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| **Name & Class** | **Date & Place** | | **Lesson Type** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| Emma, Jiseon | 2/15/2017 | | Speaking | | TBL | | Family - To be close with family | | | 45 min | advanced | |
| **Class profile**  **Number of students:** 7 **Age**: Adult **Nationality:** Korean  **Motivations**: People desire to have a good family.  **Individual or class hobbies and interests:** family, discussion  **Special considerations:** one-parent family | | | | | | | | | | | | |
| **Main Lesson aim**   1. Students practice speaking fluently.   **Subsidiary aims**   1. Students practice thinking how to be close with family. 2. Students practice writing their own scripts | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking: role play, discussion * Listening: role play * Writing: 2 worksheets | | | | | | Description of language systems specifically used/practiced:  * Discourse * Phonology | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: Students may need more time to think about the dialogs in writing persuasively. | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Be more flexible while checking the degree of completion of the task. | | | | | | | | | | | | |
| **Assumptions:**  Students have ideas of how to have better family. | | | | | | | | | | | | |
| **Material(s) needed: board, board marker, worksheet1(writing problems & solutions), worksheet2(writing script), 2 pictures** | | | | | | | | | | | | |
| 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 :** Students to have a fun in learning the difficult lesson / Students can improve their understanding in family. | | | | | | | | | | | | |

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| **Stage 1:\_Pre-task**  **The purpose of this stage is to focus students’ attention on the lesson, introduce a topic, and involve them in an interesting task (e.g. brainstorming to the board; help complete a chart, problem-solving etc.) that encourages the class to work together sharing their ideas freely, thus increasing STT and participation. This should create the opportunity for the class to gain useful language they may need before going to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| (before starting the lesson, do seat arrangements; work in pairs)  Today, you’re going to work with your partner as a team for whole lesson.  (put the pictures on the board)  ⅰ.  Look at these two pictures.  Discuss about what they’re saying to each other.  And write down their thoughts into each box.  I’ll give you 2 minutes.  (hand out the worksheet / activity )  Now, what do you guys think?  (ask one person in pair)  Could you tell us?  ⅱ.  Turn to the next page. This time think about the possible solution for each picture.  Discuss about solutions that can be persuasive and at the same time understanding each other.  And write down into each box.  I’ll give you 2 minutes.  (hand out the worksheet / activity)  Could you tell us your solutions?  (ask another person in pair) | T-S  T  T  Ss  T-S  T  Ss  T-S | 1 min  1 min  1 min  2 min  2 min  1 min  2 min  3 min |  |

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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** |
| We’re going to do a role-play for each picture.  Based on what we’ve talked about previously, write down two scripts following the process of problem-solution.  Decide who takes whom and write 10 lines for each person including problem and solution in persuasive way.  When you are doing persuasion, start the sentence with ‘I understand…’  After that, each team will come up and perform their plays.  ICQ  - How many lines you have to write in total?  - What do you do after writing two scripts?  Let’s do this scene first.  I’ll give you 5 minutes.  (hand out the worksheet)  Let’s do this scene then.  I’ll give you 5 minutes again.  (hand out the worksheet) | T  Ss  Ss | 2 min  5 min  5 min |  |

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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** |
| Now everyone, let’s first perform the scene #1.  (pick out each team)  Thank you. Now, let’s then perform the scene #2.  (pick out each team) | T  Ss  T  Ss | 7 min  7 min |  |

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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** |
| Good job everyone. You all handle the situations well.  Let’s vote a team who had the best solution for each situation.  I’ll give you each a piece of paper.  Write down the best team and 1 reason.  You have 1 minute to do.  (hand out the papers)  I’m going to collect the papers now.  (put the papers inside the basket)  Now let’s find out the best team together.  (pick out the paper and read)  (draw a line to the team that is called out)  Did you all enjoy today’s class?  Thank you for you participation and I hope today’s lesson will help you a lot in the near future.  Let’s finish the lesson by reading a quote together.  (Write the quote down on the board. ***A*** ***good home must be made, not bought***.) | T  S  T  T  T | 1 min  1 min  3 min  1 min |  |

**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: …………/……………/..……….** | |













**Imagine and write down their thoughts in the table.**





|  |  |
| --- | --- |
| Mother | Daughter |

**Think about the solution and write down below.**

|  |  |
| --- | --- |
| Mother | Daughter |

**Imagine and write down their thoughts in the table.**



|  |  |
| --- | --- |
| Father | Son |

**Think about the solution and write down below.**

|  |  |
| --- | --- |
| Father | Son |

**Make 10 lines for each person including problem and solution in persuasive way.**

**When you do a persuasion, start with the sentence “I understand …”**

Scene #1

|  |  |
| --- | --- |
| Mother | Daughter |

**Make 10 lines for each person including problem and solution in persuasive way.**

**When you do a persuasion, start with the sentence “I understand …”**

Scene #2

|  |  |
| --- | --- |
| Father | Son |