Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| CHELSEA | TESOL | Feb, 17, 2021 | Reading | PPP | 30mins |

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| **Lesson** |
| **Topic** | An email from a friend |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| **Board, colored markers, worksheets, picture prints**[**https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/an-email-from-a-friend**](https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/an-email-from-a-friend) |

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| **Student Profile** |
| **Level** | Upper intermediate |
| **Age** | Adults | **Number of Students** | 2 s.s |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all interested in Western cultures and practical in learning. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely.  |

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| **Anticipated Difficulties and their Solutions:** |
| They might not be used to personal email or letters rather than academic or business reading materials. They will be given to limited time to read the materials using skimming and scanning reading skills, so they can improve it. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to manage time effectively and get used to microteaching skills. |

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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:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min30 sec | TT-S/S-ST-S | **Greet. Instructions. Brainstorming of topic related question.**Good morning everyone. Have you wrote and sent an email to someone as for business, personal letters, or something else? To whom, when, and why? Share your experiences with your partners.Brainstorm/talk to a partner.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. This is a BEFORE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 1.5 min1.5 min1.5 min10sec2 mins30sec | T-ST-ST-STS-ST-S | **Pre-teach keywords – whirlwind, days on end, oversee**1. **Whirlwind**

Elicit – Demonstrate Whirlwind Picture print.CCQ – what is this? (Tornado.) Yes. It is like a tornado, a tall column of air which spins round and round very fast. It is also called “whirlwind”. As you can imagine, it has also meaning of situations that a lot of things happen very quickly and is very difficult for someone to control.1. Is whirlwind event done much more quickly than normal? –YES
2. Is it easy for someone to control? – No.

Drill – listen and repeat 3 times. (gesture)Board – write the word. highlights stress (1st). 2 syllables. Noun/Adjective.1. **Days on end**

Elicit – Write the board the word. Can you describe or guess what it means? Yes. It is for several days continuously. 1. Is it for several days or many days occasionally? – NO.
2. Is it for several days or many days in a row? – Yes.

Drill – Listen and repeat 3 times. (gesture)Board- it is Idiom, usually use with For days on end. 1. **Oversee**

Elicit- Miming- Guess what I am doing. I will play a role as a supervisor, and there are staffs. (play) hm.. you go there. You should not do it. You help him. You take it away, bring it blah blah~(supervise, manage, direct…. Oversee!) I am overseeing staffs. 1. If someone oversees, do they make sure something is done properly? – YES
2. If someone oversees, do they supervise or direct someone? – Yes
3. If someone oversees, do they have authority? - Yes

Drill – Listen and repeat 3 times. (gesture)Board- Write the word. highlights stress (1st). 3 syllables. Verb. **Guiding Question**Talk to your partners. if you have a change to write email to an old friend or foreigner friends who haven’t talked for ages, what do you want to write about? Students discuss the questions with a partner.Feedback. Nominate a few students to share their ideas. (Optional.) |

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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:** READING materials (worksheets) |
| **Timing** | **Interaction** | **Procedure** |
| 1 min3 mins1 min1 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.**Now, please read “an email from a friend” and answer your worksheet questions in exercise 1 and 2 as fast as you can.ICQ- Do you need to write the answer while reading? – Yes.**Students read the whole text for the 1st time, and write answers on the worksheet.****Pair check.**Compare your answers with your partners. Monitor.**Feedback to check accuracy.**Ask students for answers, 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. This is a WHILE READINING stage. |
| **Materials:** READING materials (worksheets) |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min1 min1 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.**Now, please read one more time and answer exercise 3. **Students read for the 2nd time. Students write their answers down.****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 and is related to the lesson topic. This is an AFTER READINING stage. |
| **Materials:** READING materials (worksheets) |
| **Timing** | **Interaction** | **Procedure** |
| 1 min5 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Please check exercise 4 on your worksheet, there are 2 questions to talk about with your partners. you can talk freely, and remember to listen and ask questions to your partners. Read questions aloud for the students. ICQ- Do you need to write anything? NO. **Students discuss. Monitor from a distance.****Feedback. Students share their ideas with the class. (Optional.)** |

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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:** none |
| **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.** |

**Picture Whirlwind**

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**Worksheet – an email from a friend**

Exercise 1 Match the descriptions (a–e) with the cities (1–5)

Cities Descriptions

1. New York a. Where she will get married
2. London b. A city that wasn’t what she expected
3. Frankfurt c. An expensive place
4. Prague d. A place she didn’t really see much of
5. LA e. The most recent city she’s lived in

Exercise 2 Circle the best answer.

1. Recently, Kath has been …

1. making an effort to email people she knows.
2. too busy to evxn think about writing emails.
3. thinking about writing an email to her friend.

2. Prague was …

A. better than Kath imagined.

B. just as Kath imagined.

C. not as nice as Kath imagined.

3. Kath says Christmas was …

A. exciting because she was in a new place.

B. difficult because she missed her family.

C. as good as usual thanks to technology.

4. In New York, she spent most of her money on …

A. tourist attractions.

B. restaurants.

C. a TV.

5. How did Kath feel about LA?

A. It’s nice for holiday but not to live.

B. She would have enjoyed spending more time at the beach.

C. She didn’t really like the beach part of the LA lifestyle.

6. Kath and Michael are …

A. thinking about how to spend more time together.

B. working out where to hold the wedding.

C. planning to get engaged.

Exercise 3

Q. Why did Michael get a month off work and is staying with Kath in Frankfurt?

Exercise 4

1. What form of communication would you use to tell old friends important news?
2. Have you traveled or moved to different places or another country while you are staying or living abroad? How was like it?

Answers Preparation

exercise 1. c 2. e 3. d 4. a 5. h 6. g 7. b 8. f

exercise 2. 1. c 2. a 3. e 4. b 5. d Task 2 1. c 2. c 3. b 4. b 5. b 6. A

exercise 3.To think about how to spend more time together.

**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** |  |  |