**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Seongmin | 201WD | 27/11/2019 | TBL | 20min |

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| **/Lesson** | |
| **Topic** | Role Play: Deciding where to go for holidays with your friend |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively. |

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| **Materials and References** |
| Guideline/Instruction sheet |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 7 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have some knowledge about travelling abroad and they are knowledgeable about many countries. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Time: They may not come to an agreement 🡪 finished time is announced to end the role play  Desk arrangement: Horseshoe Set up 🡪 clear desks of everything before the lesson.  Technical failure 🡪 No technology used in this session |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give good instructions. | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must 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: None** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  2 min | T-S  S  S | Today we are going to do a role-play for our speaking lesson.  First, with your partner, talk to each other about your favorite vacation destination and discuss why. Form 2 groups of 2 and 1 group of 3. You have 2 minutes.  Talk with your partner(s)  A person from each Group present what their favorite vacation destination is and give a reason on why. |

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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: Instruction Handout** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min 30 sec  5 min | T  S | **Instructions**   * Now it’s time to prepare the role play. Move your desks into horseshoe. (Wait for students to move the desks.) * “Here are some role-play topics for you to choose.” * Give out the hand out to students (Attached) * From the list, each group choose 1 role play topic * With your partner(s), rehearse your arguments and replies. * Prepare two minutes role-plays as friends who are planning a vacation. * If you forget what to say, do not read any notes! Be spontaneous! * You have 5 minutes to prepare.   I.C.Q. How many topics do you choose? (1 topic)  Who are you working with? (With your partner(s))  Students begin discussing. Monitor and offer tips or suggestions.  Announce when there is 2 minutes remaining. If students are still discussing their ideas when time is finished, simply announce that preparation time is finished. Time’s up. If you haven’t finished everything yet, don’t worry - just listen and talk spontaneously. |

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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. Classroom management may be an important consideration here. | | |
| **Materials: None** | | |
| **Time** | **Interaction** | **Procedure** |
| 6 min | S-S | The nominated group comes up to the front of the class and begin their role play. Monitor from a distance noting how effective they are at persuading each other and making arguments; disagreeing or refuting; and their use of expressions such as ‘that may be true but…; |

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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: Whiteboard** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min | T  S-S  T | Now talk to your partner(s) on which group had the best resolution.  Do you think each group will have good time in their vacation?  Which group will have the best time?  You have 2 minutes.  Students discuss with their partners.  Monitor from distance while students talk.  Which person made the best case? Which group will have the best time in their vacation? Which group will have the least good time?  END |

**Instructor’s Comments and Assessment**

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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** |  |  |