**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Paula | 210WK | Aug. 8th. 20. | Speaking | 20min |

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| **Lesson** | |
| **Topic** | Wedding Planning in detail |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively while they have to compromise their opinions about wedding plan. |

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| **Materials and References** |
| **The handout of wedding plan list and wedding information, pen** |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is general English class and students are highly motivated learners. One is Moroccan and the other is Korean. They can communicate freely if they have a little time to relax before they start. They are used to do pair work and enjoy role-play. They are interested in wedding culture. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have their own opinions about important issues before they get married, and the answer depends on the student. One may think a house to live together is better than an apartment, but the other may not. One may prefer a resort for Honeymoon, but the other may prefer tourist spot. In general, the couple who will get married have to agree where they live, how they make wedding plans. All students may have different opinions and be unfamiliar with deciding which is the best idea. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Desk arrangement : moving desks or the student for pair work  Some students might not be familiar with the wedding stuffs : give handout of wedding information to help positive thinking of the topic  Announce a time limit before start for classroom time management |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to help students enjoy speaking fluently and freely during activity. | | |
| **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** |
| 30sec  1min  30sec | T-S  S-S  T-S | "Have you ever done role play before?" (Yes) OK good~ Today, you are going to make some plan after taking a role. "What do you think of the most important thing when considering marriage?(first consideration before getting married)" (The money is important for someone, or true love can be important for others.) Talk with your partner.  Examples)  Ss A) A house is very important for me, because I will have a baby sooner if I get married. So I need a comfort home for my baby.  Ss B) A man who I love is the most important, because I will be unhappy if the man is not a good guy as I think.  Ss C) A wedding ring is more important than others, because it is the symbol how much my fiance loves me  O.K. What interesting ideas~.  Now, I have one more question for you. "Do you prefer a house, or an apartment to live? Let's brainstorm ideas about pros and cons" |

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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** |
| 2min  1min | S-S  T-S | |  |  |  | | --- | --- | --- | |  | **Pros** | **Cons** | | **House** | Free from noise  private parking space | Management by oneself  Far from stores or school | | **Apartment** | Convenient facilities near apartment  Convenient management facility | Noise between floors  Parking space problems  Auditory discomfort |   **Instruction** (showing the handout)  Alright! Now, you are a couple who will get married in a month. (decide who will be the man or the woman) You have to decide main issues in detail together, such as the place to live, honeymoon and wedding dress on the sheet. Also you can talk about what you want from your marriage partner or other stuffs which you want to make a plan.  Discuss them precisely and fill in the box when you agreed.  (pass out A4 sheet)  You have 10 minutes for it.  **I.C.Q**  1. Who are you in this activity? (A couple who want to marry in a month)  2. Can you write down two different opinions for one topic? For example, Is it possible that the woman will live in a house and the man will live in an apartment? (No, we have to agree with a house or an apartment.)  3. Can you write and tell what you want from fiance? (Yes, it is individual opinion) |

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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** |
| 10min | S-S  T-S | Students begin to discuss their wedding planning with materials such as the wedding information or a map.  Students decide where to live after marriage, the place for honeymoon, and wedding clothes and write them down.  Announce when there are 2 more minutes left.  Even though students are still discussing their ideas when time is finished, simply announce time is finished and tell them they can discuss about it other time. |

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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** |
| 2min  2min  30sec | T-S  S-S  T-S | Guys, can you share your wedding plan briefly?  Good plan. What would you do on your twentieth wedding anniversary?  Do you want to have a baby? How many?  Talk to your partner.  Well done everyone. I hope you have enjoyable time to talk with your partner. I can assume that marriage can give you a big change of your life. I am glad that you can speak freely and share your thought each other in the class. |

**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** |  |  |