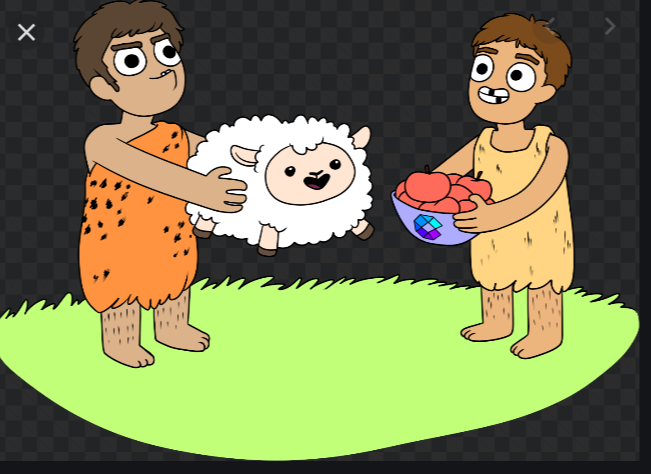
Please write down your answer the question.

1. **If we have to barter, what products can you provide?**

* **Make fabric and clothes.**

1. **If you suddenly become a supper rich, what will you do fist?**

* **I will buy huge size of gold.**





**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** |  |  |