**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| John Lee | 208 WD | 17/06/2020 | TBL | 25 min |

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| **Lesson** | |
| **Topic** | Discussion: What should I prepare for my wedding plan? |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively. |

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| **Materials and References** |
| P.C. (PPT), Worksheet |

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| **Student Profile** | | | |
| **Level** | Advance | | |
| **Age** | Adult | **Number of Students** | 6 |
| **Detail** | Emerging Level, has basic communication skills but needs to develop academic language in English. These Korean students are hesitant to use academic language but is willing to try when given the right situations. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| All students have experienced doing the priorities and ranking activities. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Time: students have not enough time to discuss due to the limited time. Be the time manager.  Unexpected situation in technology: Print an A4 size of the PPT. |

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| **My Personal Aim** | | |
| Write a complete and detail lesson plan.  Try to focus more on students’ talk. | | |
| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  2 min | T  S-S  T-S | Show PPT 1.  “Hello class! Today we are going to talk about the wedding. If you were a bride or groom, what would you prepare for your wedding? Talk to your partner for 1 minute. Go.”  Students will talk to their partner based on the questions. Teacher will observe students’ discussion.  (Clap) “Okay, times up. Who will like to share?”  If there is not much time, nominate a few students to share their opinions. |

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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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  5 min  2 min | T  S-S  T  T-S | Instruction  Hold up the worksheet.  “Today’s activity is priorities and ranking. It is a group discussion, so move your seat closer to your partner.”  Make a gesture to make a pair. Wait for students to move. Show PPT 2.  “You have four steps to do with your partner (Gesture with my finger). First, choose four things from the wedding plan list. Second, discuss and represent your idea to your partner, why did you choose those from the list. Third, rank your group ideas and write on the worksheet. Fourth, be ready to speak to your classmates.”  I.C.Q  “How many do you guys need to choose and rank from the list?”(Four)  “Do you need to write your idea or group idea on the worksheet?” (Group)  Read the worksheet question aloud for the students. Hand out the worksheet.  “You may start.”  Students will talk to their partner based on the worksheet questions. For their understanding, teacher should go around and check each group that they are on the right page.  Announce when 2 minutes are remaining. If students are still discussing their ideas when time is finished, help them to wrap it up.  (Clap) “Okay, times up.” Who will like to share?  Instruct students to respect peers' opinions. Encourage students to speak their ideas. |

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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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 10 sec  5 min  2 min | T  S-S  T-S | Close PPT.  “Now, bring all the ideas together and let’s do the class discussion. Talk to your classmates and rank 4 things from the wedding plan list. Be sure to agree together with a reason and write the class rank on the worksheet. You may start.”  Students will discuss with the class based on teacher’s instruction. The teacher will monitor from a distance and observe that they are persuading others respectfully.  Announce when 2 minutes are remaining. If students are still discussing their ideas when time is finished, help them to wrap it up.  (Clap) “Okay, times up. First, let’s talk about 4th one with the reason. Who will like to share?”  After listening to their 4th one with the reason, instruct students to share their 3rd ,2nd, and 1st. If only one student is talking, help other students to speak. (“I want to hear from another students.”) Encourage students to speak their thoughts. |

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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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  10 sec | T  S-S  T | “If you could add another new one to the wedding plan list, what would you like to add? Talk to your partner. Go.”  Students will discuss with their partner based on the question.  “It was challenging to gather the ideas in one, but you guys did a great job!” “You are dismissed.” |

**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** |  |  |