

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Edward john Romualdez	TESOL	10/31/2020	Reading	PPP	30min

Lesson	
Topic	5 Love Languages
Main Aim	Students practice their reading comprehension.
Secondary Aim	Students will practice their speaking fluency within the topic.

Materials and References
Reading, worksheet, Board, Color markers

Student Profile			
Level	Advance		
Age	Adults	Number of Students	2
Detail	Students are all native Koreans. All students love to read and are very motivated in learning English. They know the vocabulary used in the materials.		

Anticipated Difficulties and their Solutions:
Students may not understand some words in context. Pre-teach keywords to students.
Students may not know how to pronounce some words.
If the students did not understand the context, let students talk about their experience of the topic.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to teach reading with making students learn new vocabulary.

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 READING stage.		
Materials: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	Hello class! Today, I will be giving you a picture and I want you to guess what the message of the picture is. Discuss your opinion about what the message of the picture is.
3 min	T-S/S-S	Please talk to each other and discuss what the message of the picture is for you. (Students talk to each other)

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 READING stage.		
Materials: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
2 mins.	S-S	Keywords 1) Give the students the cut-outs (with the keywords) and let them match the meaning with the keywords.
5 mins.	T-S	Guiding Question: <ol style="list-style-type: none"> What do you usually give to the person you love? Why? How do you spend your time with the people you love? What do you normally say to the person you love? How do you show your love to someone? For feedback, nominate some of the students to share what their love language is.

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 READING stage.		
Materials: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	This is a worksheet with all literal, interpretive and applied questions included. Only do the literal section. Please do this individually. I will give you 2 minutes.
2 min	S	Students start by reading for the 1st time and answer the literal questions.
1 min	S-S	Pair check.
1 min	T-S	Check answers with the class.

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 READING stage.		

Materials: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
10 sec	T	Please do the interpretive questions!
3 min	S	Students read for the 2nd time and answer the interpretive questions.
1 min	S-S	Pair check.
2 min	T-S	Check answers with the class.

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: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
1 min	T	“Try to determine the love language of the other person by writing at least 5 questions in a piece of paper and take turns in asking the questions. Once you’re done asking the questions, tell the person what you think is her love language and why?”
7 min	S-S	Students discuss and share their ideas.

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: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
2 min	T	Everyone did a really good job understanding the text and communicating your ideas. For your homework, print an article that you like or think is very interesting for our next class. We will each read and discuss the articles!

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		



Cut Outs

1. **Words of Affirmation** - Saying supportive things to your partner
2. **Acts of Service** - Doing helpful things for your partner
3. **Receiving Gifts** - Giving your partner gifts that tell them you were thinking about them
4. **Quality Time** - Spending meaningful time with your partner
5. **Physical Touch** - Being close to and caressed by your partner

What Are the 5 Love Languages? Definition and Examples

How do you receive love? Gary Chapman's love languages can help you find out.

Posted Sep 28, 2020



Source: Michal Jarmoluk on Pixabay

What are love languages?

According to author Gary Chapman, there are five love languages. Our "love language" describes how we receive love from others. They are:

Words of Affirmation - Saying supportive things to your partner

Acts of Service - Doing helpful things for your partner

Receiving Gifts - Giving your partner gifts that tell them you were thinking about them

Quality Time - Spending meaningful time with your partner

Physical Touch - Being close to and caressed by your partner

Each of us differs in the ways that we receive love. By learning to give love in the ways that our partner can best receive it, and by asking our partner to give us love in the ways that we can receive it, we can create [stronger relationships](#).

Learn more about each of the love languages

Want to find out which love languages you speak (or speak to you)?

Love language 1: Words of affirmation

Ask yourself, how do you feel when you hear your partner offer encouraging, affirming words and compliments?

Examples: Your partner congratulates you, tells you "great job!", tells you that you look attractive, or thanks you for something?

If these things make you feel the most loved and happy, words of affirmation may be your primary love language.

Love language 2: Acts of service

Ask yourself, how do you feel when your partner helps you with tasks that reduce burden or ease your [stress](#)?

Examples: Your partner does a chore for you, runs an errand for you, or takes care of something without having to be asked?

If these things make you feel the most loved and happy, acts of service may be your primary love language.

Love language 3: Receiving gifts

Ask yourself, how do you feel when your partner gets you thoughtful or extravagant gifts?

Examples: You get a gift or a small treat from your partner that tells you he/she was thinking about you.

If these things make you feel the most loved and happy, receiving gifts may be your primary love language.

Love language 4: Quality time

Ask yourself, how do you feel when your partner gives you their undivided [attention](#) and you engage in meaningful conversation or activities?

Examples: You and your partner have a date night, go on a trip together, or have a deep conversation?

If these things make you feel the most loved and happy, quality time may be your primary love language.

Love language 5: Physical touch

Ask yourself, how do you feel when your partner shows you affection through touch?

Examples: You and your partner hold hands, kiss, hug, or sit/lay close together.

If these things make you feel the most loved and happy, physical touch may be your primary love language.

How to use love languages in your relationship

If we want to build healthy relationships, we have to work at it. We have to tell our partner what makes us feel loved and we need to show our partner love in the ways that they want to receive it. That's how we can use love languages to improve the quality of our relationships.

Exercise 1

- 1. What love language talks about giving compliments or encouraging words?**
- 2. According to the author, what is the love language that deals with showing undivided attention and engaging in meaningful conversations?**
- 3. By learning to give love in the ways that our partner can best receive it, and by asking our partner to give us love in the ways that we can receive it what can we create?**
- 4. What does the author suggest for us to do if we want to build a healthy relationship?**
- 5. Gary Chapman suggests that our love language describes what?**

Answer Key (Exercise 1)

- 1. Words of affirmation**
- 2. Quality time**
- 3. Stronger relationship**
- 4. We have to work at it**
- 5. How we receive love from others**

Exercise 2 (group discussion)

1. What is the author trying to say when he wrote; (*Our "love language" describes how we receive love from others.*)
2. The article mentions, "If we want to build healthy relationships, we have to work at it." Do you agree? And why?
3. "By asking our partner to give us love in the ways that we can receive it, we can create stronger relationships." What is the author trying to say?