**Background Information Sheet**

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

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| **Lesson** | |
| **Topic** | Spot the differences between two pictures. |
| **Main Goal** | Students will practice their speaking fluency. |
| **Secondary Goal** | Students will practice how to describe pictures,  Students will practice comparing and contrasting two pictures in a given time.  Students will practice their listening comprehension. |

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| **Materials and References** |
| [**http://google.ca**](http://google.ca)  **7 copies of worksheets, A4 size two different pictures, colored markers, board** |

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| **Student Profile** | | | |
| **Level** | Upper 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 they need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor visual learning, but auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| - Ss seem to know how to describe pictures and find out the differences between two pictures.  - Ss enjoy comparing and making a contrast of pictures in detail using L2. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Some Ss already know how to describe pictures in L2 so the activity might not attract their full attention.  → Give them a bit challenging pictures to describe.  → Let them describe the pictures in every detail to their partners within a given time limit and make it a game to rank which team is the fastest.  Some Ss find the activity difficult and/or may not be active in the task.  → During the stage TP, let them practice describing with a small group first and discuss with the group how to describe the picture. Encourage them to practice easily describing pictures. |

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| **My Personal Goal** | | |
| What I hope most to demonstrate in this lesson is the ability to give good instruction.  To make students feel comfortable and have confidence in speaking L2 through the class.  To write out a completed and detailed speaking microteaching lesson. | | |
| **Stage Name:** Pre Task (4min)  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas that will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The goal 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** |
| 1min  2min  1min | T - S  S - S  T - S | **<Greeting>**  **Hello, everyone. How’s going today? (Students answer)**  **How do I look like? (S answer like long hair, wear skirt..)**  **When you meet your friend and want to talk about our class how will you describe to your friend? I will give you 2 minutes, talk to your partner about how the class looks, such as the classroom, teacher, other classmates and so on. While your partner describes this class, let’s pretend you have no idea about it.**  **Talk to their partner.**  **Well, did you get it how is your friend’s class like?** |

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| **Stage Name:** Task Preparation (5min)  **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 in their preparation. Monitor and offer brief tips if necessary. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  4 min | T  S - S  T | **“Now, let’s divide two groups.” (divide into 1 group of 3 and 1 group of 4)**  **“I am going to hand out the worksheet and your group has the same pictures. Share your idea and discuss how to describe this picture to others.”**  **ICQ:**  **“Do you have the same picture with your group?” (Yes)**  **“Can you show your picture to your group?” (Yes)**  **“Then can you show your picture to other groups?” (No)**  **Great! I will give 4 minutes. Let’s start!**  **Hand out worksheet (Ss get same the picture with same the group)**  **Ss are describing the picture each other and sharing idea of how to and what word they going to use it.**  **“Okay, times up!”, “Do you guys get the idea of how to explain this picture?”** |

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| **Stage Name:** Task Realization (6min)  **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 tasks without interruptions from the teacher. Classroom management may be an important consideration here. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  5min | T - S  S - S | **“Before we start the next activity, let’s move your seat.” (Ss move and change partner with different group members)**  **“Now we are going to talk with your partner who has a different picture with you. Describe your picture to your partner and find out as many differences between the two pictures as you can. This time, you can circle or mark the different spots. Any team who finds first 12 differences, raise your hand.” “There are 15 differences.”**  **ICQ**  **“How many spots you have to find first?” (12)**  **“Can you show the picture to your partner? (No)**  **“Good! Let’s begin!”**  **Ss are talking and finding out differences in the pictures.**  **Any team that comes up with 12 differences first raises a hand.**  **T: Walk around and monitor Ss talking**    **Do you have 12 differences? Great! Keep finding more while other teams working.”**  **“Guys 30 more sec”**  **“Times up!. Does everyone find it? “How many did you find? (ask each group individually) “Wow, you guys are really good at finding differences.** |

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| **Stage Name:** Post Task (5min)  **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** |
| 1 min  2-3 min  1 min | T - S  S - S  T  T - S  and  S - T | **Put up the two different pictures on the board**  **“Who was the 1st team?”**  **“Okay, two of you come up and mark the differences on the board together.”**  **“You guys, tell the different spot to them.”**  **Ss call out different spots and the winning team Ss mark them on the pictures.**  **“Thank you, guys.”**  **T : “So everybody agrees with all this different spot?**  **“Look at the picture, Where are they?**  **S : “In the kitchen.”**  **T : “How many people in this picture?**  **S : “Two”**  **T : “What are they making?”**  **S : “Cake and cookies.”**  **“All right! You guys all did a great job!”** |

**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** |  |  |

**잔디, 나무이(가) 표시된 사진

자동 생성된 설명**