**Background Information Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jessica | 194th | May.29.2019 | Speaking | 20min. |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Cohabitation |
| **Main Aim** | Students will practice their speaking fluency |
| **Secondary Aim** | Students will practice their speaking with their confidence  Student will practice their debating skill  Students will practice listening to other students’ ideas |

|  |
| --- |
| **Materials and References** |
| Handout  <https://www.youtube.com/watch?v=d5tNHXPS47I> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Upper intermediate/ High intermediate | | |
| **Age** | Adults | **Number of Students** | 3 |
| **Detail** | All students studied from America  All students likes to be a teacher | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Hailey have plan to marry next year  I married 2 years ago, so I have interested in relates on these topic  Kim is age around marriage  Aina will have plan to marry sometime in the future | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Technical difficulty- turn on you tube by using cell phone  People who don’t have plan for marry; or don’t have plan to marry near future   * I anticipate students can get give interests, information about marriage and cohabitation to students when they see you tube on pre-task stage |

|  |  |  |
| --- | --- | --- |
| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to clear instruction, increase student talk time( so that everyone have enough time to talk, and participate in debate) | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students may be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** Handout, You Tube, PPT | | |
| **Time** | **Interaction** | **Procedure** |
| **30sec.**  **4min10sec.**  **1min20sec.** | **T-S**  **S**  **S-S** | (PPT pg.1) “Good morning. Before we going to lesson, I have question. Do you all have plan to marry near future?”  “YES or No.”  “I will show video that relates to our topic. You can get some information  While you are listening.”  (PPT pg.2)- Listen <https://www.youtube.com/watch?v=d5tNHXPS47I> around 1:58 to 6:18  (handout worksheet),  “Please write down on your worksheet number 1, pros and cons about cohabitation before marriage, and talk to your group.  You have 1min minute 20seconds.” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Task Preparation  **Purpose of this stage:** This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | |
| **Materials:** Handout, PPT | | |
| **Time** | **Interaction** | **Procedure** |
| **2min 10sec.**  **1min10sec.** | **T**  **T-S** | 1. “So **(Gesture)**, topic for debate (PPT pg3.). Cohabitation before marriage is needed?” 2. “Write down your talking points and reasons on worksheet number 2, and please talk to your group. You have 2 minutes.”   -ex) **Point:** intimate more/ **Reason:** can know partner is two faced or couch potato before marriage  **Chunk**   1. “Write one **talking point** on your small white card (handout one card each); these are your talking card.” 2. “These are your **turn cards** (show). Spend 1 turn card every time you speak include your talking point. Everyone will have 4 turn cards.” 3. Demonstrate a turn. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Task Realization  **Purpose of this stage:** This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. | | |
| **Materials:** Talking card, turn cards. | | |
| **Time** | **Interaction** | **Procedure** |
| **9min to 9min 10sec.** | **S**  **T** | “Ok, now you may Begin”  Students actually do the debate the way it was demonstrated before  (monitor discretely)  After 8 minute, notice to student  “Ok, 1more minute left.”  And after one minute notice to students  “Ok, time is up.” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| **1min 30sec.** | **T**  **S**  **S-T** | “Talk about what other students’ good point while I am going to check who was best.”  Students talking about good points about other student’s.  “Ok, I think is best.”  “And, do you have any ideas that which point could be better during discussion?”  Students talking about ideas about that can be improve if they have.  “Oh, good. See you all next time.” |

**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** |  |  |