

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
EunYong Yang	0316WD	27/04/2022	Reading	PPP	35 min

Lesson	
<b>Topic</b>	"Repentance and forgiveness" (the prince of Egypt)
<b>Main Aim</b>	Students will practice their reading comprehension using an interactive model.
<b>Secondary Aim</b>	Students will practice their speaking fluency.

Materials and References
PPT, PDF movie script 'the prince of Egypt' ( <a href="https://dreamworksanimation.fandom.com/wiki/Joseph:_King_of_Dreams/Transcript">https://dreamworksanimation.fandom.com/wiki/Joseph:_King_of_Dreams/Transcript</a> )

Student Profile			
<b>Level</b>	Intermediate level		
<b>Age</b>	30-40s	<b>Number of Students</b>	3 students
<b>Detail</b>	The students are all Korean housewives. They are expected to be interested in building good relationships with people and also in learning how to properly resolve conflicts. They have a good rapport with the teacher and are willing to participate in activities.		

Anticipated Difficulties and their Solutions:
When the students misunderstand some instructions -> Use written PPT instructions and also I.C.Q.s.
When the discussions might be stopped or not be smooth -> Prepare back-up questions.
Time overrun -> Remember to manage the time, carefully following the plan.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to effectively teach how to read with high motivation and interest.
I also aim to practice teaching in an interactive way, properly managing time.

<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 in to the topic, activating background knowledge – this will help to contextualize the text. This is a BEFORE READING stage.		
<b>Materials:</b> PPT 1		
<b>Timing (3 min)</b>	<b>Interaction</b>	<b>Procedure</b>
	T	Before the class, prepare PPT and Send the PDF to the students by Katalak in advance.
30 sec	T	<b>Greet. Instructions.</b> Show PPT Image 1. "Is a white lie good or bad? And why? Talk in your group."
2 min	S-S	<b>Brainstorm/talk to a partner.</b> Students talk in the group. The teacher listens to monitor them. Teacher try not to disturb them.
30 sec	T-S	<b>Feedback if appropriate.</b> "Today we will read a related text."

<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> PPT 2		
Timing (5 min)	Interaction	Procedure
1 min	T-S	<p><b>Pre-teach keywords 'arrest', 'your grace', 'half brother', 'guilt'</b></p> <p><b>Elicit</b> – Show PPT 2-1. "What is happening in the picture?" (He's arresting)</p> <p><b>CCQ</b> – "Does the police believe the man has committed a crime?" (yes)  Does the police deprive the man of liberty? (yes)  Does the police has the authority of the law? (yes)</p> <p><b>Drill</b> – "Everyone listen and repeat 3 times." "arrest"  Nominate each to pronounce it.  "How many syllables does this word have?" (2)  "Which syllable is stressed?" (2nd)</p> <p><b>Board</b> – highlight the stressed part with the red font</p>
1 min	T-S	<p><b>Elicit</b> – Show PPT 2-2. Look at the man sitting."</p> <p><b>CCQ</b> – "Is he a high-ranking person? (yes)  "Can he be a high noble or a king?" (yes)  "When you call him politely, what words do you use?" (your grace)</p> <p><b>Drill</b> – "Everyone listen and repeat 3 times." "your grace"  Nominate each to pronounce it.  "Everyone listen and repeat 3 times."  "Which word is more stressed?" (your)</p> <p><b>Board</b> – highlight the stressed part with the red font</p>
1 min	T-S	<p><b>Elicit</b> – Show PPT 2-3. "Look at the picture"  " What is the word for (1)?" (step father)  "What is the word for (2)?" (step mother)  "And the word for (3)?" (half brother)</p> <p><b>CCQ</b> – "Is he a boy/man?" (yes)  "Is he a son of both parents?" (no)  "Is he a son through one parent only?" (yes)</p> <p><b>Drill</b> – "Everyone listen and repeat 3 times." "half brother"  Nominate each to pronounce it.  "Which word is more stressed?" (half)</p> <p><b>Board</b> – highlight the stressed part with the red font</p>
1 min	T-S	<p><b>Elicit</b> – Show PPT 2-4. "This person thinks he has done something wrong. What word describes his emotion?" (guilt)</p> <p><b>CCQ</b> – "Is it an unhappy feeling?" (yes)  "Does he feel responsible for a wrong?" (yes)  "Is he feeling pain or not?" (He's feeling a pain.)  "Is it a feeling of regret?" (yes)</p> <p><b>Drill</b> – "Everyone listen and repeat 3 times." "guilt"  Nominate each to pronounce it.</p>

10 sec	T	<p>"These were useful words which can help your reading."</p> <p><b>Guiding Question.</b> Show PPT 2-5.</p> <p>"Talk in your group."</p> <ul style="list-style-type: none"> <li>- "Someone has done you a great harm. It's very hard to forgive. What can you do to restore the relationship?" (e.g. We can talk to each other and find common ground.)</li> <li>- "When this person repent of the wrongdoings, can it be easier to forgive? What's your opinion?" (e.g. Forgiving is difficult. It is difficult to forgive if the person does not repent of his/her wrongdoings. It is rather easy to forgive someone who repents of their wrongdoing.)</li> </ul>
50 sec	S-S	Students talk together about the questions in their group. The teacher listens and monitors them.
	T-S	Feedback if needed.

<p><b>Stage Name:</b> Practice – Literal Comprehension</p> <p><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.</p>		
<b>Materials:</b> PPT 3		
Timing (4:30)	Interaction	Procedure
30 sec	T	<p><b>Instructions. Set the purpose for reading.</b> "We will practice fast reading (skimming and scanning)."</p> <p>Show PPT 3</p> <p>"Read the question first, then quickly search for the answer."</p> <p>"When you finish, show the 'hand up' emoticon."</p> <p>ICQ - Do you read the text first? (No, questions first)</p> <ul style="list-style-type: none"> <li>- Are you gonna read it quickly or slowly? (quickly)</li> <li>- What are you gonna do when you finish? (show the 'hand up' emoticon.)</li> </ul> <p>"You have 2 minutes."</p>
2 min	S	<b>Students read the whole text for the 1<sup>st</sup> time, and write answers.</b>
1 min	S-S	<b>Pair check.</b> "Compare your answer in your group."
1 min	T-S	<b>Feedback to check accuracy.</b> Help them talk one another about the answer. e.g. "What do you think about the question 1, OO?" / "Who agrees with OO?" / "How did you find it, OO?" / "Why did you answer this way?" etc..

<b>Stage Name:</b> Practice – Interpretive Comprehension <b>Purpose of this stage:</b> is 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.		
<b>Materials:</b> PPT 4		
Timing (6:30)	Interaction	Procedure
30 sec	T	<b>Instructions. Set the purpose for reading.</b> "We will practice careful reading." Show PPT 4  ICQ - Are you gonna read it quickly or slowly? (slowly) - Are you gonna think it, or write it down? - What are you gonna do when you finish? (show the 'hand up' emoticon.)  "You have 3 minutes."
3 min	S	<b>Students read for the 2<sup>nd</sup> time. Students write their answers down.</b>
1 min	S-S	<b>Pair check. Monitor.</b> "Compare your answer in your group."
2 min	T-S	<b>Feedback to check accuracy.</b> Help them discuss together. e.g. "What do you think about the question 6, OO?" / "Why?" / "Anyone with a different answer?" / "How did you find it, OO? etc.."

<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 READINING stage.		
<b>Materials:</b> PPT 5		
Timing (14 min)	Interaction	Procedure
1 min	T	<b>Instructions. Give students a question to discuss in pairs or groups.</b> Show PPT 5 "Talk freely in your group." - What has been the most difficult relationship you've ever had? - Have you ever reconciled with someone you had a conflict with? Share that experience.  <b>I.C.Q.</b> - Do you write down the answer or talk about the answer? (Talk) "You have 8 minutes."
13 min	S-S	<b>Students discuss.</b> The teacher monitors them, careful not to disturb, with taking notes when necessary.
	T-S	<b>Feedback if needed.</b>

<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 (2 min)	Interaction	Procedure
2 min	T	<p><b>Lesson feedback. Tell the class what they did well, and what needs to improve.</b></p> <p><b>Offer delayed corrections to the previous stage.</b> e.g. "Look, Here are some sentences I heard. Tell me how to correct them." "This is what I like. And This is what you can improve more."</p> <p><b>Set homework.</b> "Find and read the full story script, and summarize it less than 300 words." - The movie title: 'the prince of Egypt' "Email me by tomorrow."</p> <p><b>Inform students about the topic for the next lesson.</b> "Next time we will learn 'how we to write down an essay.'"</p>

Is a **white lie** good or bad? And why?



## PPT 2-1. Lexis Drill 1



What is happening in the picture?

Does the police believe the man has committed a crime?

Does the police deprive the man of liberty?

Does the police has the authority of the law?

**a-rrest**



## PPT 2-2. Lexis Drill 2



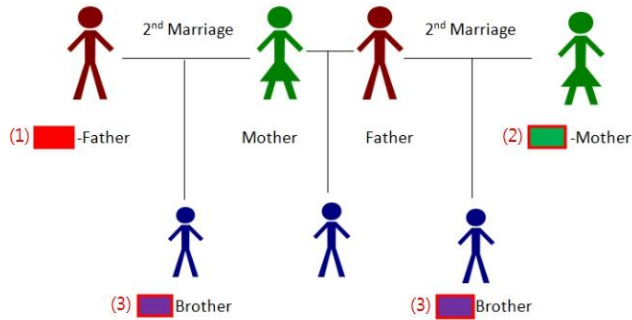
Look at the man sitting. Is he a high-ranking person?

Can he be a high noble or a king?

When you call him politely, what words do you use?

**your grace**

### PPT 2-3. Lexis Drill 3

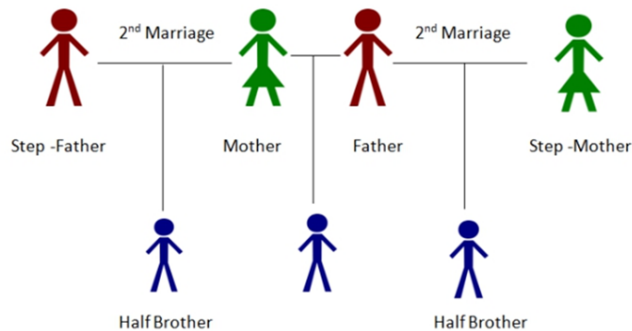


What is the word for (1)?

What is the word for (2)?

And the word for (3)?

**half brother**



**half brother**

Is he a boy/man?

Is he a son of both parents?

Is he a son through one parent only?

PPT 2-4. Lexis Drill 4



This person thinks he has done something wrong. What word describes his emotion?

Is it an unhappy feeling?

Does he feel responsible for a wrong?

Is he feeling pain?

Is it a feeling of regret?

**guilt**

PPT 2-5. Guiding Question



Someone has done you a great harm.  
It's very hard to forgive.  
What can you do to restore the  
relationship?

When this person repent of the  
wrongdoings, can it be easier to  
forgive? What's your opinion?

### PPT 3. Literal Question

Read the question **first**, then **quickly** search for the answer.  
(When you finish, show the 'hand up' emoticon.)

1. What **type of writing** is this?  
1) news interview   2) newspaper article   3) movie script   4) diary
  2. **Why** did Joseph arrest people?
  3. **Who** was accused of stealing the golden cup?
  4. What was the **relationship** among the arrested people one another?
  5. **Why** did everyone say that they would be arrested instead of Benjamin?
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#### PPT 4. Interpretive Question

Read the PDF text again **carefully**, then write the answer.  
(When you finish, show the 'hand up' emoticon.)

6. Who is '**our brother**' here? Why?

- **Judah:** Our brother was not killed by wolves. We were blinded by jealousy and sold him into slavery. For 20 years, we have lived with that guilt.

7. Why was the **golden cup** in Benjamin's bag? Guess and explain.

8. Why did Joseph ask **this question** to those he had arrested?

- **Judah:** Take any of us, your grace, but, please, let the boy go.
  - **Joseph:** You would sacrifice yourselves for a half brother who's spoiled by your father?
  - **Judah:** Yes.
  - **Joseph:** Why? Why should you care if I take him, beat him, make him a slave?
  - **Judah:** Because I will not make my father suffer again.
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## Talk freely in your group.

What has been the **most difficult relationship** you've ever had?

Have you ever **reconciled** with someone you had a **conflict** with? Share that experience.



## FEEDBACK

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## HOMEWORK

Find and read the full story script, and summarize it less than 300 words.

The movie title: 'the prince of Egypt'

Email me by tomorrow.



## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		