

Name& Class	Date & Place	Lesson Type	Plan	Topic	Length	Level
Jenny & Aileen 141 WD TESOL	12/10/16	Speaking	TBL	Where to live	40	advanced
<p align="center">Class profile</p> <p>Number of students: 10 Age: 25+ adult Nationality: Korean+phillipinos</p> <p>Motivations: e.g. 1. Demonstrating knowledge and understanding 2.Developing powers of independent reasoning 4. Writing for oneself and others 5. Social relationships 7. Personal advancement 8.Cognitive interest</p> <p>Individual or class hobbies and interests: current affairs and life style</p> <p>Special considerations: Ss'L1 is Korean, One different nationality student, one pregnant student.</p>						
<p>Main Lesson aim (Speaking skills)</p> <p>1. Students practice speaking fluency through main activity which is discussion and how to induce reasoning to choose best matched house for each couple.</p> <p>Subsidiary aims (language focus and skills)</p> <p>2. Students practice logical reasoning skill by matching various texts.</p> <p>3. Students practice literal listening comprehension while other students present.</p>						
<p>Description of language skills specifically used/practiced:</p> <p><input type="checkbox"/> Speaking:discussion</p> <p><input type="checkbox"/> Reading: worksheet</p> <p><input type="checkbox"/> Listening: other group's presentation</p> <p><input type="checkbox"/> Writing:filling in worksheet and writing reasons to list reasons.</p>				<p>Description of language systems specifically used/practiced:</p> <p><input type="checkbox"/> Discourse: Discussing which couple matched to which house</p> <p><input type="checkbox"/> Function: negotiating, compromising by sharing opinion.</p>		
<p>Anticipated difficulties with lesson activities and classroom management:</p> <p>1. Students might have difficulty to compromise matching house with the each resident.</p> <p>2. learning aids (projector, computer) may not work.</p>						
<p>How I can deal with these difficulties:</p> <p>1. Demonstrate individually explain what they have to do with I.C.Q</p> <p>2. Prepare printed paper in hand.</p>						
<p>Assumptions:</p> <p>1.All Ss understood house features according to their needs.</p> <p>2.All Ss have ability to find the reason.</p>						
<p>Material(s) needed: 10 worksheet with 3 couples brief background and 3 different house features. Marker, white board, nice house photo</p>						
<p>✓ Checklist. Tick those included in this lesson plan (or N/A) ✓</p>						
model sentences for target language	n/a	concept questions for target language	✓	analysis sheet for target language	n/a	
stages clearly titled and separated	✓	purpose of each stage indicated	✓	anticipated timing included	✓	
interaction pattern marked	✓	a board plan (if relevant)	✓	examples of all tasks used	✓	
answer sheet to all exercises	n/a	tape script	n/a	all materials labelled and numbered	✓	
<p>Personal aim : What I most hope to demonstrate in this lesson is the ability to increase S.T.T and participation by providing friendly learning environment.</p>						

<p>Stage 1: Pre-task</p> <p>The purpose of this stage is to focus students' attention and involve them in an interesting task(e.g. brainstorming to the board; help complete a chart etc.) that encourages the class to share their ideas freely, thus increasing STT and participation. Visuals may be used to introduce this task; be specific and focus on what is needed for students to complete the task. Provide the class with the basic inspiration and language they need before going to the next stage(e.g. topic, context, useful grammar/lexis, and an example/demonstration).</p>	<p><u>Inter action</u></p>	<p><u>Time</u></p>	<p><u>Instructor's comments</u></p>
<p>Greetings T: Good morning, everyone, how are you today? S: Fine. Thanks.</p> <p>Eliciting T: Look at the board, what is this? (Showing #1. house picture) S: House, nice house. T: What else you can think about when you look at this picture? S: Family, kids, relaxing, good sleep, party. T: What kind of house do you live? (Ask a few students what kind of house they live indivisually)</p> <p>(s: house, apartment, T: Anybody has a holiday house? ~ (joke) oneday we can have holiday house! :)</p> <p>T: That's right, Where we live provides lots of things to us. Today we will help 3 couples to look for their house, they don't know where to live and what to think about. So we need to help them to find their best suitable house for them to live happily. Can you all do that? S; Yes, T: that's great, I trust all of you can help them.</p>	<p>T</p> <p>T-S</p>	<p>1min</p> <p>3min</p>	

<p style="text-align: center;">Stage 2: Task Preparation</p> <p>The purpose of this stage is for students to work communicatively in pairs or groups to prepare a communicative task (e.g. roleplay, discussion, debate etc.) which they will deliver to the class/teacher. Student's may research the task, use dictionaries and ask the teacher for guidance. Instructions, groupings handouts/worksheets and resources, should be given at the start of this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Any or all of the skills may be integrated.</p>	<p style="text-align: center;"><u>Inter action</u></p>	<p style="text-align: center;"><u>Time</u></p>	<p style="text-align: center;"><u>Instructor's comments</u></p>
<p>Instructions</p> <p>T: we will handout worksheets with 3 couples background and 3 different house features to each of you, please read individually and discuss with your partner which house do you think is suitable for them and present in front of class why you chose that house for them.</p> <p>T: Have you ever helped friends to find house before?</p> <p>S: (Yes/no)</p> <p>T: let's think these three residents are your family or friends. would you like to help them?</p> <p>S: (Yes/no)</p> <p>T: So, today's activity can be very practical to help others in a future. Please present good reason to everybody later on. You will have 10 mins</p> <p>ICQ</p> <ol style="list-style-type: none"> 1. Can you discuss in a group first?-individually first 2. How much time do you have?- 10 mins <p>Before hand out the worksheets, we will show how to fill the worksheet with the reasons.</p> <p>Demonstration</p> <p>T: Now, We will show you how to match the house with good reasons through the Role play. ----roleplay----</p> <p>A: What do you think if you are single person, which house do you think is suitable for them?</p> <p>B; I think single person doesn't need big house, have to be very convenient to lots of things such as grocery shopping, laundry shop, near the subway etc. so that's why I chose one studio room for single person.</p> <p>make 5 groups of two, you pair, you pair,...</p> <p>(hand out the worksheets to everyone.)</p> <p>T: Now you may begin. (monitor with guidance)</p> <p>T: One minute left.</p>	<p style="text-align: center;">T</p>	<p style="text-align: center;">1min</p>	
	<p style="text-align: center;">T-S</p>	<p style="text-align: center;">2min</p>	
	<p style="text-align: center;">T</p>	<p style="text-align: center;">1min</p>	
	<p style="text-align: center;">S</p>	<p style="text-align: center;">10 min</p>	

Stage 3: Task Realisation The purpose of this stage is for the students to perform/deliver the task they prepared in the previous stage, focusing on their speaking skills such as fluency and pronunciation. Briefly set the students up so they may begin. The teacher should monitor from a distance, i.e. not interrupting this student-centred stage.		<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
Instructions T: Now, I think everybody ready to present your matching results to in front of everyone. We have 5 groups so each group can come out and present what you discussed about which house matched to which couple with good reasons. Both of you can come out and help each other to present. You can definitely refer what you wrote but don't read from it please. Each group has 3 mins to present		T	2min	
ICQ <ol style="list-style-type: none"> How much time do each group have for presentation? 3 mins Who can come out and present? All of us Can you refer worksheet you wrote? Yes, but not reading from worksheets T: Now you may begin, Please come out, first group. (Students come out and present) (Teacher monitor in a back seat and mark it down any errors by students)		S	15 min	

Inter action

Instructor's
comments

T

T: Now, I think everybody ready to present your matching results to in front of everyone.

S

ICQ

1. How much time do each group have for presentation? 3 mins
2. Who can come out and present? All of us
3. Can you refer worksheet you wrote? Yes, but not reading from worksheets

T: Now you may begin, Please come out, first group.

(Students come out and present)

(Teacher monitor in a back seat and mark it down any errors by students)

Stage 4 : Post Task The purpose of this stage is to provide meaningful feedback, error correction and suggestions for further study or homework. Another brief communicative task could be done which is designed to summarise the lesson e.g. write a report; groups vote for a winner; correct their scripts for grammar and practice saying it.	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
Feedback T: did you enjoy today's activity? S: Very fun. T: Is it useful and practical for your real life? S: Yes. (Listen to students feedback and feelings) T: So, who's confident to help them find house ? raise your hand~! Error correction if there are any (general positive feedback) remind a few common expressions everybody used in a discussion. T: I hope you can use today activity to find your own place in a near future. There is no homework today, please have good rest.	T-S	5min	

Instructor's Final Comments

<u>Overall strengths of this lesson (planning and teaching)</u>	<u>Areas to work on</u>
<p style="text-align: center;"><u>Overall comment</u></p> <p>For this stage of the course, your lesson today was</p> <p><input type="checkbox"/> Above standard</p> <p><input type="checkbox"/> To standard</p> <p><input type="checkbox"/> Below Standard</p>	
<p>Instructor: Date:/...../.....</p>	

#1. <dream house picture>



#2. <House info>

1.BEACH HOUSE IN FRONT OF BEACH :



2 BEDROOMS WITH 1 BATHROOM, STANDING ALONE HOUSE, BEAUTIFUL BEACHFRONT VIEW, GOOD QUALITY OF FRESH AIR, A BIT CROWDED SOMETIMES WITH PEOPLE USING BEACH, NO SHOP AND FACILITIES NEAR BY, MOST OF TIME VERY PEACEFUL AND QUIET, 20MINS DRIVE TO TOWN CENTRE FOR SHOP AND MOVIE, HOSPITAL, SCHOOL ETC. 30 MINS TO SUBWAY STATION.

2.APARTMENT IN NEW TOWN



2 BEDROOMS WITH 2 BATHROOMS, LOCATED IN NEW TOWN, RIGHT NEXT TO SUBWAY STATION, SCHOOL NEAR BY, SHOP IN DOWNSTAIRS, BIG SHOPPING COMPLEX NEAR BY, BAD AIR QUALITY WITH HIGH NOISY LEVEL, BAD TRAFFIC JAM.

3.TOWN HOUSE IN THE CITY



2 BEDROOMS WITH 2 BATHROOMS, HAVE WELL ORGANIZED COMMUNITY AND WITH GOOD FACILITIES, SCHOOL NEAR BY, GROCERY SHOP IN 5 MINS WALKING DISTANCE, SHUTTLE BUS SERVICE TO SUBWAY STATION, VERY QUIET AND PEACEFUL ENVIRONMENT WITH FRIENDLY NEIGHBORS, MEDIUM AIR QUALITY, INDIVIDUAL BLOCK ATTACHING TO EACH OTHER.

#3. <resident info>

RESIDENT NO. 1.



RETIRED COUPLE OF 60Y/O AND 63 Y/O, OUTGOING PERSONALITY, HUSBAND HAD BIG CANCER OPERATION 2 YEARS AGO. WIFE LOVES COOKING.

RESIDENT NO. 2.








NEWLY-WED COUPLE, EARLY 30 YEARS OLD, NO KID, BOTH ARE WORKING, LIKE OUTDOOR ACTIVITIES, EAT OUT A LOT, TRAVELING ON WEEKEND

RESIDENT NO. 3.



43 Y/O AND 45 Y/O COUPLE WITH 2 KIDS, 6 YEARS OLD GIRL, 10 YEARS OLD BOY, KIDS LOVE BEACH AND SUN, HUSBAND IS FREELANCER IN IT INDUSTRY WHO CAN WORK AT HOME, WIFE IS PRIVATE YOGA INSTRUCTOR. ALL FAMILY LOVE NATURE.

#4. <Discussion worksheet

resident	cross line	house	reason
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