

## Background Information Sheet

Name	Class	Date	Lesson Type	Length
Ben, John	TESOL 198WD	02/10/2019	TBL	20min

Lesson	
<b>Topic</b>	Strange Job Interview
<b>Main Aim</b>	Students practice their speaking fluency
<b>Secondary Aim</b>	Students practice how to deal with a strange interview situation with their speaking skills.
Materials and References	
computer, screen, speaker, video file( <a href="https://youtu.be/4mwcF7UaT3I">https://youtu.be/4mwcF7UaT3I</a> )	

Student Profile			
Level	Advanced		
Age	Adults(20's-50's)	Number of Students	10
Detail	7 females and 3 males. Everyone has no difficulty expressing their thoughts and opinions. Most of them have job experiences.		
Assumptions about students' knowledge as required for this lesson:			
All of the students have some interview experiences such as a job interview or a school admission interview. Before those interviews, they might have prepared how to deal with an interviewer effectively before they were interviewed.			

Anticipated Difficulties and their Solutions:
* Technological failure : I will prepare an extra laptop to connect to the screen and a speaker. * Drink Spill : Before students move to the front to act out, tell them to be careful of the drink because drinks can be spilt while their standing up and moving. * Shyness : I will monitor who struggles with the preparation and offer some help to facilitate their active participation.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to get students involved in the class with active participation and get them to feel that their speaking fluency improves while having fun.

<b>Stage Name:</b> Pre Task (4 min 30 sec) <b>Purpose of this stage:</b> 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.		
<b>Materials:</b> computer, screen, speaker, video clip		
Time	Interaction	Procedure
1min 30sec	T	Hi, guys. <b>(Short greeting with students)</b> Have you ever experienced unusual interview situations? Let's watch a video clip about an interview situation. <b>(show a video clip)</b> (1min 10sec) <b>(after the video is finished)</b> What will happen next? Talk to your partner.
2min	S-S	<b>(Talk to a partner)</b>
1min	T-S	YS, can you share your ideas? <b>(Listen to YS)</b> Thank you.

<b>Stage Name:</b> Task Preparation (6 min 30 sec) <b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
30sec	T	Class, prepare a role play about the next scene based on what you've talked about. Discuss with your partner and get ready to act it out for a minute. It has to be funny and creative. You guys have 5 minutes to prepare.
6min	S-S	<b>(Talk to a partner)</b> <b>(The teacher monitors students to see who has trouble preparing the role play. If necessary, give some help to students struggling with the task.)</b>

<b>Stage Name:</b> Task Realization (6 min 40 sec)		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
10sec	T	Times up. Let's have this group first <b>(with hand gesture)</b>
6min 30sec	S-S	<b>(Each group acts out the scene, a minute for each group)</b> <b>(After each group finishes, the teacher can pick the next group)</b>

<b>Stage Name:</b> Post Task (2 min)		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b>		
Time	Interaction	Procedure
30sec	T	Well done everyone. All of you acted like a real situation. Now, we will choose the best actor team. Which group was the most creative and funniest? Talk to your partner and make a decision.
30sec	S-S	<b>(Talk to a partner)</b>
1min	T-S	Ok, guys. Let's vote. Who voted for this group? <b>(Give a vote for each group and after the vote is finished)</b> So, (     ) won. <b>(give chocolate to the winners and candies to the rest)</b> Great job everyone. See you tomorrow!

## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
<b>Above Standard 85%-100%</b>	<b>Standard 70%-84%</b>	<b>Below Standard 69%-0%</b>
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		