

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Jinny	TESOL	17/07/21	Reading	PPP	30 min

Lesson	
<b>Topic</b>	Novel Reading Preparation; Howl's Moving Castle
<b>Main Aim</b>	Ss practice their reading comprehension.
<b>Secondary Aim</b>	Ss practice their speaking fluency.

Materials and References
board, board pens, ppt image, transcript, worksheet, answer sheet

Student Profile	
<b>Level</b>	Intermediate
<b>Age</b>	Teens
<b>Detail</b>	This is a general English class with three Korean students working on their reading comprehension, through short stories and novels. Students are all accustomed to pair-work, but need to be more relaxed as they can openly communicate with one another. They are capable of inferring several unknown texts while reading.

Anticipated Difficulties and their Solutions:
Students may know this novel from the movie adaptation -> They will learn the differences between original novel and movie, making the text more interesting to them
Students may not understand the meaning of a guiding or applied question -> Giving them some examples "What do you want to be in the next life?" as I would reply "I want to be a ----, because -----."

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to <ul style="list-style-type: none"> <li>- reduce the teacher-talk, use more gestures to make the direction clear and concise.</li> <li>- time management so the lesson won't lose its purpose.</li> <li>- Involve all three students in discussions, make them talk more</li> </ul>

<b>Stage Name:</b> Lead-in		
<b>Purpose of this stage:</b> To relax both the teacher and students. To focus attention on the lesson. To lead into the topic, activating background knowledge – this will help to contextualize the text. This is a BEFORE READING stage.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	Begin the lesson. <b>Hello, class. For stories, do you all have favorite genres? Fiction or nonfiction? In this case, picture yourself in a strange world of your favorite genre. What would you want to be? What do you want to do and why? You have one minute to talk to your partner/in a group.</b>
1 min	S-S	Students talk to their partner or in a group..
1 min	T-S	Give feedback. Ask them each to <b>“Share your opinions.”</b>

<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> To pre-teach keywords if necessary, and answer 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
3 min	T-S	<p><b>Pre-teach keywords: <i>set themselves up, decrepit, remote</i></b></p> <p>Elicit : <i>draw on a board of a man with a mask holding a sack for money with his other hand holding a bat. Stood next to this man and acted defensively and asked the students; "What am I doing against this man?"</i></p> <p>CCQ: <b>Am I running away? (No.)</b></p> <p><b>Do I defend myself? (Yes.)</b></p> <p><b>What will you do when someone picks on you? (Tell them to leave/warn them.)</b></p> <p>Drill: <b>Listen and repeat "set themselves up" (x3, then gesture to them to pronounce)</b></p> <p>Board: <b>How many syllables? (4; set, them/selves, up with blue pen)</b></p> <p><b>Where are the stresses? (S"e"t, them/s"e"lves, "u"p; with red pen)</b></p> <p><b>What part of speech? (verb-phrasal-; with green pen)</b></p> <p>Elicit: <i>draw an old woman's face with wrinkles, holding a cane. How does this woman look? point out some synonyms, then write "decrepit" on a board if no one point out the answer.</i></p> <p>CCQ: <b>Does the woman look like in 50s? (No)</b></p> <p><b>Does it count when she's in 80s? (Yes)</b></p> <p><b>Can it mean "young"? (No)</b></p> <p>Drill: <b>Listen and repeat "decrepit" (x3, then gesture to them to pronounce)</b></p> <p>Board <b>How many syllables? (3; de/cre/pit with blue pen)</b></p> <p><b>Where are the stresses? (D"e"crepit; with red pen)</b></p> <p><b>What part of speech? (adjective; with green pen)</b></p> <p>Elicit: <i>show them a picture of a house located in the middle of nature and ask students; "Look at the picture and describe it." Then point at the secluded house as a major focus. When the answer is not pointed out, write down. the word.</i></p> <p>CCQ: <b>Do many people live around? (No.)</b></p> <p><b>Is it far away from the city or town? (Yes.)</b></p> <p>Drill: <b>Listen and repeat "Remote" (x3, then gesture to them to pronounce)</b></p> <p>Board: <b>How many syllables? (2; re/mote with blue pen)</b></p> <p><b>Where are the stresses? (Rem"o"te; with red pen)</b></p> <p><b>What part of speech? (adjective; with green pen)</b></p>
10 sec	T	<p><b>Guiding Question; "If you face a challenge, do you solve it yourself or ask for someone's help?" (For me, it depends on how critical or serious the situation I was facing. But I will try to solve things on my way.) Talk to your partners or in a group.</b></p>
1 min	S-S	<p>Students discuss the question with a partner, or in a group.</p>
50 sec	T-S	<p>Feedback. Volunteer one or two students to share their experience/ideas.</p>

<b>Stage Name:</b> Practice – Literal Comprehension		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	<b>Instructions</b> Here are the worksheets and a page for you to read individually. As you read, you will answer the questions on only Exercise 1, or simply highlight the answers. <i>Are you going to work with your partner or in a group? (No.)</i> <i>Do you need to work on Exercise 2? (No.)</i>  Then begin your exercise 1. <b>Hand out the worksheet.</b>
2 min	S	<b>Students read the whole text for the 1st time, write or highlight answers on the worksheet.</b>  <b>Students check and compare answers. <i>Monitoring the class.</i></b>  <b>Feedback to check for accuracy.</b>
1 min	S-S	
30 sec	T-S	

<b>Stage Name:</b> Practice – Interpretive Comprehension		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	<b>Instructions.</b> This time, you will be working on Exercise 2. So you will need to read the page again. The question may be difficult this time, so you will have to read carefully to find the answer. Write the answers below the questions.
3 min	S	<b>Students read for the 2nd time as they write their answers down.</b> Time's up. Now share your answers to your partners as a group. <b>Monitor as the students share their answers.</b>  <b>Feedback to check for accuracy.</b>
1 min	S-S	
1 min	T-S	

<b>Stage Name:</b> Production - Applied Comprehension		
<b>Purpose of this stage:</b> is for students to practice their speaking fluency and is related to the lesson topic. This is an AFTER READING stage.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
1 min	T	<b>Instructions. Give students a question to discuss in pairs or groups.</b> Look at the Exercise 3. There are three questions written. You can choose one or two of them to discuss with your partners. Talk freely from the questions, and if you have questions to your partners, ask them away.
8 min	S-S	<b>Students discuss as the teacher monitors them and checks the timing.</b>
1 min	T-S	<b>Feedback. Students share their ideas with the class. (Optional.)</b> Time's up, everyone. I hear some ideas from the discussion.

<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress. This is an AFTER READING stage.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
2 min	T	<p><b>Lesson feedback.</b> How was the reading assignment? Was it easy or difficult?</p> <p><b>Offer delayed corrections to the previous stage.</b></p> <p><b>Homework:</b> Read a chapter where the passage is from and write down a summary on your own sentence with the word counts; 50 to 100 words.</p> <p><b>Inform students about the topic for the next lesson. (Optional.)</b> In next lesson, we will do same assignment as today but will be on to the next chapter.</p>

The lady began rejecting hats instantly. “Dimples,” she said to the pink bonnet, and “Youth” to the caterpillar-green one. To the one of twinkles and vells she said, “Mysterious allure. How very obvious. What else have you?”

Sophie got out the modish black-and-white, which was the only hat even remotely likely to interest this lady.

The lady looked at it with contempt. “This one doesn’t do anything for anybody. You’re wasting my time, Miss Hatter.”

“Only because you came in and asked for hats,” Sophie said. “This is only a small shop in a small town, Madam. Why did you—” Behind the lady, the man gasped and seemed to be trying to signal warningly. “—bother to come in?” Sophie finished, wondering what was going on.

“I always bother when someone tries to set themselves up against the Witch of the Waste,” said the lady. “I’ve heard of you, Miss Hatter, and I don’t care for your competition or your attitude. I came to put a stop to you. There.” She spread out her hand in a flinging motion toward Sophie’s face.

“You mean you’re the Witch of the Waste?” Sophie quavered. Her voice seemed to have gone strange with fear and astonishment.

“I am,” said the lady. “And let that teach you to meddle with things that belong to me.”

“I don’t think I did. There must be some mistake,” Sophie croaked. The man was now staring at her in utter horror,

though she could not see why.

“No mistake, Miss Hatter,” said the Witch. “Come, Gas-ton.” She turned and swept to the shop door. While the man was humbly opening it for her, she turned back to Sophie. “By the way, you won’t be able to tell anyone you’re under a spell,” she said. The shop door tolled like a funeral bell as she left.

Sophie put her hands to her face, wondering what the man had stared at. She felt soft, leathery wrinkles. She looked at her hands. They were wrinkled too, and skinny, with large veins in the back and knuckles like knobs. She pulled her gray skirt against her legs and looked down at skinny, decrepit ankles and feet which had made her shoes all knobbly. They were the legs of someone about ninety and they seemed to be real.

Sophie got herself to the mirror, and found she had to hobble. The face in the mirror was quite calm, because it was what she expected to see. It was the face of a gaunt old woman, withered and brownish, surrounded by wispy white hair. Her own eyes, yellow and watery, stared out at her, looking rather tragic.

“Don’t worry, old thing,” Sophie said to the face. “You look quite healthy. Besides, this is much more like you really are.”

She thought about her situation, quite calmly. Everything seemed to have gone calm and remote. She was not even particularly angry with the Witch of the Waste.

### **Worksheet: Exercise 1**

Write down or highlight the answers of the following questions:

What is the relationship between the lady and Sophie?

Who is the lady?

What kind of spell did the lady cast on Sophie?

Who is Gaston?

### **Worksheet: Exercise 2**

Write down the answers of following questions:

Why did the lady cast a spell on Sophie?

Why was Sophie not angry at the lady?

### **Exercise 3**

Pick one or two questions below to talk to your partners with.

If you were a witch/wizard, would you work for rulers/government or for the business you are working? Why?

What time of your year (childhood, teenhood, adulthood) is the best of your life? Why?

What do you want to do when you're a senior citizen?



### **Answer Sheet: Exercise 1**

Write down or highlight the answers of the following questions:

What is the relationship between the lady and Sophie? **The lady is a customer, Sophie is a shop assistant in the Hat Shop.**

Who is the lady? **The Witch of Waste.**

What kind of spell did the lady cast on Sophie? **The lady turned Sophie into a very old woman of the 90s.**

Who is Gaston? **The Witch of Waste's follower/subordinate/servant.**

### **Answer Sheet: Exercise 2**

Write down the answers of following questions:

Why did the lady cast a spell on Sophie? **Because Sophie had the audacity to talk back to the Witch of Waste, who seemed to have a rather notorious reputation. And the Witch of Waste mentioned Sophie had "meddled with "things" that belong to" her, implying that Sophia has found something or someone the lady seemed to have an obsession with.**

Why was Sophie not angry at the lady? **She was relieved that she didn't turn into a "sickly" old lady and seemed to feel no pain, nor any critical sign of health. She showed optimism and calm demeanors; her characteristic can tell she was actually quite mature for her young age before the spell and seemed comfortable with her current state, possibly believing she could find a way to lift the spell.**

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		