**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Yoojin Cho | 220th WK | May 8th, 2021 | Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Debate – Is 4-Day work week better? |
| **Main Aim** | Students will practice their speaking skills. |
| **Secondary Aim** | Students will be able to  learn how to give persuasive speech in English. |

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| **Materials and References** |
| [**https://www.youtube.com/watch?v=wItHPicsbDU**](https://www.youtube.com/watch?v=wItHPicsbDU)**, board** |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 4 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all adults, and they all work or have experience of working. Three of them are Korean and one is from Philippine, so we need to understand if there are any cultural differences. They are familiar with each other since it is their second month in the same class. They are confidence with speaking English but still need work on improving their speaking skills. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| The students are all adults, and they all work or have working experience. All students can share their experience of overwork. | | | |

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| **Anticipated Difficulties and their Solutions:** | | |
| The computer could fail 🡪 bring a portable speaker to use with my smartphone.  Nervousness in the lesson 🡪 double check on the materials and follow the lesson plan. Everything needs to be talked is in these sheets. | | |
| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to lead good planned speaking lesson. | | |
| **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:** board, video from YouTube | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  20sec  2min  1min  10sec  2min | T-S  T  T-S  T  S-S  T | <Greeting & Brief Rapport>  T: Has anyone heard about work-life balance?  Have you worked less or more than 5 days a week?  (If students say yes, ask how it felt and why.)  <Introduction of Task>  (Write on the board ‘4-Day work week’)  T: Today we will talk about if 4-day work week is better. First, I will give some brief opinion about this idea.  Play video.  Students can take a note if they pick up something from the video.  Share some ideas with students and write down some key points on the board.  Make groups.  Students brainstorm about pros and cons.  Write down usable ideas on the board for students to use later.  [e.g.]  Pros – more time for living/ stimulate economic activity/ more productive.  Cons – less productive (workers put in the same hours anyway)/ less salary/  not all industry can participate. |

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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** |
| 5min | T  S-S  T | Divide into 2 groups.  T: Use points on the board and make reasons to support the points.  Give 5 minutes to talk.  Monitor supportively 🡪 give ideas what to say about another groups points. |

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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** |
| 6min | S-S  T | Students debate.  Make sure everyone takes turn and talk. (Use gesture)  Monitor from a distance. |

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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** |
| 1min  1min  1min | T  T  S-S | Feedback.   * Which team win and why. * Error correction. * What they did well. * How they can make improvement.   Give a question to talk to partner related to the topic.  T: 2-day work week, will this happen in the future?  Talk to your partner.  T: Anyone wants to share? |

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