**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Cherry | 216 WK | 12/12/2020 | TBL | 25 min |

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| **Lesson** |
| **Topic** | Role Play : Single life |
| **Main Aim** | Students will practice their speaking fluency |
| **Secondary Aim** | Students will learn to speak and express their opinions about single life through role play |

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|  **Materials and References**  |
| **Worksheet**  |

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| **Student Profile** |
| **Level** | Advanced level |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is a general English class and students are highly motivated learners. The students have different opinions for single life. They will find out which life style is happier through this role play. They will learn communicative speaking by being active in the role play. |
| **Assumptions about students’ knowledge as required for this lesson** |
| Students know about what single life is and have different opinions for the single life and can express and share their opinions freely.  |

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| **Anticipated Difficulties and their Solutions:** |
| Time management -> Time may be delayed due to preparation of role play and several pair work. Count the time of students’ discussion with their pairs and manage a smooth transition. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to lead a speaking lesson like water flowing without any mistakes. |
| **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** |
| 1 min4 min1 min | T-SS-ST-S | Hello, everyone.Nowadays, a person who lives alone without getting married is increasing more and more. Today, we are going to learn about single life by sharing and discussing the opinions through role play thereof.Talk to your partner about single life, what is the single life? Advantages and disadvantages thereof.(Gesture for students to begin talk to their partner.)Students talk with their partner and monitor they are talking.Feedback. Gesture to the students and ask – What are the advantages for single life? What are the disadvantages? |

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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** |
| 1 min8 min | T-SS-S | Now it’s time to prepare the role play. This is worksheet to do the role play. Give the worksheet to students and read the situation for role play.Prepare your scenario for the role play, for example, “who is going to take which part?” and “how will you make the scenario?”You don’t need to write down the scenario and you just need to get the scenario in your head.I will give you 8 minutes for preparing the role play.ICQ : How much time do we have? (8 min)Do you need to write down the scenario? (No)Students begin preparing their role play in pairs. Monitor and offer tips or suggestions, if there is any.Announce when there is 1 minute remaining. If students are still discussing their roles when time is finished, simply announce that preparation time is over. Time’s up! If you haven’t finished everything yet, don’t worry – just listen and talk spontaneously.  Let’s begin. (Gesture to the pair to begin their role play.)  |
| **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** |
| 5 | S-S | Start their role play.Monitor that they can express their opinion exactly and clearly based on the role.Encourage more active movement during their role play.  |

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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** |
| 1 min3 min1 min | T-SS-ST-S | Good job!! You expressed your opinions about single life very well.Now, talk to your partner about there is any change of opinion for the single life after role play. For example, at first, you have no intention getting married however after role play my opinion thereof was changed a little.Gesture for students to begin talk to their partnerStudents start to discuss with their partner. . Gesture to the students and ask – “Is there any changes of your opinions?” Feedback and Delayed error correction, if there was any.Today, we discussed about the single life that is increasing nowadays and did a role play directly.Through this role play and discussion, we learned to speak and express your opinions more freely. You all did good job. Today, We have no homework. Take a rest today and see you tomorrow. |

**Role play speaking Activity**

**Situation**

Two co-workers are talking about single life in a staff lounge of company.

They have different opinions regarding single life and they are talking about advantages and disadvantages of the single life.

Role 1

She (or he) got married and is satisfied with the marriage life.

 Talk about advantages of marriage.

 Talk about disadvantages of single life.

Role 2

She (or he) is not married and has no intention getting married and is enjoying the single life now.

 Talk about advantages of single life.

Talk about disadvantages of marriage.

**Instructor’s Comments and Assessment**

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|  **Pros** |
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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** |  |  |