**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Kevin.Ku | 206th WK | 04/11/2020 | TBL | 25MIN |

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| **Lesson** | |
| **Topic** | Ranking: successful relationships |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn language functions such as persuasion and suggestion. |

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| **Materials and References** |
| A list of items they need to rank  A criterion for ranking the items |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | This is a general English class and students are motivated learners. The students are all Koreans, and enjoy daily conversation. They are accustomed to pair work, but still need to be relaxed before they communicate freely. They engage actively in kinesthetic learning and favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have learned vocabulary from previous class which will cover in ranking activity. All students have considered about their partner’s important factors before. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Time: the agreement point may not all be agreed before time runs out -> announce time in order for them to rank in time.  Desk arrangement: moving desks, spilling drinks -> clear desks of everything before the lesson |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give good 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:** A piece of paper for each group, pen | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  2min  1min 30sec | T  S-S  T-S | Today we are going to talk about some important factors which you consider for your spouse. It’s based on your perspective and idea so let’s brainstorm ideas about important factors that you are considering for your spouse.  (Set the groups) Since we have three students, three of you guys will be one group and discuss together about topic today. (Wait for students to move.).  Now create a list about important factors that you consider for your spouse.  Students begin pre-task within their group. (making a list on a given paper)  The one person from a group now speak their list and the some reasons. |

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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:** Ranking worksheet, pen, teacher note | | |
| **Time** | **Interaction** | **Procedure** |
| 1min 30sec  5min      -        1min | T  S-S  T  T-S | **Instructions**   * Now it’s time to rank the top 6 qualities about spouse in the prepared worksheet. Here is the worksheet and you guys will discuss together to choose top 6. * Before you guys choose top 6 qualities, you guys all need to discuss why this factor is important and everybody need to agree on it. * Now, you three will be a group so move your seat closer in order to discuss together as a group. (Wait for students to move.) * During the discussion, be sure to represent your idea when you want to choose specific quality on top 6. * Be sure not to write number beside the quality. We will write number after this task. * You have 5 minutes for this task.   I.C.Q. How many qualities do you guys need to rank, out of 16? (Six.)  Do you guys need to talk the reason before you guys rank some qualities on top 6? (Yes.)  Do you guys put number beside the quality? (No.)  Begin now.  Students begin discussion for ranking in a group. Monitor closely and offer tips or suggestions.  Announce when there is 2 minutes remaining. If students are still discussing their ideas when time is finished, simply announce that time is finished. Time’s up. If you haven’t finished everything yet, don’t worry – we will briefly share together and will discuss for the task one more time.  Now, one person from a group talks about their discussed top 6 qualities about spouse. |

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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:** Ranking worksheet, pen, teacher note | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  5min  2min | T  S-S  T-S | Now, three of you will discuss one more time to rank top 3 qualities about your partner. This time you will write number beside the quality that you have chosen. You guys have 5 minutes, be sure to discuss the reason too.  Students engage in the discussion, expressing ideas spontaneously. Monitor from a distance noting how effective they are at persuading, logical statements; disagreeing or refuting; and their use of suggesting expressions such as ‘I prefer this, since this is…; For example…; When I had same experience ….; what you said actually is a reason which I agree too’.  Finally, one person from a group talks about their discussed top 3 qualities with a reason that they discussed together. |

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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:** Ranking worksheet, pen, teacher note | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  3min  2min  30sec | T  S-S  T - S | Then now, what about the least important factor. Talk in your group and be sure to agree together with a reason.  You have 3 minutes.  Students discuss with their partners.  Offer brief encouragement to continue engaging actively in class. And give accurate feedback which is about vocabulary and function that they have used during discussion.  END |

**Instructor’s Comments and Assessment**

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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** |  |  |