**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Yuk Yungju | 211WK | 2020.08.12 | Speaking | 20 min |

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| **Lesson** |
| **Topic** | How to manage children |
| **Main Aim** | Improve their speaking skills by discussionStudents will practice their speaking fluency. |
| **Secondary Aim** | Make a student center |

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|  **Materials and References**  |
| **Board and black pen and some paper (if student need), pen** |

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| **Student Profile** |
| **Level** | Advance |
| **Age** | Adults | **Number of Students** | 2 |
| **Detail** | This is general English class and students are highly motivated learners. They have near native fluency with occasional errors in grammar or vocabulary. Using one topic and combine their idea and opinion. They can communicate freely with classmate.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Students have their own opinions about important issues about children. Each prefers a different way of teaching, so there is no correct answer, but they understand this topic by sharing and compare their opinions with others. |

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| **Anticipated Difficulties and their Solutions:** |
| Some students not active in the discussion – Encourage the students to talk. If students cannot understand topic – explain easy to understand |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to work with groups. I will focus on student centered in class. I hope my student can enjoy this class. Also, I will help to students improve their speaking skills and make student feel confidence. |
| **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:** List all materials that will be needed in this stage. |
| **Time** | **Interaction** | **Procedure** |
| 2min3min | Whole | **(Greeting & Brief Rapport) (sitting arrangement)****T: Hello everyone. Do you like children? (Ask them)****What do you think about children's education? I know there is someone in my class who is married and who is not married yet.** **(Talk each other about this topic)****(Information)****Between parents and children relationship is important. Children spend a lot of time with their parents. But If their relationship is bad It is too difficult to children. Most parents want their children to be too good person. But sometimes their education causes some problems. Some parents even use suppressed teaching methods to go the way they want. Some parents also punish their children. These behaviors make children hard and painful.****So today we discuss about children's education.****I have three question for discuss. First, is punishment helpful for children's education? Second, should parents be forced to raise children?** **And what is the best way to educate children?** |

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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:** List all materials that will be needed in this stage. |
| **Time** | **Interaction** | **Procedure** |
| 1 min 30sec1 min30 sec1 min | WholeS-ST-SS-S | **As I had said our today’s topic information.** **I want to know your opinion first. When I ask question, you must think about your opinion and say yes or no and reason why you think. you do not need to write anything.** **CCQ – Do you need to discuss with your partner? (YES)**  **Do you need to write down your opinion? (No)****Ok. First on, punishment is really need for their children education?****You have 1 minute to discuss.****(Monitor)****Ok. I see. How about Should parents be coercive to their children?** **(Monitor)** |

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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:** List all materials that will be needed in this stage. |
| **Time** | **Interaction** | **Procedure** |
|  1 min5 min | WholeS-S | **From now on, let's have a time to share your thoughts and opinions with your friends. There is no answer for this. The last question is what are the good parent’s? I will give you 5 minutes for this question because this question is not simple.** **(Students begin to discuss their opinion and share idea)****(Students talk each other and share)** |

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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:** List all materials that will be needed in this stage. |
| **Time** | **Interaction** | **Procedure** |
|  3 min | Whole class | **(Feedback)****Well done guys. How was it? Did you enjoy? (Ask to student)****I am glad to hear so many good opinions. Thank you for following me.****As we talk today, I think the relationship between adults and children is important. I hope we can make good relationship your children. I hope to you guys enjoy this discuss.**  |

**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** |  |  |