

Speaking Lesson Plan-Task-based Language Teaching

☐ Listening ☒ Speaking ☐ Reading ☐ Grammar ☐ Writing

Topic: Put yourself in the shoes. Swappy role play!

Instructor:

Jean Yoo

Level:

Intermediate

Students:

8

Length:

35 Minutes

Materials:

- 2 Role cards (one for each student)
- Whiteboard and markers
- Idioms worksheet (8 copies)
- Interview Worksheet (8 copies)
- Note & pen

Aims:

- SS will be able to speak fluently by reading and acting their role. (Communication)
- SS will develop agility not only by creating conversation but also swapping the roles. (Communication)
- SS will be able to practice past progressive tense while they act the role (Grammar)
- SS will learn vocabulary beforehand they will roleplay (Vocabulary)
- SS will be able to respond to diverse situations and react to it.

Language Skills:

- **Listening:** teacher's elicitation, teacher's example of vocabulary, background information
- **Reading:** role card
- **Speaking:** acting the role and create the conversation followingly to the situation
- **Writing:** take a note while watching other group's acting

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Language Systems:

- **Function:** listening to conversation, creating conversation , developing agility
- **Phonology:** correct vocabulary of names
- **Lexis:** Complaining, Poor service, Persuade
- **Discourse:** acting the role and create the conversation to persuade the other person if necessary
- **Grammar:** past progressive tense interrupted by a past action

Assumptions:

- Some SS may already know the vocabulary to present.
- SS may have had one or similar experience such as it before.

Anticipated Errors and Solutions:

- SS may have difficulty leading the conversation by creating situation

→ let the pair partner SS to help or discuss how it will be best to make the scenario or change the role if necessary with agreement.

- SS have difficulty finding vocabulary that SS is looking for

→ Teacher can suggest synonyms that accords to or let pair partner to help him/ her expressing such words.

- SS may feel shy to act the role or may not be active acting the role.

→ SS may try not in front of SS to present, you may do it with only T monitoring it.

- SS may get too long or conversation goes beyond the topic (a way too far)

→ Teacher can help to limit the time by alerting left min. and also give feedback during the discourse to talk about related topic.

References:

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<https://busyteacher.org/2581-swappy-roleplays-for-adults-3.html>

Pre-task			
Materials: board, markers, computer			
Time	Set Up	Student Activity	Teacher Talk
5min	whole class		<p><Greeting & Brief Rapport></p> <p>T: Have you ever cheated at an exam during your school days?</p> <p>if no, or found a fly in your soup at a restaurant?</p> <p>(If anyone says yes ask him/her the experience of it. Try to elicit the SS how was the experience and how did they solve or story end?)</p> <p><Introduction of Task></p> <p>(Write on the board 'Put yourself in the shoes. Swappy role play!')</p> <p>Today, we will be doing a roleplay on 4 different situations. You will be given each pair a situation - 1 card per partner. Please read your role and situation.</p> <p>Each pair would get 1 card per partner. (SS can choose the card/situation they want)</p>

Task Preparation			
Materials:			
Time	Set Up	Student Activity	Teacher Talk

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2min	Whole class	SS listen to Teacher and discuss the role and learn vocabulary	Procedure: <p>Today, as I told you, you will be acting 1 of each role from the partner, please read your role and situation in the card. You have 2 mins to read.</p> <p><CCQs></p> <ul style="list-style-type: none"> - Can you share with your partner your card? - What were you supposed to do? <p><Vocabulary></p> <p>(Write “Complaining” on the board)</p> <p>T: Has anyone heard of this word? Can you tell me what it means? Yes, it means expressing pain or dissatisfaction of anger</p> <p>CCQ: I went to a restaurant last night with my family, found a fly in the soup I ordered. What do you expect me to do next? “Yes, maybe I would complain this to the waiter or restaurants owner.”</p> <p>(Write “Poor service” on the board)</p> <p>Have you ever had poor service? What would you do if you have treated poorly?</p> <p>(Write “Persuade” on the board)</p> <p>Has anyone heard of persuade word? Can you explain to me what it means. It means cause somebody to adopt a certain position. Can you share your experience ‘persuading’ someone with all your effort?</p>
10min			

Task Realization			
Materials: Rold card, note, pen			
Time	Set Up	Student Activity	Teacher Talk
15min	Group	SS listen to the task and play the role	<p><Instruction></p> <p>With your given role, you may think of the story and conversation what to say, you have 10 mins with your</p>

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			<p>partner to prepare of conversation you will be talked about.</p> <p>When everybody is ready to start say “Action!”. While the students are role-playing monitor them closely, correct the mistakes if necessary or note them down to discuss later.</p> <p>Just about when the dialogues reach their critical points (after 2-3 minutes of talking) suddenly say “Stop!”. Ask the students to swap the roles and continue the conversation but with the reversed roles. Say if the student was Mother, now s/he has to continue as Daughter.</p> <p>CCQ:</p> <p>-How much time do you have?</p> <p>-Can you create the conversation easily?</p> <p>Okay. When you see that students are done with the situation, you can swap the situation between pairs, so that each pair has the opportunity of role-playing all of the situations.</p>
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Post Activity			
Materials:note, whiteboard			
Time	Set Up	Student Activity	Teacher Talk
5min	Whole class		<p><Feedback></p> <p>If SS finished, I would like students to share how exactly they sorted out the problems.</p> <p>Let me know if you felt any other difficulty acting the role.</p> <p>Error Correction:</p> <p>Share the mistakes during the conversation if necessary and discuss together.</p>

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SOS Activity			
Materials:			
Time	Set Up	Student Activity	Teacher Talk
3min	Who has finished their class early		T: As you have experienced role play, why don't you try creating the role freely with any this kind of situation you had before or it could be any other imagination.

Role play 1

Manager. You are a manager of a well-known company. And tomorrow is a deadline for a very important project of yours. You need to complete all the reports but alone you won't be able to do this. You see one of your employees, who happens to be your friend. Although he wasn't on the team for this project, ask him to help you. He's your only hope, because it's already evening.

Employee. Although you are working for a well-known company, your salary isn't high enough. You usually work long hours, but not today – your mother has a birthday. And you promised to come to her party. You're running late. At the exit you see your friend, who happens to be the manager. He approaches you and says...

Role play 2

Teacher. You are teaching in a high school. One of your students cheated at the exam and you want to see his parents to talk to them about it. Talk to the student and arrange the time for this meeting.

Student. You are a 16-year-old boy. You were a slacker during the semester, that's why you decided to cheat at the exam. And the teacher saw it. Now she wants to talk to your parents. If they find out, you will never get the bike you want. Persuade her not to talk to them.

Role play 3

Waiter. You are a waiter in a very expensive restaurant. You hear a customer complaining and your job is to go and find out what seems to be the problem. But when you come up to the customer, you recognize in him the person, who always invents complaints in order not to pay for food. You don't want to let him evade paying again.

Customer. You and your friend are sitting in a very expensive restaurant and eating soup. Suddenly your friend finds a fly in his soup. You immediately start complaining, shouting and blaming the restaurant for poor service. You will never pay for the food in the restaurant, where flies can be found in the soup. Tell this to the waiter. Start with "This is intolerable!"

Role play 4

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Daughter. You are a 14-year-old girl. You have a boyfriend (he's 19) and you love him. You want to move in with him. Persuade your mother to let you do this. Start the conversation with "Mom, I've got some news for you."

Mother. You are the mother of a 14-year-old girl. Your daughter has a 19-year-old boyfriend. They are in love, but you don't like him. You think he's irresponsible and your daughter is too young to date him. One day your daughter comes to you and tells you that...