**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Ko Un Choe | TESOL | 17/10/2020 | Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Bucket list |
| **Main Aim** | Students will practice speaking comprehension suing task-based lesson |
| **Secondary Aim** | Students will practice speaking fluency |

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| **Materials and References** |
| [**https://www.bucketlist.net/ideas/**](https://www.bucketlist.net/ideas/)**;** [**https://youtu.be/UvdTpywTmQg**](https://youtu.be/UvdTpywTmQg)**; Worksheet; board pens; PC and audio** |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is a general English class and students are highly motivated learners. They are fluent in English speaking. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| They are active and like to try new activities. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Visual Material: Prepare my own laptop/ print out picture of some activities on the list of the worksheet  Ss take longer/shorter to complete their task than expected: give them time limit |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to write out a complete, detailed lesson plan. | | |
| **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: board pens; PC and audio** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  3min | Whole  Whole | <Greeting & Brief Rapport>  T: Hi, everyone. How are you?  Have you heard about bucket list?  S: YES-> Can you tell us what it is?  NO-> It is a list of things that you haven’t done before but want to do before dying.  T: Have you ever tried to make your own list?  S: YES / NO  <Introduction of Task>  T: Today, we are going to talk about bucket list and hopefully you can make your own, too.  (Teacher writes on the board ‘Bucket lists’)  First, we are going to watch a short video clip from a movie called ‘Bucket List’  Play Video [**https://youtu.be/UvdTpywTmQg**](https://youtu.be/UvdTpywTmQg)  T: It was a movie about bucket list. Have you seen this movie before?  S: Yes -> Did you enjoy it?  No -> If you haven’t, I would like to recommend it to you. |

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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 | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  2min | Whole  Ss | <Instruction>  T: I am going to hand out worksheet.  You are going to mark the activities that you’ve already tried before.  And If you have something else you want to try, add them to the list.  Then, you can choose your Top 10. I will give 2 min.  (Hand out Worksheet)  CCQ: Are you going to work with your partner? No  How many minutes do you have? 2 min  (Ss work on their worksheet individually/ T monitors discretely) |

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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 | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  3min  30sec  3min  2min | Whole  S-S  Whole  S-S  Whole | T: Are you done?  (Ask Ss if they need more time. If so, give them 30 more seconds)  This time talk to your partner and pick top 5 activities that you both want to try. You can recommend one of the activities on your list to your partner. You have 3 min. You can seat next to your partner.  (Seating arrangement: Ss seat next to the partner/ teacher monitor supportively)  CCQ:  Are you going to work with your partner? YES  How many activities do you need to pick? 5  (students work in pair)  T: Are we done? Now, you can share your experience of an activity that you’ve already tried with your partner. Talk freely. You have 3 min.  CCQ  How many minutes do you have? 3  Are you going to share your story with your partner? Yes  (students work in pair)  T: Alright. Now, we are going to guess the top 3 activities that most people want to try. Who wants to go first?  (Ss Guess for the answers)   1. See the Northern lights/ 2. Skydive/ 3. Get a tattoo/ 4. Go on a Cruise / 5. Swim with Dolphins) |

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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:** worksheet; board pens | | |
| **Time** | **Interaction** | **Procedure** |
| 3min | Whole | <Feedback>  T: Did you enjoy today’s activity?  (Ss answer)  Will you try to accomplish your bucket list in the future?  (Ss answer)  <Language Focus>  Error Correction:  (Write Ss errors you noticed during the discussion and write them on the board. Let the Ss try to correct as a whole class.)  T: So we don’t have any homework for today. I hope you had a good time thinking about the bucket list and activities you want to try in the future. You did a good job today. Have a good day! |

**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** |  |  |