**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Janne,Kim | TESOL | 21/02/2020 | Reading | PPP | 25 min |

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| **Lesson** |
| **Topic** | How old is Superman? |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| **Reading merterials, Board Pens, Worksheets, Answersheet** |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | This is a general English class and students are highly motivated learners. Students are all native Korean. Everyone is motivated to learn English. |

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| **Anticipated Difficulties and their Solutions:** |
| Prepare reading materials; print out A4 size reading articles, worksheets and an answer sheet.To start the lesson, sit down and follow the planned teacher talk. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to write out a complete, detailed lesson plan.Students would speak fluently by sharing their ideas and stories. |

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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 and to lead in to the topic, activating background knowledge – this will help to contextualize the text. |
| **Materials: Reading materials, PPT1** |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec1 min(30 sec) | TT-S/S-ST-S | Hello everyone! Look at this picture. (showing a characters poster) What comes to in your mind?Have you ever seen a movie featuring superheros? What was it and How was it?(Brainstorm)/Share your story with your partners.Feedback if appropriate. |

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| **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:** List all materials that will be needed in this stage. **Reading merterials, Board Pens, Worksheets, Answersheet** |
| **Timing** | **Interaction** | **Procedure** |
| 2 min10 sec1 min50 sec | T-STS-ST-S | **Pre-teach keywords: Block out; adjust**Elicit-Show PPT 2. Waht does he do?  He put his hands over his ears to block out the noise.CCQ-1.What does he do?(block out noise)2.Why do you use curtain? (To block out light)2.Are these curtain blocked out the sun? (Yes)Drill-Choral and individual drilling for correct pronunciationBoard-Wirte block out [bla:kaut] on the left of the board. (to stop light or noise from coming in) What type of verb is this?<phrasal verb>-mark with a blue pen. Where is the stress?(2) mark with a red pen.Elicit – Show PPT 3 What word can you be described for these pictures?(adjust)CCQ-1.What to do to change the sound of guitar slightly?(adjust strings)2.Is it adjusting screw?(Yes)3.When you ride a bike, what do you do?(adjust seat)Drill-Choral and individual drilling for correct pronunciation How to pronounce adjust?uh-juhst Board-Wirte adjust /əˈdʒʌst/ V. on the left of the board. (to make it more suitable for a new set of conditions or to make it work better) How many syllables?(2)-mark with a blue pen. Where is the stress?(2nd) mark with a red pen.**Guiding Question****Talk to your partners. What kind of abilities does superman has?**Students discuss the question with a partner.Feedback. 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. They will also practice fast reading (skimming and scanning) |
| **Materials: Reading merterials, Worksheets** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min1 min1 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets. Do not turn over the paper.**Please skim and scan this article. As you read, you must answer these questions in exercise 1 only.I.C.Q-Do you read slowly?No  Do you answer every questions? No.  Do you need to answer for exercise 1? Yes**Students read the whole text for the 1st time, and write answers on the worksheet.****Pair check.** Compare your answers with your partner.**Feedback to check accuracy.** Ask students for answer, checking if others have the same or different answers. |

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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: Reading merterials, Woorksheets, Answersheet** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec3 min1 min2 min | TSS-ST-S | **Instructions. Set the purpose for reading.** Turn over the worksheets.Read again and answer exercise 2.**Students read for the 2nd time. Students write their answers down.****(**Back up question; What is the main idea of this article?)**Pair check. Monitor.****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:**  |
| **Timing** | **Interaction** | **Procedure** |
| 1 min8 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**If you were a writer of comic books, what kind of superhero would you create?You should talk freely, and remember to listen and ask questions to your partner.**You have 8 minutes**I.C.Q-do you need to write anything? (No)**Students discuss.** Monitor from a distance(Back up question: Talk to your partner about If there is a guardian angel like a superhero in real life and you are falling in love with the guardian angel. Would you love to die if you fell in love?**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:**  |
| **Timing** | **Interaction** | **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.** For homework, make one applied question for “How old is Superman?”Students would practice their speaking fluency on a topic related next time. **Inform students about the topic for the next lesson.** |

**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** |  |  |