**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| 김성은 (Lily) | 244WK | 09/04/2021 | Speaking | 20 min |

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| **Lesson** |
| **Topic** | Talk about food |
| **Main Aim** | Students will learn their speaking fluency with high confidence and less hesitation. They can improve their communicative skills by sharing their ideas. |
| **Secondary Aim** | Give students opportunity to speak as much as possible during the lesson and also keep encouraging them. |

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|  **Materials and References**  |
| Pen and paper, if necessary. |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Teen (13-17) | **Number of Students** | 1 |
| **Detail** | This is a general English speaking class with one female student. The student is Korean who have never been to abroad before. She is not confident to communicate in English but she is highly motivated.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Student must have an opinion about topic and should be able to share her ideas freely but her word choice might not be appropriate sometimes. |

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| **Anticipated Difficulties and their Solutions:** |
| Nervousness in the lesson 🡪 Double check the lesson plan before it begins. Remember to manage the time and follow the plan. Be ready to introduce topic clearly to the student. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to deliver well planned speaking lesson to students and let them speak a lot during the lesson. Remember teaching speaking is like a campfire. Use scaffolding technique and play devil’s advocate for useful intervention. |
| **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** |
| 30 sec4 min | TS | Organize seating arrangements one to one. “Hello Judy, today we are going to talk about food. What is your best and worst food? Why? What is in there? Please share your experience to me.”Student - Student share her experience.Teacher **– Use scaffold technique**. *Showing interest and agreeing; nodding, ‘uh-huh’, eye contact, yes, etc.* *(With a shrimp? / A spaghetti? / On the oven! / etc…)*  *Asking conversation- oiling questions (Is it? / Do you? / Where was it?)* |

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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** |
| 15 sec5 min | TS | “Do you worry about the safety of the food you eat?”Monitor closely and supportively. Student – Student begin to share her opinion. Teacher – **Use scaffold technique**. *Asking conversation-oiling questions. (Is it? / Do you? / You think so?)* Useful word to teach ; Food poisoning, Hygiene, Bacteria |

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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** |
| 15 sec6 min | TS | “Would you prefer to buy organic food or non-organic food? Why?” Student – Student start sharing her idea.Teacher – **Use scaffolding technique.**  *Asking conversation-oiling questions. (Is it? / Do you? / You think so?)* **Playing devil’s advocate.** *Taking an opposing or contrasting viewpoint in order to spur on*  *conversation. (“How can you be sure about (non)organic food is better?)* Useful word to teach ; \*Pesticide\* |

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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** |
| 30 sec2min1:30 min | TST | “What a great discussion! Thank you for sharing your interesting ideas about food. Now, please tell me about what food and beverage you want to have for today’s lunch.” Student - Student share her thoughts. Teacher – Participate in the conversation with asking light questions and show agreement or disagreement.Give a brief feedback. Ask student if she has any questions. Delayed error correction. Tell her what she did well and encourage her.“Judy, you did great on sharing ideas by using an English. I can see your speaking fluency is improving day by day. You nailed it!”  |

**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** |  |  |