**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Lisa & Yeni | 203 WD | 2/5/2020 | TBL | 20min |

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| **Lesson** | |
| **Topic** | Complains |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively. |

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| **Materials and References** |
| 6 different Image Cards about complaint  Board marker |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | adults | **Number of Students** | 6 |
| **Detail** | Native Korean students, 3 men and 3 girls. The age differences between students vary from their 30’s to their 50’s, but all students get along very well. Students can generally communicates effectively using complex sentence forms and express their daily lives appropriately, but still need to be relaxed before they will open up to communicate freely and even in a unsatisfied situations. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have complaining experiences that they have had in their lives. All students have had to ask the other party to resolve their complaints and the other party should be able to cope with their complaints. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Highly assertive students take longer this task. -> Let them make sure that every student must participate and share their opinions on the topic.  Just the complainers are likely to speak longer -> Instruct that both sides must to draw conclusions for the resolutions.  Time: Time may run out quickly 🡪 announce time is finished to end the conversation |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is that all students improve their abilities to speak English through our speaking lesson plan. | | |
| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  3min | T  S-S | “Hi! Guys! I’m Lisa, and This is Yeni.  We’re going to co-teach todays’ class.  You may have experiences of complaining or even listening to others complain in your daily lives. For example, noisy footsteps from upstairs or food delivered after an hour.  Talk to your partner about your experiences.  You have 3 min.”  S-S pair work.  Students starts interviewing in pairs for 3min.  Monitor while they are talking. |

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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** |
| 1min  30sec  6min | T  T-S  S-S | “Guys, clear your desk.  Each of you will receive a complain card. DO NOT SHOW OTHERS.  One will complain like the picture in the card, the other have to guess the picture first, then solve the problem.  Once it is done, switch roles and repeat with your own cards.  Remember, we have one rule.  ‘Speak politely with manner’. You have 6 minutes.”  I.C.Q.  What is the topic?  (Complaints)  What is the rule?  (Speak politely with manner)  After you are done, what do you do?  (Change roles)  Yes, Start now.(Gesture)  Students starts their role play.  Teacher monitors from a distance. Catch some mistakes but does not correct on the spot. |

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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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  5min | T  S-S | Students will form a group of 3.  “Guys, time is up! Switch your cards with your partner. Now we will change groups. Shabina, Sean and young, one group. Ginny, Jay and Daisy one group, please. In your groups you will be sharing new vocabs or interesting expressions you have heard from your partner. You have 5 minutes.”  Students discuss with their partner  Students will now share and discuss what was new to them. By doing this, students will be able to pick up certain expressions (or vocabs) that they did not know. Teacher will be monitoring from distance and hear students talk. |

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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** |
| 30sec  3min  30sec | T  S-S  T | “Now back to your original seats please. Talk to your partner. Talk about how you should behave/ or talk politely when something goes wrong and you have to call the service center to repair. You have 3 minutes.”  Students discuss with their partners.  “Well done everyone. Now you know how and what words you need to use. Next time you will be able to talk much more politely to others even though you are in frustrating situations.  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** |  |  |