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| **Name& Class** | | **Date & Place** | | **Lesson Type** | | **Plan** | | **Topic** | | | | | **Length** | | **Level** | | |
| Christine(Jung Hun Kim)  144 wd | | 12/7,  Gangnam | | Speaking | | TBL | | Marriage | | | | | 35mins | | Advanced | | |
| **Class profile**  **Number of students:7 Age**: 20~40 **Nationality:** Korean  **Motivations**: To become a English teacher, learning how to teach speaking, to broaden their knowledge in English, social relationship  **Individual or class hobbies and interest:** Most students are interested in sharing new and common ideas and commited to speaking  **Special considerations:**Most of the students are married and some are planning to get married soon. Some may have negative view on marriage due to their personal experience. | | | | | | | | | | | | | | | | | |
| **Main Lesson aim**   1. Students will practice their speaking skills and gain verbal fluency and confidence in communication. 2. **Subsidiary aims** 3. Students will share and bring their life experience and knowledge to their learning experience | | | | | | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking : group discussion, role play, sharing answers to quesitons * Listening : Listen to other students talk and opinions. * Writing : take note, working on the worksheet. * Readning : reading on worksheets (#1, #2) and role play card | | | | | | | Description of language systems specifically used/practiced:  * Phonology : By speaking, learners can learn pronunciation/self-correct * Lexis : vocabularies * Function :disagreeing, apologising, refusing,denying etc * Discourse : conversations between students | | | | | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: 1)Projector may not work. 2) Some students may not speak as much as other students.  3) Students are uneven number(irrecular attendance can happen too), one group has to be of 3 people for pair work and role play | | | | | | | | | | | | | | | | | |
| **How I can deal with these difficulties:**  **1)** Prepare printed papers ready or laptop can be used.  2) Encourage the students who tries to avoid to speak by gentle nomination like (Kim, what do you think?)  3) Explain students from the beginning about uneven number and guide one group of 3 people to share their role equally (one person may have to do work twice in a role play or teacher may join partially to their play if possible, put strong person in this group may help too) | | | | | | | | | | | | | | | | | |
| **Assumptions:**   1. Students know already about four language systems and language skills 2) Students are familiar with role play. 3) Most studetns are already married and will share their common ideas and experiences. | | | | | | | | | | | | | | | | | |
| **Material(s) needed:**  Board, 1 picture with three images(PPT), worksheets (#1, #2 and # 3, 7 copies) and teachers work sheet (# 4),role play cards (7 copies) | | | | | | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | | | | | | |
| model sentences for target language | | | N/A | | concept questions for target language | | | | A | analysis sheet for target language | | | | | | N/A | |
| stages clearly titled and separated | | | A | | purpose of each stage indicated | | | | A | anticipated timing included | | | | | | A | |
| interaction pattern marked | | | A | | a board plan (if relevant) | | | | A | examples of all tasks used | | | | | | A | |
| answer sheet to all exercises | | | A | | tape script | | | | N/A | all materials labelled and numbered | | | | | | A | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to give clear instruction for each activity and increase STT and guide them all to communicative activities. | | | | | | | | | | | | | | | | | |
| **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 to complete this task.This task should provide useful information for the main speaking task they will prepare. 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** | | |
| **Lead-in**  Greet the class and ask students to discuss what they see in the picture**.**  Present two pictures on the board (realia - PPT)  Hello, everyone. How was your weekend? (Students response)  I was invited to my dauthers teachers wedding on Saturday and it just reminded me of my own one 14 years ago.  Instruction:   1. Look at these three pictures. If you look at them, what do you think? 2. Discuss your ideas with your partner(explain about uneven number of students and set up three people as partners) for two minutes.   ../../Desktop/Unknown-4.jpeg ../../Desktop/Unknown-3.jpeg ../../Desktop/images.jpeg  Students share their ideas and Teacher monitor.  Feedback: Nominate 2 students for their opinions  (If someone wants to share their opinion before nomination, let them do.)  **Pre-task**  Distribute pre-task worksheet # 1.  Important qualities to look for in your spouse  1) A sense of humor 8) They get on with your family  2) No game-playing 9) They make time for you  3) A strong friendship 10) They really like you  4) Reliability 11) Being able to forgive and forget  5) Romance 12) Being honest  6) A sense of fun 13) An interest in your life  7) Shared values  Instruction  As you see, today we are going to talk about marriage.  You can see 13 qualities on the worksheet # 1.   1. What are 3 important qualities to look for in your spouse? Why? (answer- see the attached Teachers work sheet) 2. Write down your answers individually first and then compare with your partner(remind of 3 people as partners) for 2 minutes.   ICQ  1) How many qualities do you have to choose? (3)  Students work individually and Teacher monitor  Now, talk with your partner about your chosen 3 qualities together with reason why.  Pair check their answers and Teacher monitor  Feedback: Nominate 2 students and share their opinions | | | | | | | | | | T-S  T-S  S-S  T-S  T  T  S  T  S-S  T-S | 50’’  30”  2’  2’  50’’  10”  2’  20”  2’  2’ | |  | | |

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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, resources and possibly an example/demonstration, if appropriate, should be given in this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Students should be chatting busily and enjoying their task.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Hand out worksheet # 2  Instruction   1. Now discuss the following question on the worksheet # 2 with your partner(change partner this time and 3 people as partners again) for 2 minutes. 2. When you discuss your opinion, please explain the reason why as well.   What will you choose as very important 2 conversations to have before getting married? (answer – see the attached Teacher’s work sheet)   1. You should talk about: Kids 2. You should talk about: Money and your careers 3. You should talk about: Religion and values 4. You should talk about: How you'll handle fights 5. You should talk about: Your deal breakers and your bucket lists   Pair work and Teacher monitor  Feedback: Nominate 2 students for their opinion.  Hand out role play cards (role play A, B and C) to students.  Instruction:   1. Now, we will do Role-play. 2. First, you have to read your role card to understand the situation.   And then, practise your role play with your partner(s).  I’ll give you 8 minutes.  ICQ   1. Can you start your role play without reading your role play card?(No) 2. How much time do you have?(8 minutes)   Role play cards   1. One couple together with monther-in-law disagrees with how many guests they want to   invite to their wedding.  Boyfriend (Jack) and his mother-in-law (Silvia) want to invite 50 guests only for the space and expense.  Girlfriend (Julia) wants to invite 150 guests and are ready for high expense.  At the end, Julia agrees with Jack and her mother.   1. One couple arguing about whether they want to have a baby or not.   Husband (Thomas) wants to a baby.  Wife (Catherine) considers her career as top priority  At the end, they decide to give each other some time to think about it.   1. One couple discussing about their honeymoon place.   Boyfriend (Jonathan) wants to go to somewhere in Europe for sightseeing, museum etc  Girlfriend (Carol) wants to go to quiet resort place like Bali for massage and food.  At the end, Jonathan follows Carols idea.  Pair work and Teacher monitor and help if necessary.  (If some students are not familiar with role-play, demonstrate them how to do.)  (Encourage students note making, but when the activity starts encourage them to improvise) | T  S-S  T-S  T  T  S-S | 40”  2’  2’  40”’  30”  8’ |  |

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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. The teacher should monitor from a distance and take notes about students’ incorrect usage of typical language and also emerging language – this will inform the teacher about future grammar lessons and also provide useful error correction in the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Example of role play from students(the other two examples of role play – see the attached teachers work sheet # 4):  A: Jack: Julia, as you know we are financially not strong yet, how about we just invite 50 people. The space we are thinking would not allow more than that, and think of expense.  Julia: Honey, that is embarrassing. At least 150 people I want to invite to my wedding, lets make it meaningful and special day please.  Silvia: Julia, size does not matter. Bear in mind, having just very beloved people to you both makes your wedding meaningful already, don’t you think so?  Julia: Well, that is totally true. Thank you for being patient with me. Let’s invite about 50 people then.  Feedback:  Nominate each pair for presenting their role play.  (Comment on how good they did and the language used while role play). | T-S | 5’ |  |

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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 before wrapping up.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Reviewing questions:  1) How did you feel about role play? (difficult but interesting)  2) What were some interesting things that you heard from the role play?  (men and ladies are so different, each person has different expectations from marriage)  3) What have you learned from the lesson today?  (speaking naturally, to gain more confidence, different aspects of marriage………….)  I see you all are engaging actively in each activity, everyone did so well.  Great job! I’m so proud of you guys!    Homework:  We are going to learn about ‘debate’ from tomorrow.  I’ll send you a video about debate, so have a look at it before the class.  Class dismissed | T-S  T  T | 2’  30”  30” |  |

**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: …………/……………/..……….** | |

Work sheet # 2

1. Now discuss the following question with your partner(s) for 2 minutes.
2. When you discuss your opinion, please explain the reason as well.

What will you choose as very important 2 conversations to have before getting married?

1. You should talk about: Kids
2. You should talk about: Money and your careers
3. You should talk about: Religion and values
4. You should talk about: How you'll handle fights
5. You should talk about: Your deal breakers and your bucket lists

pre-task worksheet # 1.

1. What are 3 important qualities to look for in your spouse? Why?
2. Write down your answers individually first and then compare with your partner(s) for 2 minutes.

Important qualities to look for in your spouse

1) A sense of humor

2) No game-playing

3) A strong friendship

4) Reliability

5) Romance

6) A sense of fun

7) Shared values

8) They get on with your family

9) They make time for you

10) They really like you

11) Being able to forgive and forget

12) Being honest

13) An interest in your life

Work sheet # 3 – Role play cards

A)

One couple together with his mother-in-law disagrees with how many guests they want to invite to their wedding.

* Boyfriend (Jack) and his mother-in-law (Silvia) want to invite 50 guests only for the space and expense.
* Girlfriend (Julia) wants to invite 150 guests and are ready for high expense.
* At the end, Julia agrees with Jack and her mother.

B)

One couple arguing about whether they want to have a baby or not.

* - Husband (Thomas) wants to have a baby right away.

- Wife (Catherine) considers her career as top priority and having a baby is in her last mind.

- At the end, they decide to give each other some time to think.

C)

One couple discussing about their honeymoon place.

* Boyfriend (Jonathan) wants to go to somewhere in Europe for sightseeing, museum etc
* Girlfriend (Carol) wants to go to a quiet resort place like Bali for massage and food.
* At the end, Jonathan follows Carols idea.

Teachers work sheet # 4

Work sheet # 1

1. What are 3 important qualities to look for in your spouse? Why?

Being honest:

This is the basic ground for any relationship for me and especially from my spouse I would expect it from the very beginning of relationship.

Shared values:

Having the same or sharing the same values bring the harmony for our family life and important guiding factor in decision making for family.

An interest in your life:

This represents his love, care, consideration in me.

Work sheet # 2

1. What will you choose as very important 2 conversations to have before getting married?
2. You should talk about : kids

As I wanted to have children and build a happy family and as my husband shared same opinion, we are now happily here.

1. You should talk about: Religion and values

I am a Christian and still want to be in my life. Some people are simply against others inc. partner due to different religion, this shall not be happening to anyone, especially with your spouse.

To be continued

Example of two role plays

B.Thomas: Cathy, I love to have our baby now. As you see your friends, it is better to have a baby at younger age, don’t you think so?

Catherine: Thomas, not again, I am struggling with my job and I want to make it happen with my promotion. I don’t want to argue and hurt you like this.

Thomas: How about you reconsider it then, I will support you and do everything you need,please please.

Catherine: Okay, let me think about it for some time, and we talk later again.

Thomas: Okay, let’s do so.

C: Jonathan: Carol, honey, how about we go to Bern in Switzerland for our honeymoon? I love to see the scenery and walk around, then visit 2-3 museum.

Carol: oh no, I thought we could go for Bali, having relaxing massages and enjoying the food… sitting on the beach, doesn’t it sound good? We work so much every day, let’s take relaxing holiday,please.

Jonathan: Ummmm, that’s true. Good massages and food …. Would do good to both of us. Let’s do so this time and next holiday to somewhere in Europe, okay?

Carol: Yes for sure. Thanks honey.

Picture(realia)





