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| **Name & Class** | | **Date & Place** | | **Lesson Type** | | **Plan** | **Topic** | | | | | | **Length** | | **Level** | | |
| 146th WD  Sookhee & Jessica | | February 15th  In Gangnam | | Speaking | | TBL | The best salesman | | | | | | 45 min | | Advanced | | |
| **Class profile**  **Number of students:**  **7 Age**: Adult  **Nationality:**  Korean  **Motivations**:  **Individual or class hobbies and interests:**  **Special considerations:** | | | | | | | | | | | | | | | | | |
| **Main Lesson aim**   1. Ss practice the speaking skills by negotiating how to advertise their products in a group and preparing the advertisement.   **Subsidiary aims**   1. Ss practice how to get other’s attention and interests by promoting their products in the class. 2. Ss practice pronouncing words or sentences correctly during the post-task. 3. Ss will be able to speak fluently by giving their opinions to promote their products. | | | | | | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking: giving their opinions and persuading other Ss * Reading: promotion plan * Listening: T’s demonstration, elicitation and instructions and other Ss’s presentation * Writing: planning their promotion | | | | | | | | Description of language systems specifically used/practiced:  * Discourse: discussing how attract customer’s attention * Function: persuading someone | | | | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: - If the student didn’t understand the instruction,  - If class has extra time left,  - If some Ss may not be active in the discussion, | | | | | | | | | | | | | | | | | |
| **How I can deal with these difficulties:** ☞ Teacher will repeat the instruction and ask ICQ again.☞ Teacher will extend the time of preparation and presentation or spend more time on ‘Language focus’.☞ Teacher encourages Ss to speak more by asking for their opinions and giving them some advice. | | | | | | | | | | | | | | | | | |
| **Assumptions:**  Ss have seen home shopping advertisements.  Ss are familiar to many kinds of advertisements.  Ss are used to discussing their opinions. | | | | | | | | | | | | | | | | | |
| **Material(s) needed:** 3 kinds of blanket, a camera, a car(toy), a toy, Board and markers | | | | | | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | | | | | | |
| model sentences for target language | | |  | | concept questions for target language | | | |  | analysis sheet for target language | | | | | |  | |
| stages clearly titled and separated | | |  | | purpose of each stage indicated | | | |  | anticipated timing included | | | | | |  | |
| interaction pattern marked | | |  | | a board plan (if relevant) | | | |  | examples of all tasks used | | | | | |  | |
| answer sheet to all exercises | | |  | | tape script | | | |  | all materials labelled and numbered | | | | | |  | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to encourage Ss to speak their opinions and ideas freely and confidently. | | | | | | | | | | | | | | | | | |
| **Stage 1:\_Pre-task**  **The purpose of this stage is to focus students’ attention on the lesson, introduce a topic, and involve them in an interesting task (e.g. brainstorming to the board; help complete a chart, problem-solving etc.) that encourages the class to work together sharing their ideas freely, thus increasing STT and participation. This should create the opportunity for the class to gain useful language they may need before going to the next stage.** | | | | | | | | | | **Inter**  **action** | **Time**  **10** | | **Instructor’s comments** | | |
| *T: Good morning everyone. How are you today?*  *We’ll show you something interesting. Please guess who we are.*  J : Welcome to TIMES home shopping! This is Jessica,  S : And this is Sookhee.  Today we’re going to give you a chance to win a great item right here. It is a beautiful picnic blanket.  J : That’s right! If you want to go to the park or go somewhere, but it’s a little bit chilly,  When you need extra clothes to make you warm, this is perfect to meet your needs.  S : Right. And it is easy to use. Just unfold it. It’s so portable that you can carry it wherever you go.  J : Yes, Absolutely right! Besides, it has waterproof function so you can use it whenever it rains.  S : And it comes in beautiful colors, red and pink. If you don’t like the colored one, you are lucky because we have grey one which has cute characters printed on.  J : Oh , one more thing! When you drive with your lover, and your lover falls asleep, you can make her warm with this item. This is made of 100% wool. I’m sure she feels extra warm including your love.  S : Absolutely. This is the best item you can earn brownie points from your lover.  Please don’t miss the chance to get this great item!  J : Right here, TIMES home shopping. Only today!! You can get it for only 5 dollars. Keep in mind Only Only today!  T : Who do you think we are?  Ss: Salesman  T: Yes, you’re right. Do you think we are good salesmen?  **[Instruction]**  Okay guys, today you’re going to be the best salesmen.  Before being a salesman, there is one thing to think about.  What factors do you have to consider to sell the products most?  What factors attract customer’s attention most?  Let’s think about the factors with your partner.  I’ll give you 3 minutes.  **[run task]**  After discussion in pairs, Teacher will brainstorm the ideas with students and write them on the board. | | | | | | | | | | T  T-S  S-S  T-S | 3min  1min  3min  3min | |  | | |

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| **Stage 2: Task Preparation**  **The purpose of this stage is for students to work communicatively in pairs or groups to prepare a communicative task (e.g. roleplay, discussion, debate etc.) which they will deliver to the class/teacher. Student’s may research the task, use dictionaries and ask the teacher for guidance. Instructions, groupings handouts/worksheets and resources, should be given at the start of this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Any or all of the skills may be integrated.** | **Inter**  **action** | **Time**  **11** | **Instructor’s comments** |
| **[Instruction]**  T: I’ll divide you into three groups.  I’ll give you the different item which you have to promote.  (Teacher prepares the items, such as a camera, a car and a toy and gives them to students randomly.)  I’ll give you 10 mins to prepare the advertisement. When preparing the advertisement, please focus on the target customer, the price of product and how to promote your product effectively to the customers.  **ICQ)**  - How much time do you have for preparation?  - What do you need to focus on?  **[Preparation]**  T: Okay, let’s get started!  (Teacher monitors the ‘task preparation’ activity discreetly, finds out some errors students made during monitoring and takes notes.)  (If students need more time to prepare, give them one more minute.) | T  S-S | 1min  10min |  |

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| **Stage 3: Task Realisation**  **The purpose of this stage is for the students to perform/deliver the task they prepared in the previous stage, focusing on their speaking skills such as fluency and pronunciation. Briefly set the students up so they may begin. The teacher should monitor from a distance, i.e. not interrupting this student-centred stage.** | **Inter**  **action** | **Time**  **14** | **Instructor’s comments** |
| **[Presentation]**  T: Okay, time’s up. Now it’s time for advertisement.  Each group will come in front and you will advertise the product to persuade other students to really want to buy it.  Each group will have 2 minutes for presentation.  And I will give you extra 1 more minute for other students to ask questions about the product.  **ICQ)**  - How much time do you have for presentation?  - What should other students do after each group’s presentation?  T : Let’s take a look at the camera advertisement.  Next, It’s time for a car promotion.  The last turn is for a toy! Please come over here!  (Three groups will present their products in turn)  (Teacher monitors students’ activities discreetly and takes notes of errors students made) | T  S-S | 1min  13min |  |

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| **Stage 4 : Post Task**  **The purpose of this stage is to provide meaningful feedback, error correction and suggestions for further study or homework. Another brief communicative task could be done which is designed to summarise the lesson e.g. write a report; groups vote for a winner; correct their scripts for grammar and practice saying it.** | **Inter**  **action** | **Time**  **10** | **Instructor’s comments** |
| **[Feed-back]**  T: Everybody did a good job!  Now let’s vote which item attracts you most!  Please raise your hand if you want to buy the first team’s camera.  Who wants to buy second team’s toy?  How about third team’s car?  (Teacher decides which team sells the most.)  T : Okay the best sales team is \_\_\_\_\_. You are the best salesmen in Gangnam!  T : Great job. Everyone  Why did you choose this team? Let’s think about the reason.  I’ll give you 2 mins to discuss with your partner. After discussion I’ll ask your opinions.  T : What’s your opinion?  **[Language focus]**  T: Before closing the class, I’d like to let you know some errors I’ve found from you guys.  (Teacher writes down the errors during monitoring on the board and corrects their pronunciations.)  Alright. It’s time to finish the class. I hope you enjoyed this class. See you next time. | T  T-S  S-S  T-S | 3min  4min  3min |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………………….… Date: …………/……………/..……….** | |