**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Luna | 200th WK | 12/10/2019 | Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Stop bugging me |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice request sentence (ex: Could you..? Would you mind…? Excuse me..?)  Students will learn idiom “Stop bugging me.”  Students will acquire some vocabulary, expression through the speaking activity. |

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| **Materials and References** |
| ▷Photo. ▶Worksheet. ▷Video clip. ▶White board. ▷ Color pens. ▶ Dictionary |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 2 |
| **Detail** | ▷They are both females, and Korean.  ▶They have job experience. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| ▷ They are adult, and they have lots of life experience.  ▶ Therefore, they have experience ‘bugging’ situation in their life, so it would be easy to understand the situation. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| ▷ Students might not know the meaning of the “Stop bugging me” -> I will show them image & video clip, so they can figure out the meaning of the word. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to express their position/feeling to others, and throughout the conversation they could learn how to persuade or understand other people’s position/feeling. Therefore, at the end of the activity, I hope they solve a problem and reach to compromise. (->Happy ending☺) | | |
| **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: image** | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  2min | T-S  S-S  T | “Hello, everyone! How are you guys?” ☞ Students: “Good!”  ♦ Show the image    Q: “How do you feel if you’re the man who sit in the front seat?  Have you ever experienced this kind of situation?”  “Discuss with your partner within 2 minutes!”  ----------------------------------------------------------------------------------  **Discuss each other.** 🡪 (T: monitoring them + ★prepare task preparation)  --------------------------------------------------------------------------------  “Okay. Times up!” |

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| **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:** Video clip, White board, color pens. | | |
| **Time** | **Interaction** | **Procedure** |
| 2min  3min  1min | T-S  S-S  T-S | \*\*\* (★ Write down the sentence: “Stop bugging me” on the white board.★) \*\*\*  ----------------------------------------------------------------------------------------  “I guess all of you guys know about the ‘Simpson’, right?” ☞ Student: “Yes!”  “I will show you the video clip from Simpson.”  “After you watched the video clip, you will be going to discuss what is the meaning of Homer Simpson(father) saying: “Stop bugging me”  -> ★Pointing the sentence from the board.  Second, discuss how you would handle/solve the situation if you’re Homer Simpson(father) or Bart Simpson(son)?   * Show the video clip (->18 second)     “Start discussion! You have 3minutes”  ----------------------------------------------------------------------------------------  **Discuss their idea.**  1. Meaning of the “Stop bugging me”  2. How you would handle/solve the situation if you’re Homer Simpson(father) or Bart Simpson(son)?  -------------------------------------------------------------------------------------  \*\*\*\*\*\*[★Monitoring them from distance, if they figure out the meaning  (‘Stop bugging me’) or not.★] \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  ------------------------------------------------------------------------------------------  **Feedback**  (\*Clapping for attention) “Okay, times up!”  “T: Did you figured out the meaning?”--------🡪 S: “Yes!”  “T: What’s the meaning?” --------🡪 S: “annoyed, irritate, bothering”  “T: Good!” |

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| **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:** Worksheet | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  5min  2min | T-S  S-S  T-S  S-S | “Okay. I’m going to hand out the worksheet.  You’ll going to choose either A or B.”  “Therefore, if you choose A, then what’s your role?”🡪 Pointing another student.  “S: B!”  “T: Good!”  “After you decide your role, please prepare the 2 minutes roleplay.  You’ll have 5 minutes to prepare the roleplay. Please start it!”  Start discussion & prepare roleplay  ----------------------------------------------------------------------------------  \*\*\* ★ Monitor their discussion & Note useful/frequently usage sentence★ \*\*\*  “(\*Clapping) It’s time to perform your roleplay!”  “ T: Which one did you choose?” “Okay,( set up the places, chair/desk arrange)”  Play role playing  -------------------------------------------------------------------------------------  \*\*\* ★ Monitor their discussion & Note useful/frequently usage sentence★ \*\*\* |

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| **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:** Use note monitoring from <Task realization> stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 3min | T-S | “Great job. Everyone!”  “Did you learn anything new from this roleplay activity?” -> S: Yes!  “What did you learn?” -> S: talk..  “Yes. Good point! And I heard you guys using \_(ex: sentence, vocab, expression), when you asked your partner”  “Great work today everyone! Thanks!” |

**Instructor’s Comments and Assessment**

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

**<Image>**



**<Video Clip>**



**<Role play Speaking Activity>**

**Stop Bugging Me!!!!**

A B

B is chewing a gum with loud noise in You feel tired so you’re chewing the classroom. It bothers you to a gum to wake up, and it’s break-

focus on study. time.

You are on the bus. B is You are listening to your MP3

listening to loud music. player on the bus with using

earphones.

B is talking loudly to friends You just met your friend in the in the library. You are trying library. You are talking about

to study. your bad score from final exam.

B’s dog keeps peeing You don’t have a dog.

in front of your door.

B parked B’s car in your parking There was an emergency at

space. your house so you quickly parked your car.

B is burning garbage and the smoke You are burning dead leaves.

is going into your house. You need to clean up your yard.

You are eating dessert in a cafe. You are smoking in a cafe.

B is sitting at the next room and You are sitting in the smoking

smoking. The smoke is blowing section.

in your face. You are sitting

in the non-smoking section.

You are on an airplane. B’s feet You are taking an airplane.

smell REALLY bad. (It’s a long flight).