**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Ryatt / 이경호 | TESOL | 04. April. 2019 | Speaking | 35 min |

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| **Lesson** | |
| **Topic** | Discussion: “Do you have any memorable song? & What’s your dream proposal?” |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice their discussion skills. |

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| **Materials and References** |
| **PPT file: speakers, computer and cell phone;**  **worksheets(Interview questions); board and markers.** |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 4 |
| **Detail** | Native Korean students. All women. One student is married and the other is not married. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Even if you have already been done a proposal, you can write your experience. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Technical failure - Prepare a backup audio file on my smartphone. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to conduct a student. | | |
| **Stage Name:** Pre Task**(5 min)**  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students may 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** |
| 2 min    1 min  2 min | T  T-S  S-S | “Hi, Everybody. I’m teacher Ryatt. I’m going to teach class today.”  “So now we’re going to watch some video together. While watching, you can get some ideas of today’s topic.”  Play ”video” - A man is sing a song for proposal.  Ask students about the video.  “Are you familiar this guy?”  “Yes!’ - answer  “Okay, That’s me. What did I do in the video?”  “proposal.” - answer  “Right. That song is ‘when I first saw you’. Singing by Jamie foxx in the Dream girls.”  “Today’s topic is related to a song.”  “Do you think any romantic songs?”  Students answer.  Write “Song” on the board.  “What is memorable song of yours? And say why it is memorable. Talk to your partner for 2 min.”  Students pair work. |

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| **Stage Name:** Task Preparation**(10 min)**  **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** |
| 2 min  3 min  5 min | T  S  S-S | **[Instruction]**  “Ok, Have you ever imagined receiving a proposal? If so, what kind of proposal would you like to get? When, Where, How and with someone.”  Write “:proposal” next the word “Song” on the board.  “I’ll hand out these worksheets, there are 5 questions on the worksheets. Read the  question and write it down. Give 3 min”  Hand out worksheets.   * Questions in the worksheets.. * Have you ever imagined receiving a proposal? If so, what kind of proposal would you like to get?(If you have been done a proposal, you can write your experience.) * 1. When? * 2. Where? * 3. Who is there? (eg some of your friends, parents etc) * 4. How? * 5. what kind of songs do you want? * 6. what do you want to hear?   Teacher monitoring.  “Ok, time is up. Now talk to your partner about your answer.  Give 5 min.”  Teacher monitoring.  “Ok, time is up.” |

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| **Stage Name:** Task Realization **(17 min)**  **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. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  15 min | T  S-S | **[Instruction]**  “Now, you will have a whole discussion. All of you.  It is important for everyone to participate.”  (make sure that everyone speaks up and only one person does not talk  too much in the group)  Write the discussion question on the board   * Share yours   Students talk for 15 min.  Teacher monitoring.  Do not interrupt the flow of the discussion. |

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| **Stage Name:** Post Task**(3 min)**  **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** |
| 3 min | T-S | “Okay, time is up”  Give feedback on the discussion.  “Thank you for deeply attending my lesson. You guys did very well discussion. How about our proposal without songs? Can you imagine?”  “No.” - Answer.  “Ok, At the last, I think it’d be nice to hear these words when you get a wedding proposal. I’ll show you my favorite scene of film”  Show the scene.  “If there is someone next to you or not yet, you are doing this. studying hard, obviously, it is nice to try to be a better person for someone. Trust yourself. Thank you” |

**Have you ever imagined for proposal?**

**If so, what kind of proposal would like to get?**

**(If you have been done a proposal, you can write your experience.)**

1. **When?**
2. **Where?**
3. **Who is there?**
4. **How?**
5. **What kind of song do you want?**
6. **What do you want to hear?**

**Instructor’s Comment 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** |  |  |