**`**

**Background Information Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Summer | TESOL | 12/15/2020 | Speaking | 20 mins |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Discussion; Choose the best date for David. |
| **Main Aim** | Students practice speaking fluency. |
| **Secondary Aim** | Students improve their function of persuasion through discussion. |

|  |
| --- |
| **Materials and References** |
| **PPT(Visual aid), worksheet**  **Images from:** [**https://ar.pinterest.com/pin/693202567622510009/**](https://ar.pinterest.com/pin/693202567622510009/)**,** [**https://cafe.naver.com/tmtesol**](https://cafe.naver.com/tmtesol) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 5 |
| **Detail** | This is an active English class and students are highly motivated learners. The students are all Korean, they are accustomed to group work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students are familiar with this topic; This can be the strong ground for their active discussion. | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| The internet might now work; bring personal laptop. Prepare sufficient amounts of worksheets. Nervousness at the start of the lesion; check the equipment is working; to start the lesson, sit down and follow the planned teacher talk script. |

|  |  |  |
| --- | --- | --- |
| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to reduce teacher talk, and encourage and monitor students effectively. | | |
| **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: PPT** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  30sec | T-S  S-S  T-S | We have some married students here, and single students. Married students, what made you decide to marry your spouse? Single students, what qualities are you looking for your future relationship?  Now let’s talk about what qualities are most important when you choose our life partner, boyfriend and husband. Let’s start from here. (clockwise)  Students answers.  Feedback.  (Nominate one student), do you agree with (another student) thoughts? |

|  |  |  |
| --- | --- | --- |
| **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: PPT and worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 1.5min  3min  30sec | T-S  S-S  T-S | Now, we have to find a date for this gentleman, David (showing PPT slide2) Here are two ladies, and let’s find out who is the perfect match for David. Now, let’s make 2 groups. (Move two students) This team, you support woman A, and (the other team) you support woman B. I will give you worksheets, you don’t need to write anything down. Just use this to brainstorm with your group why your woman is a perfect match.  ICQ: Do you need to write down anything? (No)  Okay, here’s the worksheet. You have 3 minutes. Let’s begin.  Students as (2) group start discussion.  (Monitors closely) Time is up! |
| **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: PPT and worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  8 min  30sec | T-S  S-S  T-S  T-S | Now, we have to choose only one, the perfect match for David. Let’s start discussion, each team supports your woman, and persuades other group, and you both teams choose one. You have 8 minutes. Let’s begin.  Students start discussion and choose one agreed date candidate.  You have one minute. Monitors from distance. Time is up.  Oh wow, who is the one? great choice. (If A is chosen, ask B supporting member) XXX, what do you think? You believe she is the right one? Any advice for David? |

|  |  |  |
| --- | --- | --- |
| **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: PPT and worksheet** | | |
| **Time** | **Interaction** | **Procedure** |
| 2min | T-S | Thanks for sharing your opinions, it was really good to see all of you discuss very actively with strong reasons and listened other team so well at the same time. I believe that we all picked the right one for David. Are you guys curious who the woman (A or B) is? (showing last slide) Will give David her phone number soon.  Homework. Once you go home tonight, ask your parents what made your Mom to marry your Dad. Which best qualities she found from him and she finds them still now. Thank you for the great discussion today! |

**Instructor’s Comments and Assessment**

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