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| **Name& Class** | **Date & Place** | | **Lesson Type** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| Rose & Kelly | 12/Oct/2016 | | Speaking | | TBL | | Korean superstition | | | 40min | Anvanced | |
| **Class profile**  **Number of students:** 10 **Age**: Adults(+25 years) **Nationality:** Korean  **Motivations**: 1. Demonstrating knowledge and understanding 2. Building research skills 3. Developing powers of independent reasoning 4. Writing for one and others 5. Preparing for professional practice 6. Social relationships 7. External expectations 8. Social welfare 9. Personal advancement 10. Escape/stimulation 11. Cognitive interest  **Individual or class hobbies and interests:**Discussing general topic  **Special considerations:** Ss are mature, reserved, and inclined to be rule-formers. Students are male and female | | | | | | | | | | | | |
| **Main Lesson aim** (skills)   1. Students learn / practice to collocations through various speaking activities to developspeaking fluency.   **Subsidiary aims** (language focus / skills)   1. Students practice to clarify lexical association of superstition 2. Students practice to overcome a fear about superstition. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking:Ss group discussion (or debate) * Reading:Ss read handout. * Listening: Ss listen to their group. | | | | | | Description of language systems specifically used/practiced:  * Discourse:group talk, informal, opinion sharing * Lexis: superstition, belief * Function : agree/disagree expressions(on the contrary, so do I, etc) | | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. Sensitivity to the nature of the topic. 2. Students are inclined to be overly cautious so as not to make any mistakes. | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Lesson was announced yesterday - all students are okay. Show and encourage a respectful attitude for the topic during class.Lead-in to encourage warm, relaxed classroom atmosphere, reducing anxiety and increasing self-esteem and motivation. | | | | | | | | | | | | |
| **Assumptions** Ss have different beliefs in superstition.  All students have expressed interest in improving informal and unprepared speaking, and so would enjoy trying it in class. | | | | | | | | | | | | |
| **Material(s) needed:** picture,white board, eraser, pens ; 10 copies of hand-outs | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | |
| model sentences for target language | |  | | concept questions for target language | | | | √ | analysis sheet for target language | | | √ |
| stages clearly titled and separated | | √ | | purpose of each stage indicated | | | | √ | anticipated timing included | | | √ |
| interaction pattern marked | |  | | a board plan (if relevant) | | | |  | examples of all tasks used | | | √ |
| answer sheet to all exercises | |  | | tape script | | | |  | all materials labelled and numbered | | | √ |
| **Personal aim:**What I most hope to demonstrate in this lesson is the ability tomaximize student-student interactions by encouraging peer-checking after each task, pair work, and class participation during the discussion. | | | | | | | | | | | | |

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| **Stage 1:\_Pre-task**  **The purpose of this stage is to focus students’ attention and involve them in an interesting task(e.g. brainstorming to the board; help complete a chart etc.) that encourages the class to share their ideas freely, thus increasing STT and participation. Visuals may be used to introduce this task; be specific and focus on what is needed for students to complete the task. Provide the class with the basic inspiration and language they need before going to the next stage(e.g. topic, context, useful grammar/lexis, and an example/demonstration).** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| C:\Users\user\Documents\0.테솔\Speaking LP\clover.png“Hello, everyone. How are you today?”  **Show picture of four leafclover(# 1)**  “Guess what this picture is!”  Students chat with whole class and speak out different guesses.  Get few answers from the students.  (Nominate students if there is silence.)  “Right. Now look!”  Point out the picture with slight nodding to the students.  Students answer “four leaf clover”  **C:\Users\user\Documents\0.테솔\Speaking LP\blackcat.jpgShow picture of black cat (#2)**  “What comes to your mind when you see this picture?”  Get few answers from the students.  Students answer “bad luck” | T-S  T  T-S  T-S | 3 min  1 min  2 min  3min |  |

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| **Stage 2: Task Preparation**  **The purpose of this stage is for students to work communicatively in pairs or groups to prepare a communicative task (e.g. roleplay, discussion, debate etc.) which they will deliver to the class/teacher. Student’s may research the task, use dictionaries and ask the teacher for guidance. Instructions, groupings handouts/worksheets and resources, should be given at the start of this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Any or all of the skills may be integrated.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Pre-teach vocabulary** – superstition, belief  Eliciting questions for superstition.   1. Show the superstition picture**(#3**) 2. “What do you think about this picture?”   Eliciting questions for belief   1. Show the belief picture**(#4**) 2. “Are you religious?” 3. “Do you believe in God?”   **Instruction:**  Give the hand-out **(#5**) to the students.  Ss should put the correct pictures on their appropriate meaning.  **Guiding questions**  **Choose top 3s out of the list according to these questions.**   1. Which superstition scared you most when you were young? 2. Which superstition do you still believe? 3. Which of these you don’t believe anymore?   4. How to overcome belief in superstitions. Give at least one advice to overcome your fear.  Read the questions clearly for the students.  **Think and write individually your answers**– monitor | T-S  T-S  T  T  T-S | 1 min  3 min  1 min  1 min  5min |  |

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| **Stage 3: Task Realisation**  **The purpose of this stage is for the students to perform/deliver the task they prepared in the previous stage, focusing on their speaking skills such as fluency and pronunciation. Briefly set the students up so they may begin. The teacher should monitor from a distance, i.e. not interrupting this student-centred stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction:**   1. I want you to arrange your seats so you can have a group discussion. 2. I want you to discuss with your group and make a conclusion for your group. 3. I will give you 10 minutes. 4. You may begin now.   **Discuss with a group and make a conclusion.**  Discretely monitor and jot down errors in languages Students make.  3 minutes left.  Ask if they need more time, If so, give them 2 more minutes.  **Present**  Ok, now tell us your group's conclusion about our questions.  (Nominate) Would you read question number 1(2~4) and answer?  **Questions : top 3s out of the list**   1. Which superstition scared you most when you were young? 2. Which superstition do you still believe? 3. Which of these you don’t believe anymore? 4. How to overcome belief in superstitions. Give at least one advice to overcome your fear. | T  S-S  T  T-S | 30sec  10min  30sec  4min |  |

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| **Stage 4 : Post Task**  **The purpose of this stage is to provide meaningful feedback, error correction and suggestions for further study or homework. Another brief communicative task could be done which is designed to summarise the lesson e.g. write a report; groups vote for a winner; correct their scripts for grammar and practice saying it.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| I will show some tips how to overcome belief in superstition.  (Nominate) Would you read no 1 (2~8)?    **Show the steps how to overcome belief in superstition.**   1. Be aware that the first source of superstitious belief is your own family 2. Write down a list of your superstitious beliefs that you can identify 3. Note how much each superstition is impacting you and the way you lead your life. 4. Start dealing with the superstition. 5. Do your research. 6. Face one superstition at a time. 7. Educate your family about not being superstitious. 8. Get professional help if you are still in the grip of superstitions and feeling anxious all the time.   I wish these ways could be helpful to you.  **Feedback from the students**    "Did you enjoy today’s activity?"    "Okay, No homework. See you next class." | T-S | 5min |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………………….… Date: …………/……………/..……….** | |