**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| **Diane, Elijah** | TESOL 191st | 03-04-2019 | Speaking | 30 min |

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| **Lesson** | |
| **Topic** | Playing a game of ‘Hot Seat’ |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice their listening skills. |

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| **Materials and References** |
| White board, Colored markers, Erasers, 4 sheets of A4 paper, Picture |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 8 |
| **Detail** | Native Korean Students | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have experienced charades before. In this lesson, they do the activity in more complicated way - guessing a phrase which makes it more challenging than just guessing a single word. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| • Use of L1 – To concentrate on English speaking, use of L1 is not permitted. Give Clear instruction “Use English only, no L1”.  • Stronger students may dominate the description. Working as group of 2, Students can have more chance to communicate naturally.  • Unfamiliar with the format of the activity – Give Instruction simple and easy. Support students in  task-preparation and task-realization step if needed. |

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| **My Personal Aim** | | |
| What we hope to demonstrate in this lesson is the ability to conduct a student centered lesson with minimal teacher’s role. | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students may 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:** Board,markers , picture | | |
| **Timings** | **Interactions** | **Procedure** |
| 4 min  1 min  15 sec | T-S  S-S  T-S | **To get students’ attention, show a picture and arouse interest by asking simple questions.**  “What is the white material from the sky in winter? (snow)  “What is something that you can make with white materials in winter?” (Snowman) wait for students to give reply after question.  “Can snowman talk?” (no)  “Can they talk in some movies?” (Yes)  “Which movies are you talking about?” (Frozen)  **Show a picture of Olaf**  “Do you know what his name is?” (Olaf)  “Does he talk?” (yes) - follow up “Does he talk a lot?” (yes)  “Can you combine what you just said into a simple phrase?  (make them say what they think is right, then guide them to ‘**Talkative Snowman Olaf**’)  **Give students some other questions so that they clearly understand**  “How would you describe a movie with ghosts in it?” (Scary movie)  “How about music that makes your ears hurt?” (loud music)  “You guys are getting the idea!”  “Get in pairs and discuss and make a list of all the adjectives that you can think of”  **Make them discuss for about a minute to think about adjectives**  **Give general idea about today’s activity.**  “We did a game of charades before, but today we will be playing a game called ‘hot seat’. We will be guessing what other groups’ phrase is by listening to their description and miming.” |

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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:** Board,markers, 4 sheets of A4 paper | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  5 min | T-S  S-S | **Give instruction. Prepare for Task Realization.**  “Working in pairs. Discuss with your partner and make 5 phrases in the form of ‘**Adjective + Noun**’ [Write this on the board].  You can put more than one adjective but try not to make the sentence too long or difficult. The noun can only be a character from a movie, cartoon, etc or a celebrity. [We will pass out an A4 paper].  Please write your phrases on the paper. AND don’t let other groups see them.”  ICQ : “How many phrases should you make? (Five)  Can you show them to other groups?(No.)  What is the basic form? [indicating the board] (Adjective + Noun)  To make 5 phrases, should you talk with your partner? (Yes)  **Grouping.**  “The person sitting next to you will be your partners for the game.  Move the desks so that you do not see other groups’ paper.”  [**Teacher** goes around the classroom. Offer tips if students have difficulties. Monitoring and take notes for Post Task step.] |

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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. | | |
| **Materials:** Board,markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  12-13 min | T-S  S-S | [Draw 4 sections on the board and put student’s name by group]  **Give instruction.**  “If team A explains one of their phrases, the other teams must guess the answer. You guys can choose a team name for your group and you must yell out your team name first. When you’re the first group to yell out, you can answer. If your team says the right answer, you get 1 point. And then, next team starts. REMEMBER you can’t use a word that is in the answer.”  ICQ :  “Can you say words from your phrase”(No.)  “Can you use others words to describe your phrase?” (yes)  **Students start the charade.**  [Teacher stay a side of the classroom. Do not interrupt students’ talk. Monitoring and taking note of errors, fun part, the hardest part and memorable communications.] |

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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:** Board | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  2 min  15 sec | T-S  T  S-S  T | “So the winning team is x congratulations”  **Ask regarding the activity and Praise students’ effort**  “You all did good job. Did you all enjoy the activity?” (Yes.)  “Did you learn any new words today?” (...... depends)  “How was the class’ atmosphere?” (great, fun, exciting, etc)  **With notes, talk to students about what they did well and also offer them tips to explain something better.**  “Talk with your partner about what you liked and didn't like about the game and what was interesting part of the game that other students did”  **Finish the lesson by telling them**  “Great work with the activity today guys hopefully you all had fun and that’s it for today!” |

**Grouping**

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**BOARD**

**Picture**

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**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** |  |  |