**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Aurora | 221th wd | 05.26.2021 | Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Planning a wedding |
| **Main Aim** | Students practice their fluency |
| **Secondary Aim** | Students learn expressions relating to wedding and planning.  Students understand procedure of planning. |

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| **Materials and References** |
| **Pictures, board, markers.** |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 5 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, whose ages are 20s-30s. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Some students got married already, Some didn’t. But they might think about their wedding and also have been to others’ wedding. So, they have enough knowledge and interests of the topic. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Nervousness at the start of the lesson -> practice for enough time; to start the lesson, follow the planned teacher talk.  Timing -> MUST check the time. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to write out a complete and detailed lesson plan and lead it. | | |
| **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** |
| 20 sec  1 min  10 sec  1 min  1 min | T  T-S  T  S-S  T-S | (Write ‘save-the-date’, ‘walk down the aisle’, ‘I do!’ on left of the board)  Hello guys.  Do you know what topic is related to these expressions? (wedding)  What are the things you would consider when you plan a wedding?  (Board useful ideas)  Do you have your dream wedding? Or how was your wedding? Talk to your partner.  Students talk to their partners. Monitor.  Feedback. Share your ideas. |

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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** |
| 30 sec  3 min | T  S-S | Today you are couple with your partner and plan your own wedding. I got some options here that you might like. Venue, wedding dress and honeymoon. (Show them) Choose one from each category with your partner.  **I.C.Q :** How many are you going to choose from each category? (1)  Should you make one same plan with your partner? (yes)  (Hand out) You have 3 minutes.  **Students talk and plan with their partner. Monitor supportively.** |

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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** |
| 10 sec  4 min  10 sec  3 min | T  S-S  T  S-S | Times up. Now share your plan with whole class. Include why or why didn’t you chose with details.  **Students share their plans. Monitor from a distance.**  Think about what unexpected accidents that can be occurred at each other’s wedding and solutions or if you want to change your plan a little bit.  **Students talk in group.** |

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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** |
| 1 min  4 min  10 sec | T  S-S  T | You both couples came back from honeymoon and are meeting at a café. Unfortunately, you got married on the same day so you couldn’t go to each other’s wedding. Talk about what happened at your wedding. You may exaggerate and be creative.  **Students talk in group.**  **(Backup Question:** What is one thing that is a “must” for your wedding but was not mentioned?**)**  Feedback. Thanks for participation. Did you enjoy?  Today’s homework is searching more expressions about marriage. |

**Instructor’s Comments and Assessment**

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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** |  |  |