**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jinny Kwon | 206 WK | 11/04/20 | TBL | 25 min |

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| **Lesson** | |
| **Topic** | Planning a trip |
| **Main Aim** | Students will practice their speaking fluency while creating a travel plan for their city. |
| **Secondary Aim** | Students will have confidence while they are speaking about familiar subject. |

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| **Materials and References** |
| worksheet; board, maker; pen, paper |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 3 |
| **Detail** | This is a general English class and students are high motivated learners.  Students are all Koreans, and they respond well with the activity which they can participate all together. They tend to favor visual learner. Elsa communicate well with the other students and often lead the conversation. Anna needs to have more confidence in speaking. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| One of student is living in Seoul and students are familiar with the city of Seoul. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Time control → Use a stopwatch on Phone and once students to start discuss check the time.  Nervousness → Rehearse! While students are talking seat next to them and listen carefully. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give clear and simple instructions and speak loudly when I deliver the instructions. | | |
| **Stage Name:** Pre-Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must 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: paper,** pen; | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  4min | T-S  S-S | -Arrange a desk into a square shape.  Hello everybody! If your friend who has never visited Korea before wants to travel to Seoul. Where would you like to recommend? And why? Create a list of places that you would like to recommend as many as you can. Make a list together and talk to each other why you want to recommend this place.  I.C.Q  Do you work alone? (No.)  Would you recommend a place in Seoul or other cities in Korea? (in Seoul.)  Handover a paper.  Students talk to each other and create a list.  Monitor closely. If students are silence and time is remaining, giving them some ideas about the place such as night life, hot spot, market, traditional heritage, and nature. “How about\_\_\_?” |

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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:** worksheet, pen | | |
| **Time** | **Interaction** | **Procedure** |
| 40sec  2min  2min | T-S  S-S  T-S | Today you will plan a 3-day trip to Seoul for your friend who is coming on next week.  This is an information about your friend. Read and discuss together what you need to consider when you make a plan. You have 2mins.  Handover the worksheet.  Students discuss.  Teacher monitor closely. Seat next to them.  Now turnover your worksheet. You can find a travel plan. Decide where to visit and what to do and what to eat. For example, since he had a long flight, I think Jjimjil-bang is the good place to visit where he can rest and feel relax.  Then in Jjimjil-bang I will introduce him a sikhye which is Korean traditional drink, and show him how to make a towel hat like a lamb. (gesture) What do you think? Do you agree? If they are all agreed, you can write on your plan. Just keep in mind. Things on your plan should be agreed by all of you. For the budget you don’t need to consider about it.  I.C.Q  Do you consider a budget? (No.) |

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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. Classroom management may be an important consideration here. | | |
| **Materials:** worksheet, pen | | |
| **Time** | **Interaction** | **Procedure** |
| 12min | S-S  T | Discuss and make a travel plan.  While discussing, teacher monitor from distance such as,   * Check the time * Function –making a suggestion, agree/disagree, recommendation…   Announce when there is 2 minutes remaining. |

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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:** board, marker | | |
| **Time** | **Interaction** | **Procedure** |
| 10sec  2min  1min  10sec | T-S  S-S  T-S  T-S | Thanks to you, Brian had a wonderful trip in Seoul. Now he wants to discover other cities in Korea. Which city would you like to recommend and why? Discuss together. You have 2mins.  Students discuss.  Offer delayed corrections. Give some tips.  Well done to everyone. Now you may go home. Class dismissed. |

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

**[WORKSHEET]**

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