**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| So Hee | 217WD | 21/02/03 | Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Should abortion be banned? |
| **Main Aim** | Ss will learn vocabulary related to biology from video clip and through debate. (Vocabulary)  Ss will be able to speak fluently by expressing their opinion on the topic. (communication) |
| **Secondary Aim** | Ss will learn a few of debating skills through the debate. |
| **Materials and References** | |
| <https://www.youtube.com/watch?v=LQUCaaMpUVk>; board; pens; P.C. and screen. | |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | Ss have enough ability to speak in English and to understand the conversation spoken in English. However, they may not know the words that are an issue in society in English. They can broaden the scope of vocabulary by learning new words that are not easily accessed in daily life. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Since the topic is related to a social issue, there will be many interesting arguments in expressing students' opinions. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| New and difficult words By explaining them using simple words at the end of the class or when students ask. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to plan out a detailed debating class which is not boring to deal with or not so controversial to deal with. | | |
| **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:** <https://www.youtube.com/watch?v=LQUCaaMpUVk>, P.C. and screen. | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T-S | <Greeting & Brief Rapport>  T: Do you know what kinds of social issues are rising these days?  (expected answers: school violence, sex crimes, pandemic..etc)  <Introduction of Task>  T: Among these many social issues, today we will have a time to debate about abortion law. For those who do not know what is abortion, I will show you a very short video clip of what is abortion. There may be a few words you do not know, but there will be no difficulty in knowing what abortion is.  (Show students the video clip)  (Explain the words students do not know if they ask, otherwise teach them at the end of the class) |

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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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 5 sec  5 min | T  S-S | <Prepare for debate>  Use pros & cons to prepare  T: Discuss for 5 minutes about the pros and cons of abortion. You may write a note.  (Ss start to discuss together) |

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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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 5 sec  9 min | T  S-S | <Do the debate>  (Instructions)  T: (Gesture pointing to Evelyn) Pros and Cons (Gesture pointing to Chelsea). Since each role is given, we will start to debate for 9 minutes.  (Ss starts debate) |

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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** |
| 3 sec  2 min  2 min | T  T-S  T | <Brief Discussion & Feedback>  T: Since I gave you the role randomly, I want to hear from each of you about the personal perspective of abortion. What do you personally think of abortion?  (Ss will say their own perspective of abortion)  Give some positive feedback to students about some debating tips that they used.  (Teach students the words they do not know if they didn't ask at the beginning of the class) |

**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** |  |  |