Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
|  Serena (Chaebin Lee) | TESOL | 29/08/20 | Reading | PPP | 30 min |

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| **Lesson** |
| **Topic** | Digital habits across generations |
| **Main Aim** | Student will improve their reading comprehension. |
| **Secondary Aim** | Student will practice their speaking fluency. |

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|  **Materials and References**  |
| **Screen (I will print it out), Board, Worksheet****Text – digital habits across generations ( Learn English British council)** |

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| **Student Profile** |
| **Level** | Intermediate Level |
| **Age** | Adults | **Number of Students** | 2 |
| **Detail** | High motivated adult class. They are confidence with their reading skills, so I don’t need to worry about their understanding. But they still need to improve their speaking skills. I need to monitor them while their doing pair work. |

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| **Anticipated Difficulties and their Solutions:** |
| If screen is not working, I will prepare photo copy of topic.If students are not able to understand the vocabulary, I will draw it and let them understand better (especially ‘early adopter’ word) I will give them a group talk frequently for this lesson, but I will keep monitoring them. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to practice reading comprehension. This class will be a student centered and pair work mostly. They will learn vocabulary first and they will elicit how it related to the text. At the end of reading lesson, they will be able to improve their reading skills, and speaking fluency. |

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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. To lead in to the topic, activating background knowledge – this will help to contextualize the text. This is a BEFORE READINING stage. |
| **Materials:** screen or copy photo |
| **Timing** | **Interaction** | **Procedure** |
| 3min | TT-SS-ST-SS-T | Hello guys, how are you doing? How was your week?Mary how was your week?Paula how was your week?Hope you had a wonderful week. So let’s begin!Look at this picture* What she is doing?
* How old does she? Can you guess?
* Guys! Please talk to your partner, what she is doing and explain why
* I will give you 2min to talk

Student talk Please share what your partner talk about this photo Reaction* I think that’s such an interesting idea
* Thank you for sharing your thoughts
* Possibly, that’s a good idea
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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. This is a BEFORE READINING stage. |
| **Materials: board** |
| **Timing** | **Interaction** | **Procedure** |
| 7 min1 min | T-SS-TS-ST-S | **Pre-teach keywords****Keyword**1. **Early Adopters**

**Elicit-** **How we called first people to start to buy or use a new product, especially a new technology?****(early adoptor)*** **Do they used second hand first or use new device first? (new device)**
* **Are they willing to try new ideas of device? (yes)**

**Drill -How many syllables? 2****Where is stress? Second****Listen and repeat \*3**1. **Addiction**

**Elicit - needing something too much or in an unhealthy way (addiction)*** **Having a problem such as drugs or alcohol long period of time**
* **When we have addiction are we ill? (yes)**
* **If you want to smoke many times a day, is it an addiction? (yes)**
* **Addiction is healthy or not healthy? (not healthy)**

**Drill- How many syllables? 2****Where is stress? First****Listen and repeat \*3**1. **Social Media**

**Elicit – How do we call such as Website and application like Instagram, Twitter*** **When we use social media, people could share their ideas or contents ? (yes)**
* **Is it happen in real life or transformed the way we live? (transform)Drill- How many syllables? 2**

**Where is stress? First****Listen and repeat \*3** **Talk to your partner interesting part of social media****Ok tell me about your story** |

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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). This is a WHILE READINING stage. |
| **Materials:** worksheet |
| **Timing** | **Interaction** | **Procedure** |
| 30sec2 min1 min1 min30 | TSS-ST-S | **Instruction –****Before I hand out the worksheet, I will explain what will you do.****There are two types of questions which is A and B. when you find an answer please highlight. You will figure it out A and B as fast as possible, and talk to your partner.****ICQ*** **Do we need to read first? (yes)**
* **Do we need to read quickly or slowly? (quickly)**
* **Do we need to highlight the answer on text? (yes)**
* **Are you ready? (yes!)**

**Write an answer****Pair check****Guys lets correct the answer !****What is no 1 paula? What is no 2 mary?** |

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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. This is a WHILE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min1 min30 sec | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.****Lets move on to the next page. This time please read slowly and carefully. Also don’t forget to highlight the answer. Take your time, write your answer. Let’s begin.****Students read for the 2st time. Students write their answers down.****Pair check. Monitor.****Feedback to check accuracy.****Paula please give me a good answers****Teens -****Grandparents-****Parents -****Can you explain why? Or can you tell me where did you highlight the answer?** |

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| **Stage Name:** Production - Applied Comprehension**Purpose of this stage:** is for students to practice their speaking fluency and is related to the lesson topic. This is an AFTER READINING stage. |
| **Materials:** worksheet |
| **Timing** | **Interaction** | **Procedure** |
| 6 min | TS-ST-S | **Talk to your partner about this topic -how to prevent social media addiction?****First, you need to describe what is addiction.****Second, why social media addiction is having a problem?****Third, how to prevent social media addiction especially for teenager.****students discuss.****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. This is an AFTER READINING stage. |
| **Materials: no need** |
| **Timing** | **Interaction** | **Procedure** |
| 4 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.*** Which questions was the difficult for you guys?it was really hard question, but some are good answers try to find a good clue keeping hard
* Which questions was the easiest for you?some are good answers, try to keep hard
* Well done guys, thank you so much for sharing your thoughts, I will see you guys tomorrow!
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**Instructor’s Comments and Assessment**

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|  **Pros** |
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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** |  |  |



Reading text: Digital habits across generations

Today’s grandparents are joining their grandchildren on social media, but the different generations’ online habits couldn’t be more different. The over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site’s second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, ‘I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It’s a much better way to see what they’re doing than waiting for letters and photos in the post. That’s how we did it when I was a child, but I think I’m lucky I get to see so much more of their lives than my grandparents did.’

Ironically, Sheila’s grandchildren are less likely to use Facebook themselves. Children under 17 are leaving the site – only 2.2 million users are under 17 – but they’re not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. ‘It’s my alarm clock so I have to,’ she says. ‘I look at it before I go to sleep and as soon as I wake up.’

Unlike her grandmother’s generation, Chloe’s age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn’t heard

from in forty years. ‘We use Facebook to arrange to meet all over the country,’ she says. ‘It’s changed my social life completely.’

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. ‘I was always connected and I felt like I was always working,’ he says. ‘How could I tell my kids to get off their phones if I was always in front of a screen myself?’ So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. ‘I’m not completely cut off from the world in case of emergencies, but the important thing is I’m setting a better example to my kids and spending more quality time with them.’

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

Exercise A (True or False)

1. More people aged 55 or more use Facebook than people aged 65 or more ( )
2. Grandparents typically used Facebook less than grandchildren ( )
3. Sheila feels grateful to social media ( )
4. Peter found this own smartphone use affected how felt about how much his children used their phones ( )
5. Peter has changed how much he uses his phone during the work day ( )
6. Peter feels that the changes make him a better parent ( )

Exercise 2 (Teens, Grandparents, Parents)

1. Are returning to older technology ( )
2. Use social media to find old friends( )
3. Are less keen on Facebook ( )
4. Were the first generation to get smartphones ( )
5. Like to keep their phones near them ( )
6. Feel lucky to have the internet in their lives ( )

Exercise 3 Vocabulary Definitions

1. ...... to miss out on ( )
2. ...... addiction ( )
3. ...... constantly ( )
4. ...... to be cut off from ( )
5. ...... unlike ( )
6. ...... social media ( )
7. ...... ironically ( )
8. ...... early adopters ( )

a. websites and apps like Facebook, Twitter and Instagram
b. in a funny or strange way because it’s unexpected
c. different from
d. to not get the benefits of

e. needing something too much or in an unhealthy way
f. people who are the first to buy or use new technology g. all the time without a break
h. to have no access to

Exercise 1

1. T
2. F
3. T
4. T
5. F
6. T

Exercise 2

1. Are returning to older technology ( parents )
2. Use social media to find old friends( grandparents )
3. Are less keen on Facebook ( teens )
4. Were the first generation to get smartphones ( parents )
5. Like to keep their phones near them ( teens )
6. Feel lucky to have the internet in their lives (grandparents

Exercise 3

1. D
2. E
3. G
4. H
5. C
6. A
7. B
8. F