

## Background Information Sheet

Name	Class	Date	Lesson Type	Length
Sophia	Tesol 208WD	17/06/2020	Speaking	25 Mins

Lesson	
<b>Topic</b>	Simple Life
<b>Main Aim</b>	Students will practice their speaking fluency.
<b>Secondary Aim</b>	Students will learn to voice their opinions and speak respectfully.
Materials and References	
Three envelopes; 45 word cards (15 cards in each envelope); whiteboard markers; board eraser;	

Student Profile			
Level	Upper Int.-Advanced		
Age	Adults	Number of Students	6
Detail	This is a general English class and students are highly motivated learners. The students are all Koreans. They occasionally speak Korean in class, so teacher needs to remind the students the EOP. They are open to pair-works, activities, and to participate in group discussions but still need to be relaxed before they freely open to communicate.		
Assumptions about students' knowledge as required for this lesson:			
As for adults, they have experiences in life which makes them reflect on what is important and what their priorities in life are. All students have opinions to share about their current situation and about life in general.			

Anticipated Difficulties and their Solutions:
<p>Time: the activity may not all be finished in time -&gt; announce remaining time to the class</p> <p>Desk Arrangement-&gt; need to arrange and check the desks/chairs before the lesson</p> <p>Only few students may participate in the activity -&gt; provide enough time for everyone to speak up in class</p> <p>Late Student -&gt; pre-plan the sitting arrangement for late student's seat close to the entrance so the class does not get disturbed.</p>

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to give good instructions and monitor students.

<b>Stage Name:</b> Pre-Task <b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Whiteboard markers; board eraser		
Time	Interaction	Procedure
1min	T	<p>Today, we are going to discuss about Simple Life.</p> <p>What are the essentials we need in life and how we can have a simple life.</p> <p>Here is a question for you.</p> <p>(write on the board: Question: What are the 3 most important things you need in life right now? Why? (ex. Family)</p> <p>Group the students in 3 pairs (2-2-2).</p>
3mins	S-S	<p>Please discuss with your partner for 3 minutes.</p> <p>Gesture for students to begin talking to their partners.</p> <p>Students talk to their partners. Monitor.</p>
2mins	T-S	<p>Feedback. Gesture to a few students and ask-</p> <p>"Tell me what your partner has shared."</p>

<b>Stage Name:</b> Task Preparation		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> 3 envelopes; 45-word cards (15 in each envelope); whiteboard markers; board eraser		
Time	Interaction	Procedure
1min 30sec	T	<p>Instructions</p> <p>Now, we will do an activity together. I will be giving one envelope to each group. In this envelope, there are 15-word cards which are related to what we need in life.</p> <p>Please take the word cards out of the envelope then you and your partner will place them on your desk and arrange the order so that the words rank from the most important essential in life to the least important. (top to bottom)</p> <p>*Please discuss and come to an agreement to the list together.</p> <p>*After you have the top 5 of the lists, discuss why these are the top 5 list from the others.</p> <p>*You have 7 minutes to put together the rank list together, discuss the choices, and the reasons.</p>
30sec	T	<p>ICQ-</p> <p>What do you have to do when you get the envelope? (pull out the word cards)</p> <p>Do you rank the list with your partner? (Yes)</p> <p>Which ones do you discuss why with your partner? (the top 5)</p> <p>Talk to your partner and begin the activity.</p>
7mins	S-S	<p>Students discuss with their partners. Monitor and offer tips or suggestions.</p> <p>Announce when there is 2 minutes remaining. If students are still discussing when time is finished, simply announce that the time is up.</p>
2mins	T-S	<p>Feedback. Gesture to all groups which are the top 5 from the list. I will write it down on the board. (Encourage everyone to participate) ask the reasons from each group.</p>

<b>Stage Name:</b> Task Realization		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> whiteboard markers; board eraser		
Time	Interaction	Procedure
2mins	S-S	Class Discussion (1) From the 15 things we need in life on the board, Please decide together as a class the top 5. With reasons.
3mins	S-S	Class Discussion (2) Question- How are the first question answers and our top 5 list different?

<b>Stage Name:</b> Post Task		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
30sec	T	Class Discussion (3) Now how much do we have to earn to maintain our top 5 list? Do we need a lot of money to live a simple life?
2mins	S-S	Students answer.
30sec	T	Offer brief encouragement to continue engaging activity in class. Well done everyone! We will continue to practice speaking by doing similar discussions with variety of different topics.

## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
<b>Above Standard 85%-100%</b>	<b>Standard 70%-84%</b>	<b>Below Standard 69%-0%</b>
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		