**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jina, Soo | 198WD | 2/Oct/2019 | Speaking lesson | 20mins |

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| **Lesson** | |
| **Topic** | Nasty boss who has a claustrophobia and hot-tempered new employee are stuck in an elevator. (Role play) |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice useful expressions for an emergency situation. |

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| **Materials and References** |
| PPT, 10copies of activity sheets. |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 10 |
| **Detail** | All students are Koreans. (5men and 5women)  All students have working experiences.  Age group: 20’s-50’s | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| All the students have experiences of work, so they have a general idea of a relationship between the boss and the employee. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Some of the students might not have any experience for being stuck in an elevator. - By Pre-task, other students’ conversation can help them to know useful vocabularies for the later role play.  Technical failure – Print out a copy of PPT. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to conduct a student-centered lesson with less teacher talk and encourage the students to practice their English speaking fluency in a particular situation. | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students are given a short communicative task.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** PPT-A picture of 2people stuck in an elevator. | | |
| **Time** | **Interaction** | **Procedure** |
| 2min | T-S  S-S | (Open PPT file and turn on the screen.)  **“Good morning, everyone! I’m Jina and this is Soo.”**  (Click to a picture slide.)  **“Let’s look at this picture!**  **Do you have any experience like this? Stuck in elevator?**  **Tell your experience to your partner.**  **If you don’t have, imagine how would you feel and talk.”**  (Students talk with their partner.) |

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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 will be provided so students know what is expected. To assist the students’ preparation, the teacher will provide materials. | | |
| **Materials:** Character information, work sheet. | | |
| **Time** | **Interaction** | **Procedure** |
| 6min | T-S  S-S  T-S  S-S | **“Okay, guys.**  **We are going to do a role play between a boss and an employee!**  **Here’s a character information,**  **talk with your partner and quickly choose one role.”**  (Give a character information.)  (The students talk and choose their roles.)  **“Everyone choose a role? Good!**  **Prepare a 2minutes long role play for the situation with your partner.”**  (Give a work sheet.)  (Monitoring during the students talk and manage the time.) |

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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. The teacher will monitor discretely and take note of incorrect language. Students perform their 2minutes long role play without interruptions from the teacher. | | |
| **Materials:** X | | |
| **Time** | **Interaction** | **Procedure** |
| 10min | S-S | (The students perform a role play.)  (Managing the time limitation: 2minutes X 5pairs)  (Monitoring and taking note if they use incorrect expressions.) |

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| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered voting. 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:** X | | |
| **Time** | **Interaction** | **Procedure** |
| 2min | T-S  S-S  T-S  S-S S-T  T-S  S-S S-T  T-S | **“Everyone played so well!”**  **“If you are stuck in the elevator with someone in this class,**  **who would be the most helpful person?**  **Discuss with your partner and pick one!”**  (The students discuss.)  **“Let’s vote! Who did you pick? Say the name!”**  (The students say some names. Listen and catch the most spoken name.)  **“Why do you think Hoon is the most helpful person?” - X2**  (The students speak out some reasons.)  **“Okay, everyone. All of you did a great role play! Keep this vibe! Bye!”** |

**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** |  |  |