**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Shabina & Sean | 203WD | 05/02/2020 | TBL | 20min |

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| **/Lesson** |
| **Topic** | What makes a happy life after retirement? |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively. |

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|  **Materials and References**  |
| https://blog.naver.com/iwindow37/220122351290Work sheet, White board, Board marker, Pen.  |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Adult | **Number of Students** | 6 |
| **Detail** | This is a general English class. Students’ age is in their 40s and 50s. They are highly motivated learners and all Koreans. They are interested in life after retirement. Also, they are accustomed to pair work, but they need some time to feel comfortable and to open up to communicate freely.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Students have their own plan after retirement. They want to know other’s point of view on how to spend a meaningful life after retirement. All of the students have a job, so they have something to share. Also, they are familiar with ranking activity. |

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| **Anticipated Difficulties and their Solutions:** |
| Time: the discussion about ranking may not be finished before time runs out 🡪 announce time is finished to end the activity. Spilling drinks 🡪 clear desks before the lesson. Desk arrangement🡪 arrange desks into one cluster.Lateness, absence🡪 prepare extra work sheets. |

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|  **My Personal Aim**  |
| What we hope most to demonstrate in this lesson is the ability to monitor from a distance and give more opportunities for STT (Student Talking Time). |
| **Stage Name:** Pre Task**Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must 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:** white board, board marker. |
| **Time** | **Interaction** | **Procedure** |
| 30 sec2 min2 min | T-SS-ST-S | Today we are going to find out what makes a happy life after retirement. Discuss with your partner, what are some important values that make your life happy after retirement and why? You have 2 minutes.Students talk in pairs about the question.Let’s listen to your ideas. Call out your ideas and I will write them down on the board.Students give out ideas.Teacher writes down the ideas on the board.Ex) Money, Health, Hobby, Friend, Religion, etc.Also, Teacher encourages and commends the students.  |

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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 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:** Worksheet, pen. |
| **Time** | **Interaction** | **Procedure** |
| 30 sec 1 min30 sec5 min- | TS TS-S | Now look at this worksheet.Individually rank what’s the most important for a happy life after retirement. Give out worksheets.Students individually work on worksheet.This time, share your ranking to your partner and then together as partners rank it again. Both of you must agree on the result.**I.C.Q.****Do you rank it together or individually? (Together.)****Do you have to agree with each other? (Yes.)**You have 5 minutes.Students discuss with partners and do the activity. Monitor and offer tips or suggestions.Announce when there are 2 minutes remaining.  |

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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 discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. |
| **Materials:** Worksheet, pen. |
| **Time** | **Interaction** | **Procedure** |
| 30 sec5 min 30 sec | TS-ST-S | Now, as a group rank together and make an agreement.Remember to state your reason well and respect all the opinions. This means sometimes you have step back to agree. You have 5 minutes. Begin!As a group, students discuss on what’s more important for a happy life after retirement. Monitor from a distance checking on how the students are speaking well. Take notes on what the mistakes students are making for the post task stage. Times up! Tell me your class ranking. |

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| **Stage Name:** Post Task**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:**  |
| **Time** | **Interaction** | **Procedure** |
| 30 sec2 min30 sec | TS-ST | Now talk to your partner about your plan after retirement. What life do you want after retirement and do you have a plan?You have 2 minutes.Students discuss with their partners..Encourage one or two students to share their plan. Provide delayed error correction. Well done to everyone, next time we’ll learn about what to say in an airport. Goodbye!END |

**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** |  |  |

**Worksheet**

**Topic: What makes a happy life after retirement?**

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|  | Your Ranking | Pair Ranking | Class Ranking |
| Health |  |  |  |
| Money |  |  |  |
| Spouse |  |  |  |
| Friend |  |  |  |
| Hobby |  |  |  |
| Religion |  |  |  |
| Etc. |  |  |  |