**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jin | 200WK | 12/Oct/2019 | Speaking lesson | 20mins |

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| **Lesson** | |
| **Topic** | How to make your sandwiches! |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice useful expressions for making a sandwich. |

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| **Materials and References** |
| Worksheet and ingredients for sandwiches. |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 2 |
| **Detail** | They are Koreans. (2female)  All students have experiences of studying abroad.  They are Age group in 30’s. They love to eat. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| All the students are able to cook and have interested in eating, so they may have a general idea of making a sandwich. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Some of the students might have less experience for making a sandwich.  By Pre-task, other students’ conversation can help each other to know useful vocabularies and expression for the later Task.  Some ingredients may have difficult to use, so use sliced cheese and ham and well cooked egg for convenient use. And check all ingredients are fresh. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to conduct a student-centered lesson with less teacher talk and encourage the students to practice their English speaking fluency for their daily life. And have a fun together by making and eating sandwiches! | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students are given a short communicative task.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** A picture of sandwich. | | |
| **Time** | **Interaction** | **Procedure** |
| 5sec  1sec  3sec  2sec  2min | T-S  T  T-S  T  S-S | **“Good morning, everyone! How are you today?”** (ss Fine!)  **Good!**  **“Have you eaten breakfast today?”**(ss Yes~~, or No, I han’t..)  **“ I had breakfast today, but now I feel so hungry~! “**  Click to a picture slide.)  **“Let’s look at this picture!”**  **“Do you like sandwich?”**(ss yes~)  **“Today in this lesson I want you to make a sandwich for me~!!”**  (ss Wow~~)  **With your partner, please talk “What sandwich would you like to eat and**  **When was the last time you made sandwiches, how was the taste like.**  **Share your experiences.”**  (Students talk with their partner.) |

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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 will be provided so students know what is expected. To assist the students’ preparation, the teacher will provide materials. | | |
| **Materials:** work sheet, real ingredients for sandwiches | | |
| **Time** | **Interaction** | **Procedure** |
| 2min  6min  1sec | T  S-S  T | **“Okay, guys.**  **Before you making sandwiches, I want you prepare and simulate it with your partner.**  (Hand in worksheet, and all ingredients for sandwich)  **With your ingredients and making a list what to do for each step.**  **Talk with your partner how to present the way of making sandwiches.**  **Each of you has to be using a little different ingredient and present your sandwich.**  **I will give you 6min for your preparation.**  (The students talk and what to do and how to do for their presentation)  (Monitoring during the students talk and manage the time.)  **Okay! Now times up!** |

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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. The teacher will monitor discretely and take note of incorrect language. Students perform their 2minutes long role play without interruptions from the teacher. | | |
| **Materials:** work sheet, picture (ingredients for sandwiches) | | |
| **Time** | **Interaction** | **Procedure** |
| 2sec  7min | T  S-S | **Now you have 7minites to introduce how to make your sandwich!**  **Please start.**  (The students introduce their way to making sandwiches)  (Managing the time limitation:)  (Monitoring and taking note if they use incorrect expressions.) |

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| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered voting. 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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2min  3min | T-S  T | **“wow it seems very delicious!! Well done guys!”**  **“How was your partner’s recipe? Would you like to try?** (ss Yes!~)  **I really want to try as soon as possible!**  **Which sandwiches is the best you think?**  **And why?**  (The students answer their opinion.)  **Before we eat, Let’s find out some useful expression in this lesson.**  There are some ordinal numbers  Firstly, secondly, Thirdly, after that, then,… lastly  (Draw the images.. Step 1, Step2……….)  Spread cheese on the bread.  Place another slice of bread on top  Cut into half or quarters..  And serve in a plate.  **Are you clear how to express making a sandwiches now?**  **“Okay, everyone. It is time to eat together. Enjoy your meal!”** |

**Instructor’s Comments and Assessment**

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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** |  |  |