

Name & Class	Date & Place	Lesson Type	Plan	Topic	Length	Level
Min Young Joan Cho	07/12/2016 Gangnam	Speaking	TBL	Can money buy happiness?	35min	Advanced
Class profile						
Number of students: 7		Age: 20-40		Nationality: Korean		
Motivations: Mainly to improve speaking skills as well as listening ability through sharing opinions with the partner						
Individual or class hobbies and interests: Students enjoy travelling, shopping, dining outside, and other activities which require spending money						
Special considerations: Meaning of happiness could be abstract						
Main Lesson aim						
1. Students will learn to think and organize their opinion logically						
2. Students will practice and improve their speaking skills by task-based lesson plan.						
Subsidiary aims						
3. Students will practice communicating in English through this communicative task and discussion.						
Description of language skills specifically used/practiced:				Description of language systems specifically used/practiced:		
<input type="checkbox"/> Listening: listening to other student's opinion				<input type="checkbox"/> Discourse: pair and group discussion		
<input type="checkbox"/> Speaking: sharing ideas and opinions with the partner and presenting to the class.				<input type="checkbox"/> Phonology, Lexis, Grammar, Function: advanced students will focus on speaking		
<input type="checkbox"/> Reading: comprehension the worksheet						
<input type="checkbox"/> Writing: note-taking						
Anticipated difficulties with lesson activities and classroom management:						
1. Computer and projector are unstable.						
2. Students may feel shy when presenting their opinions and may not be very actively participating						
How I can deal with these difficulties:						
1. Prepare worksheets and bring extra prints for lid-in picture.						
2. Ensure that every student equally presents and encourage them to response the answer actively.						
Assumptions:						
1. All students have work experiences and struggled between personal life and work to earn money						
Material(s) needed:						
Computer with a projector, presentation file, and worksheets.						
Checklist. Tick those included in this lesson plan (or N/A)						
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)	N/A	examples of all tasks used	✓	
answer sheet to all exercises	N/A	tape script	N/A	all materials labelled and numbered	✓	
Personal aim: Lead a student - centered class, focusing on the each student						

Stage 1: Pre-task

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 to complete this task. This task should provide useful information for the main speaking task they will prepare. 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).

	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>[Lead – in]</p> <ol style="list-style-type: none"> Greet: <ol style="list-style-type: none"> "Hello everyone. How are you feeling today?" (good, tired, not bad) Show picture#1 by using the projector "Look at this picture. How do you think she feels?" (looks happy, excited, hyper) Instruction <ol style="list-style-type: none"> "Now talk with your partner about what probably makes her happy and what makes you happy?" Students share ideas and the teacher monitors Feedback: <ol style="list-style-type: none"> Nominate 3 students and ask "What makes them happy with the reasons?" Write the keywords from the students on board next to the picture, and encourage their speaking. 	T-S	30sec	
	S-S	30sec	
	T-S	90sec	
<p>[Pre-task]</p> <ol style="list-style-type: none"> Instruction: <ol style="list-style-type: none"> Ask students "Do you like money? (yes), Do you want to be happy? (yes)" Then show a picture#2 on board and ask again "Do you think Money can buy happiness?" Hand out a worksheet#1 to the students. "Please look at question#1 and write down your ideas of "Why do you like money?" and "What makes you happy?" for 1 minute. "Then share your ideas with your partner." ICQ: <ol style="list-style-type: none"> Where would you like to write down your ideas? (Question #1 on worksheet#1) Students are working on it and teacher monitor. Feedback: <ol style="list-style-type: none"> Nominate at least half of the class to share ideas Response their answer in positive way. 	T-S	1min	
	S-S	1min	
	T-S	2min	

Stage 2: Task Preparation

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, resources and possibly an example/demonstration, if appropriate, should be given in this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Students should be chatting busily and enjoying their task.

Inter
action

Time

Instructor's
comments

1. Instruction:

(1) "Please look at the worksheet, **question#2**"

(2) Ask the students "What makes you happy the most? Please refer to the below chart and rank in order"

Topic	How do these things make you happy?	Rank
Interest		
Food		
Study		
Money		
Job		
Travel		

2. ICQ:

(1) How many 'Happiness List' do you have on your worksheet? (six)

(2) Do you also write down supportive reasons? (yes)

3. Students share their opinions and teacher monitor.

4. Feedback:

(1) Point out each person form all pairs of groups and present their opinions

(2) Do not show teacher's private judgment.

T-S

30sec

Ss

3min

S-S

5min

T-S

2min

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. The teacher should monitor from a distance and take notes about students' incorrect usage of typical language and also emerging language – this will inform the teacher about future grammar lessons and also provide useful error correction in the next stage.

Inter
action

Time

Instructor's
comments

1. Instruction

(1) "Now, we divide into two groups (with motion) and I will hand out the worksheet."

(2) Hand out the **worksheet#2** to the students.

(3) "Now as you can see on the paper, there are five questions. Write your answer individually before discussing the opinions in group."

T-S

1min

2. Write the answer individually.

(1) Can you be happy whether you are rich or poor?

(2) What makes you unhappy?

(3) If someone gives you a lot of money, what would you do with it?

(4) What do you save money for?

(5) Can money buy happiness?

Ss

2min

3. Students discuss in groups. Teacher monitor discreetly.

S-S

10min

4. Feedback

(1) Teacher nominates 3~4 students and ask the **question#5**.

(2) Encourage and react the good points.

T-S

3min

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 before wrapping up.

**Inter
action**

Time

**Instructor's
comments**

1. Instruction

- (1) Teacher nominates one student.
- (2) Ask "Do you think there is the right answer for 'Can money buy happiness?'"
Then ask if others agree with the answer.
Expected answer: no, it depends on person and situation
- (3) "How difficult was the speaking lesson?" (Not too difficult.)
"Did you learn something about today's lesson?" (Y/N)
- (4) "I hope you had fun trying to share the ideas about money and happiness today."

T-S

90sec

2. Warp-up:

Please consider more what make you really happy. And write the essay about 'Can money buy Happiness?' by next Wednesday.

T

30sec

Instructor's Final Comments

Overall strengths of this lesson (planning and teaching)

Areas to work on

Overall comment

For this stage of the course, your lesson today was

☐ Above standard

☐ To standard

☐ Below Standard

Instructor: **Date:**/...../.....