**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Sue, Jerry | 191th | 3 April 2019 | Speaking | 30min |

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| **Lesson** | |
| **Topic** | Advertising Role play |
| **Main Aim** | Ss will be able to develop speaking skills and practice their speaking fluency and confidence. |
| **Secondary Aim** | Ss will be able to improve their brainstorming through creating their own advertisement, and practice speaking by expressing their opinion. |

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| **Materials and References** |
| -For demonstration: picture(butter stick+bread), hard glue stick, bread.  -For drawing lots (common things around us): smartphone, sunglasses, puppy doll, jewelry set(ring, necklace, bracelet), hand mirror, lip stick, hat, chocolate, jelly, ear phone, USB, bluetooth speaker  -Each team is going to pick two materials using lots paper. |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 8 |
| **Detail** | There are 6 females and 2 males. Daniel is Turkish-Korean. Eli is Korean-American; the rest are native Koreans. Everyone can speak Korean. Most of them are outgoing. They mostly like to do fun and creative activities. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| It is assumed that students know about these materials because we can usually see in real life. Students have to understand the material’s function, it’s possible to express their opinions. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| -No Use of L1: Remind students of the English only rule and to try other ways to communicate in English.  -Absence, lateness: This activity is planned around 4 groups of 2. Make small groups of 2 or 3 people.  -Technical issues: PPT does not play → Print pictures or Explain a drawing.  -If, students can’t think of an idea or have difficulties → give hint (give advice to students to find something in common or make a story about their materials) |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give opportunity of speaking for all students.  Try to increase STT, reduce TTT, show rapport, monitoring carefully(SS centered)  \*Motivate students to participate, Make Students to involve and give them spark. | | |
| **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:** picture(butter stick+bread), hard glue stick, bread,  smartphone, sunglasses, puppy doll, jewelry set(ring, necklace, bracelet), hand mirror, lip stick, hat, chocolate, jelly, ear phone, USB, bluetooth speaker,  lots paper  **Additional preparation**: Arrange the desk and seating arrangement(see seating plan) | | |
| **Timings** | **Interactions** | **Procedure** |
| 5 min | T | **[Topic explain]**  T1: “Let's make an advertisement with two items”  (show the drawing lots to the students) “Each team is going to pick 2 drawing lots randomly, the material’s name will be written on the paper. By using those two materials, each team is going to create the advertisement.”    **Demo**  T2: “We will show our example.”   1. Show pictures to students picture   Butter + Hard glue = Stick Butter    T2: “Our two materials are butter and hard glue.  We will show our advertisement role play we made.”  **Stick Butter(Role Play)** (A-T1, B-T2)  A: Hey! How is it going?  B: I'm hungry.  A: Oh, I just bought some bread. Do you want some?  B: Wow, sounds good. I’ll spread some butter on the bread.  A: Um, I like it.  B: (Spread butter on the bread.) Oh My Gosh!!! Butter is sticking on my fingers.  A: (Show the Stick Butter.) Oh. Don’t you know this?  B: What is this? Is it hard glue?  A: No, It’s ‘Stick Butter’.  (Spread Stick butter on the bread.)  You can spread the butter on the bread without sticking on your hands.  B: It’s so amazing!!!  A: (Pass the Stick Butter to ‘B’) You can try it.  B: Thank You(Spread Stick butter on the bread.) Tiny, Simple, Useful, Clean!  A,B: ‘Stick Butter’!!!  **Rules** (T1 : Explain the Rules to the students)  “Now I’ll explain the rules.”   1. Make an advertisement using all the materials you have chosen from the drawing lots. 2. Advertisement role play showing time for each team: 1 min 3. After presenting advertisement: Each team should explain their process, intention(required)   : each team 1 min   1. Participating together!! (brainstorm, discuss, acting)   **[I.C.Q.]** (T2)   1. “How many minute for advertising role play?” (1 min) 2. “After showing your advertisement, do you have to explain team’s process, intention?” (yes) 3. “How many minute for explain team’s process, intention?” (1 min)   **[Notice each groups for students]** (See seating plan) (T2)  “Elie and Diane, Rosa and Jinny, Young and Carli, Daniel and Jin will be teams.”  **[Drawing lots ]**  T1: “Each team is going to pick 2 drawing lots.”  (The teacher goes to the students' seats and make them pick one by one.)  T2: “After picking 2 drawing lots we will provide the realia which is written on your paper.”  -Each team pick 2 papers (Each team's material name is written on the paper)  -Teacher provide students the realia which the student pick by drawing lots |

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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:** smartphone, sunglasses, puppy doll, jewelry set(ring, necklace, bracelet), hand mirror, lip stick, hat, chocolate, jelly, ear phone, USB, bluetooth speaker | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 min | S | **[Pair work-Brainstorm, Discuss]**  Find Association between the Materials and Create Advertisement    Ts - monitoring (help S if needed)  Option: If students have difficulties or can’t figure out with their materials teacher can give them additional option  →The two materials should appear in advertisements, but the material does not have to be the target of advertising.  **(Teacher notices student the time is over)** |

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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:** smartphone, sunglasses, puppy doll, jewelry set(ring, necklace, bracelet), hand mirror, lip stick, hat, chocolate, jelly, ear phone, USB, bluetooth speaker | | |
| **Timings** | **Interactions** | **Procedure** |
| 12 min | S-S | **[Show Time]**  Students present their advertisement (role play).  Right after each team’s showing, students should explain team’s process, intention (required).  (Teacher decide the presentation sequence, notice the student presentation sequence)  T1: “Let’s start the Advertisement role play.  (nominate the first team) Starting from this team. The presentation sequence is going to be in this order.” |

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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:** (nothing) | | |
| **Timings** | **Interactions** | **Procedure** |
| 4 min | T-S | **[ACADEMY AWARD]**  T1: “Now we are going to select 1 Best Team by raising your hand. You can only raise your hand for 1 team and it’s not allowed to vote your team.  Raise your hand if you think Team A was the best? Team B? Team C? Team D?”  Vote by raising hand  (It’s not allowed to vote their own team)  1 Best Team   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Team | A | B | C | D | | Total |  |  |  |  |   → Best team gets Applause (rapport)  T2: “The Winner is Team\_\_ .” (Applause)  **[Summarize]**(T2)   1. Nominate the student(1 or 2) and ask what was good about the best team.   “Why do you think team\_\_ was the best?”   1. (Ask Award Speech to the Best Team)   “How did your team prepare for this advertisement?”  **[FEEDBACK]**  Feedback is given to two teams per teacher.  (Teacher give each team at least one feedback) |

**Instructor’s Comments and Assessment**

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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** |  |  |