|  |
| --- |
| ☐ Listening Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: What will you do…?** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Ban hyunjin(Bonnie)  Yoon Soweon(Renz) | Level:  **Upper Intermediate** (Adult) | Students:  **14** | Length:  **30 Minutes** |

|  |
| --- |
| Materials:  ■ 14 role cards for drawing lots (one for each student)  ■ White board and marker  ■ Pictures about eliciting and CCQs  ■ Computer for video file(SOS activity) |

|  |
| --- |
| Aims:  ■ Students will be able to work cooperatively in a group by doing role plays.  (Group Dynamics)  ■ Students will be able to practice future simple tense by making sentences with  future simple tense during role-playing.(Grammar)  ■ Students will be able to improve their speaking skills by sharing ideas with their group  members. (Communication) |

|  |
| --- |
| Language Skills:  ■ Speaking: Doing role plays with their group members (Group Activity)  ■ Listening: Listening to other groups’ role plays.  ■ Reading: Role cards.  ■ Writing: Filling in information about other groups’ role plays (Feedback) |

|  |
| --- |
| Language Systems:  ■ Lexis : New vocabulary about the situations  ■ Grammar: Future simple tense (will and be going to).  ■ Discourse: Conflict with parents / Love triangle /Job interview / Meeting the in-laws |

|  |
| --- |
| Assumptions:  Students already know  ■ How today’s class have to be set up (T already informed)  ■ Four language skills and language systems |

|  |
| --- |
| Anticipated Errors and Solutions:  ■ If students do not understand new vocabulary  ☞ give them supplementary demonstration and offer examples for understanding.  ■ If some students have difficulty of role playing  ☞ encourage them to speak and give some examples about their situations  ■ If some groups do not complete their role plays  ☞ let them perform as they work so far and explain behind stories. |

|  |
| --- |
| References:  ■ Picture #1: https://goo.gl/rLqRZE  ■ Picture #2: https://goo.gl/T1o3Ys  ■ Picture #3: https://goo.gl/990N98  ■ Picture on group feedback worksheet: https://goo.gl/U6ljAP  ■ Video: Youtube -The Edge of Reason-Fight Scene  http://www.gg.gg/497o9 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Focusing on a teacher and answering questions | **<Greeting & Brief Rapport>**  T: Hello everyone. Do you like film or drama? Do you have your favorite actor/actress?  (If someone says yes, ask her/him what is that film/drama’s title and actor/actress.) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-task** | | | |
| Materials: Board, markers, Role-playing cards. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  3 min | Whole class  Whole class | Answering the questions  Listening to the story carefully | Procedure:  **<Introduction of Task>**  T: Like actors in dramas or films, today we are going to act by doing role-plays. Before role-playing, we check some vocabulary.  **<Vocabulary>**  (To show a picture #1 about someone's fight and write ‘conflict’ on the board)  - What are they doing? (Eliciting)  - What do you think their feelings are? (Eliciting)  - If person A is in conflict with B, do we call they are on good term? (CCQ)  (To show a picture #2 about wearing a school uniform, and write ‘adolescent’ on the board)  - What are they wearing? (Eliciting)  - Can we call they are adults or children? (Eliciting)  - How old are adolescents? (CCQ)  (To show a picture #3 “Bridget Jones’s diary” poster, and write ‘love-triangle’ on the board)  - What do you think about their relationship? (Eliciting)  -Have you ever fall in love-triangle? (CCQ)  **<Background Information>**  T : I have someone’s story whose name is Kate. First I will give you the story of Kate. Listen carefully.  (Speak this story with drawing character relationships on the white board.)  “Kate is a main character of this story. There are four scenes of the story in time sequence.”  ■Scene #1. Conflict with Parents  This scene happens when Kate is an adolescent girl. One day Kate’s school teacher calls to Kate’s home and worries about her recently misbehaviors at school. Then her parents feel upset and uneasy. Finally her parents decide to talk with Kate.  ■Scene #2. Love Triangle  Kate became an adult and she is a university student. She has a close friend named Sally, and also a boyfriend named Tom. One day Sally carefully speaks to Kate about two-timing of Tom. After listening, Kate immediately goes to Tom to check what the fact is.  ■Scene #3. Job Interview  Kate is trying to get a job. Today she has the final interview for new employee recruitment. She really wants to join this company. However Kate feels very nervous because she thinks that the other interviewee with her, named Julie, looks better than her. Now it’s time for Kate and Julie.  ■Scene #4. Meeting the In-Laws.  Kate decides to marry Eric after his proposal and today is the first greeting day to Eric’s parents. Finally they are meeting at a restaurant.  T : Do you need one more time to listen?  -Yes: demonstrate again  -No: continue to next |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Preparation** | | | |
| Materials: Role cards, paper(help to brainstorming), board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  1 min  13min | Whole class  Whole class  Group | Picking a paper about role-playing card and saying it  Listening and answering  Making a situation and practicing role-plays | Procedure:  **1. Role cards**  **<Instruction>**  T: Now let’s make role plays about these four situations. I will give you these papers and you will pick up one per each. On the paper, your role is written. When you take one, you will open it and check who you are.  ICQs  What is there on the paper?  What will you do after taking?  (drawing lots and writing students’ names and roles on the white board)  T: Which scene do you have? And what is your role?  ■Scene #1. Conflict with Parents (assign 4 students)  ■Scene #2. Love Triangle (assign 3 students)  ■Scene #3. Job Interview (assign 3 students)  ■Scene #4. Meeting the In-Laws (assign 4 students)  **2. Making**  **<Instructions>**  T: Before starting, there are requirements for role-playing. First, you will make one-minute role-playing with your group members. Second, you have to include at least two future simple tense sentences in your role-playing. ‘Will’ and ‘be going’ to are future simple tense. And I will give you 13 minutes to practice.  ICQs  -How long will your role play be performed?  -Which tense do you have to include in role plays?  -How much time will you have for practice?  T: Ok, please make a group with your group members and you may begin.  (T frequently informs left-time to students and monitors students)  T: 5 minutes left.  T: Ok, time is up! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Realization** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | Each group | Performance | **3. Doing & Discussion**  **<Instruction>**  T: Alight, now let’s do performance! I will give you this feedback paper to you. After watching other groups’ role-playing and write what is their situation and your opinion briefly.  (give group feedback worksheets) And how much time do we have? 1 minute. So please keep this rule.  (Doing role plays)  T: Ok, now we’ll give feedback each other. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Feedback each other | **<Feedback>**  T: So, all you guys did you enjoy your performances?  **<Language Focus>**  Error correction & Grammar check:  (Write student’s error T noticed and future simple past Ss used during the performance on the board. Let's the student’s try to correct as a whole class.)  T: At last, we will check some errors about grammars.  T: I hope you had fun of this time. See you next class, bye! |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: video for computer | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3~5 min | Whole class | Watching the video | Appreciating video related to a situation  among above four situations  T: We are watching a video about conflict in a love triangle situation.  E.g. Bridget Jones’s Diary 2 -fight scene (A triangle love) |

■ Picture #1

■ Picture #2

■ Picture #3



■ Papers for Drawing Lots

|  |  |
| --- | --- |
| Scene #1, Kate, 14-year-old, adolescent, defiant, rebels when in trouble | Scene #1, Kate’s mom, MRS. SIMPSON, kind & considerate |
| Scene #1, Kate’s dad, MR. SIMPSON, indifferent to Kate, only interested in watching TV | Scene #1, Kate’s class teacher, Rose, strict, unsympathetic |
| Scene #2, Kate, university student, going out with Tom, quick-tempered | Scene #2  Tom, Kate’s boyfriend, university student, outgoing,  enjoy going to club |
| Scene #2, Sally, Kate’s best friend, popular among men, is a good dancer | Scene #3, Kate, 25-year-old, interviewee, nervous, get several licenses(good ability) |
| Scene #3, Julie, 24-year-old, interviewee, arrogant, good educational background(from Oxford) | Scene #3, Interviewer(CEO), Frank careful & thorough |
| Scene #4, Kate, company worker, outgoing, like sports | Scene #4, Eric, Kate’s co-worker, childish, wants to marry ASAP |
| Scene #4, Eric’s dad, MR. NAM, grumpy, would rather be playing golf | Scene #4, Eric’s mom, MRS. NAM, friendly, is excited to meet Kate |

■ Group Feedback Worksheet

Group Feedback

|  |  |  |
| --- | --- | --- |
| Scene number | What happened? | Opinion |
| Scene #1 |  |  |
| Scene #2 |  |  |
| Scene #3 |  |  |
| Scene #4 |  |  |