**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Yoona | 197wk | 2019/7/29 | Speaking | 20 min. |

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| **Lesson** |
| **Topic** | Complaining at a shop |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice listening comprehension. |

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|  **Materials and References**  |
| 3 Role card, white board, markers |

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| **Student Profile** |
| **Level** | intermediate |
| **Age** | adult | **Number of Students** | 3 |
| **Detail** | - all students are native students.- mixed level |
| **Assumptions about students’ knowledge as required for this lesson:** |
| - They have experience to buy something at a shop. |

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| **Anticipated Difficulties and their Solutions:** |
| - Some students may not be active during role play.(encourge students by asking for their opinion of what others are saying- Mixed level (make easy & simple situation) |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to give students clear instruction |
| **Stage Name:** Pre Task**Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students may 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** |
| 2min2min1min | T-SS-S | **<Greeting & brief rapport>**T : Hello, everyone. "Do you have any good memory to buy something at a shop?" (ex. The staff was good etc.) If anyone says yes, talk to your partner and share your experience)**<Introduction of Task>**T : (write on the board 'complaining at a shop') Today, we will do role play called complaining at a shop. First, I will draw a picture to give you the background information. Please look at this. |

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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** |
| 2min | T-S | **Role cards****<instructions>**T: I'll give each of you a role card. Read the information on the card. (Hand out role cards each student) Julie : customer, Chris : staff, Michael : manager (Students read their role's information) |

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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.  |
| **Materials:** List all materials that will be needed in this stage. |
| **Time** | **Interaction** | **Procedure** |
| 10min |  S-S | T : Ok. Chris, What's your role? Julie, Michael, do you know your role? Good, I'll give you 10 min. Please get started to talk with partnersStudents' talking timeT: Discretely monitor then, take note errors |

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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** |
| 3min | S-S | T : OK, Time's up**<Feedback>**Did you enjoy today's activity? How was your role play?**<Error correction>****-**If you take a note errors, write them on the board.  Let the students try to correct as a whole class.T: You did a good job! I'm so glad you enjoyed 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** |  |  |