**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jinny & Rosa | 191thWD | 03-04-2019 | Speaking | 30 min |

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| **Lesson** | |
| **Topic** | Hot seats (About movie title) |
| **Main Aim** | Ss will practice their speaking skills. |
| **Secondary Aim** | Ss will practice their speaking fluency, pronunciation, and intonation especially while playing a game.  To encourage autonomous learning through team works. |

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| **Materials and References** |
| 20 real gamecards, 8 small practice cards, bell, board, markers, erasers, chairs |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 8 |
| **Detail** | There are 2 males and 6 females. Daniel is Turkish-Korean, Eli is Korean-American, the rest are native Koreans. Everyone can speak English. Both are outgoing. A few students are more reserved but just as capable. There is interest in fun teaching methods suitable for adults. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| This class has already known how to play “Hot Seat” game.  Ss are comfortable describing their ideas and words with peers in the class.  They all actively participate during fun activities. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| * Absence, lateness – This activity is planned around 2 groups of 4. I would need to make 2 group; 1 group of 4 and 1 group of 3. The latecomer would join the group of 3. * Use of L1 – Remind students of the English only rule.   If students use L1, I will give a yellow card to team which breaks the rule.  If the team is given 2 yellow cards, they will lose the game. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to write out a detail speaking lesson plan and practice speaking lesson with co-teacher. | | |
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| **Stage Name:** Pre Task  **Purpose of this stage**   * Create interest in the activity by involving whole class in teacher led / student-centered communicative activity. * Be specific and focus on what is necessary for students to complete task. * Relax students, activate their background information, and gather useful ideas for the lesson. * Provide students a clear detailed instructions and demonstration to know what they do. | | |
| **Materials:** board, markers, tape, 2 chairs, 8 small game cards  **Additional preparation:** Arrange the desk and seating arrangement (large horse shoes shape) before the lesson starts.  Write “English only in class” on board. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  1 min  1 min | T-S  T-S  T-S | T1 (Rosa): “Hello everyone.  I’m Rosa. This is Jinny We are your co-teacher.  How are you today?” (Ss answer)  T2 (Jinny): “Today, we will play the exciting game.”  T1(Rosa): “Can you guess what game it is?”  Show a gamecard and demonstrate how to play the HotSeat game.  T2 (Jinny): Attach a gamecard on the board.  T1 (Rosa): Sit on the Hotseat which is located in front of the board.  T2 (Jinny): Explain the movie of the game card.  “Do you know Hakunamatata?”  T1 (Rosa): Guess the title of the movie and answer.  “Hm… Lionking”  T2 (Jinny): “Lovely!”  T1(Rosa): “Can you guess what we played?”  (Ss answers: gigsaw, hotseat game, secret identity game etc.)  T2 (Jinny): “Great! we will play the Hotseat game!  T1 (Rosa): (Showing the cards) “These cards are about the famous  movies and we will play with these.” |
| **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. Monitor and offer brief tips if necessary. | | |
| **Materials: small 4 game cards, partners, 2 penalty yellow cards** | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  4 min  30 secs  1 min  1 min | T-S  S-S  T-S  S-S  T-S | T2(Jinny): ”Now, make pairs with your right person.  Before the real game, practice with your partner.”  T1(Rosa): “Don’t show your card to your partner.”  Hand out small 2 gamecards to each person.  T2(Jinny): “Let’s start practicing game with your partner.” (Ring the bell)  Ss practice with small cards.  T1(Rosa): Ring the bell and divide Ss into 2 groups of 4.  “OK, are you ready to start the real game?  Eli, Young, Jin, Diane. You are the team 1.”  T2(Jinny): “Daniel, Sue, Jerry, Carli. You are the team 2.”  T1(Rosa): “Everyone comes up in front of the class and stands with your groups”  T2(Jinny): “Make creative team name before start. If team name is creative enough, we will give the team 1 point!  (pointing the board) Be careful not to break the rule, if not,  I’ll give a yellow card.” (Show the yellow card)  Ss discuss the team name.  Ss will tell teachers their team name and teachers give 1 point to the team which has the creative name.  T1(Rosa): “Ok. Do you decide your team name? (Ss answer and we choose the winner team) Your team wins! Point 1” |

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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 discreetly and take note of incorrect language. Students perform their task without interruptions from the teacher. | | |
| **Materials: 20 game cards, 2 chairs, bell** | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  14 min | T-S  S-S  T-S  T-S | T1(Rosa): “Before starting the game, we give one instruction. You can explain the cards to the Hotseat person one by one.”  T2(Jinny): “If the Hotseat person answers right, go back to the line  and next person sits and listen to explanation.”  T1(Rosa): “Stand in a line. (wait) Ready, start~!”(Ring the bell)  One student sits on the Hotseat, the other Ss of the group make a line. With teachers’ instruction, start to explain the title of the movie.  T1 and T2 will hold the gamecard behind each Hotseat.  Ss will actively play the game.  While playing the game, Teachers will monitor them.  T2(Jinny): (Ring the bell) “Students finish!!!, go back to your seat.” |

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| **Stage Name:** Post Task  **Purpose of this stage:** To choose the winner and feedback what they have done great about. The teacher may offer delayed language correction to the previous stage, as well as mention positives points to improve next time such as useful strategies. | | |
| **Materials:** Winner prize(candies) | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  2 min  3 min  10 sec | T+Ss  T-S  S-S  T-S  Ts | T1(Rosa): “Let’s check the winner!”  T1+T2 : “Count the each card.”  T2(Jinny): “Wow! ( ) team is winner!!! Give them a big hand”  Give them candies and celebrate.  T1(Rosa): “Did you enjoy the game? (Ss answer)”  T2(Jinny): “Young, how did you like it?” (Young answers)  T1(Rosa): “Sue, how about you? (Sue answers)  T2(Jinny): “Which movie do you like the best among them and why?  Talk with your partner.”  T1(Rosa): “Eli, could you tell us about your best movie?” (Eli answers)  T2(Jinny): “Ok great!  Tomorrow we will play another game for our speaking.”  T1+T2: “Good bye! See you next class!” |

**Lionking**

**Harry Potter**

**Frozen**

**Jurassic World**

**Mission**

**Impossible**

**The lord of ring**

**Kingsman**

**Avengers**

**Transformer**

**Interstellar**

**AVATAR**

**Moana**

**Zootopia**

**Titanic**

**NottingHill**

**Taken**

**Gravity**

**Matrix**

**Kingkong**

**Home Alone**

**Love**

**Actually**

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| **Beauty**  **and**  **the beast** | **Little**  **mermaid** |
| **Aladin** | **Snowwhite** |

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| **Toystory** | **Mulan** |
| **Dumbo** | **Pinocchio** |
| **Sleeping Beauty** | **coco** |
| **Cinderella** | **Peterpan** |
| **Inside-out** | **Incredible** |
| **Monster**  **INC.** | **UP** |

**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** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |