**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| **YS Kim & Felix** | **TESOL 198 WD** | **2019.10.02(Wed.)** | **Speaking** | **20 min** |

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| **Lesson** | |
| **Topic** | Spot the differences between two pictures |
| **Main Aim** | Ss will practice their speaking fluency. |
| **Secondary Aim** | Ss will practice how to describe pictures.  Ss will practice comparing and making contrast two pictures in given time.  Ss will practice their listening comprehension. Ss will practice their creativity. |

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| **Materials and References** |
| [https://www.naver.com](https://www.naver.com/)  **white board, colored markers, 10 copies of worksheets, PPT file, computer, screen, sticker** |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 10 |
| **Detail** | There are 6 females and 4 males. All Ss are native Korean. They mostly have no difficulties to express themselves in L2. There are strong student-student classroom interactions while age differences between them vary from their 20’s to their 50’s. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| * Ss seem to know how to describe pictures and find out the differences between two pictures. * Ss enjoy comparing and making contrast of pictures in detail using L2. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| * Some Ss already know how to describe pictures in L2 so the activity would not attract their full attention. * Give them a bit challenging pictures to describe. * Let them describe the pictures in every detail to their partners within given time limit and make it a game to rank which team is the fastest. * Some Ss find the activity difficult and/or may not be active in the task. * During the stage PT and TP, first show them a simpler picture to describe and then more difficult ones. Encourage them to practice describing pictures in an easy manner. |

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| **My Personal Aim** | | |
| * To write out a complete and detailed speaking micro lesson plan. * To perform a speaking lesson which is perfectly match with the lesson plan. * To make students feel comfortable and have confidence in speaking L2 through the class. * To design fully students centered lesson that all Ss participate and enjoy the lesson. | | |
| **Stage Name:** Pre Task **(3 min)**  **Purpose of this stage:** Create interest in the topic. Students may be given a communicative task e.g. 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**  **2min** | **T**  **S-S** | “Hello, Everyone! My name is Felix.  “How are you feeling today?” Ss answer. “Great. I am perfectly fine too.”  "Alight. Now look at your partner. Your partner is just right next to your right hand. How does your partner look? What kind of clothes does your partner wear? Talk to your partner and describe each other.” I am going to give you 2 minutes.”  Ss do pair work. (Students are chatting each other)  "Okay, guys. Time's up! " |

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| **Stage Name:** Task Preparation **(7 min)**  **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:** 10 sheets of worksheet (Picture 1) | | |
| **Time** | **Interaction** | **Procedure** |
| **1min**  **5min** | **T**  **S-S**  **T** | Instruction and distributing worksheets.  “I see that you all can describe how your partners look.  Great. Now I am going to give you 2 worksheets. This time just look at the 1st page and describe it to your partner as you did before.”  “Can you see the 2nd page?” (Ss: no).  “Remember your picture is different from your partner’s. So DO NOT show your partner the picture. At this stage, you don’t have to do anything but describe it. Try to describe the picture to your partner as much as you can.”  ICQ:  “Can you show your picture to your partner?” (Ss: no).  “Which page?” (Ss: 1st)  “What do you do?” (Ss: describing only).  “Great. I will give you 5 minutes.”  Hand out the worksheet.  Ss are describing the picture each other without showing the pictures to their partners.  T: walking around and do some monitoring.  “Great guys, times up!” |

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| **Stage Name:** Task Realization **(5 min)**  **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:** 10 sheets of worksheet (Picture 2) | | |
| **Time** | **Interaction** | **Procedure** |
| **1min**  **4min** | **T-S**  **S-S** | “Great job, guys. You can describe pictures very well.”  “Don’t look at the next page yet.”  “Is Your picture the same as your partner’s?” (Ss: No).  “No, it is not. It is different. Again, don’t show it to your partner.”  “Now you know what to do. Describe your picture to your partner and find out what is different.  “This time, circle the different spot.”  “Remember, they are more than 15.” “Any team who finds 12 first, raise your hand.”  “How many spots? (Ss: 12). Will you show your partner the picture? (Ss: No).  “Good. Turn to the next page. Describe your picture and discover what doesn’t quite match up. Start!”  Ss are talking and finding out differences in the pictures.  Any team who comes up with 12 differences first raises hand.  T: “You have 12 differences? Great. You are very fast. Keep finding more! Another team, don’t worry. Just keep going.”  T: “Times up. Who is the 1st? Wonderful.”  T: Walk about and monitor Ss talking. |

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| **Stage Name:** Post Task **(4 min)**  **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:** ppt file, screen, computer, sticker | | |
| **Time** | **Interaction** | **Procedure** |
| **15sec**  **3min**  **30sec** | **T-S**  **S-S**  **T-S** | T: “Who was the 1st team?”  T: “Two of you come out and mark the difference on the screen together.”  T: “You guys, tell the different spot.”  Ss call out different spots and the winning team remark them using stickers.  T: “Thank you.”  T: “Look at the picture. Where are they?”  Ss: “Living room.”  T: “Where are they seating?”  Ss: “Sofa.”  T: “How many people on the left sofa?” Ss: 2  T: Yes, it is a 2-seater sofa. And on the right side?  Ss: “1-seater sofa.”  T: “Great! You guys all did great job!” |

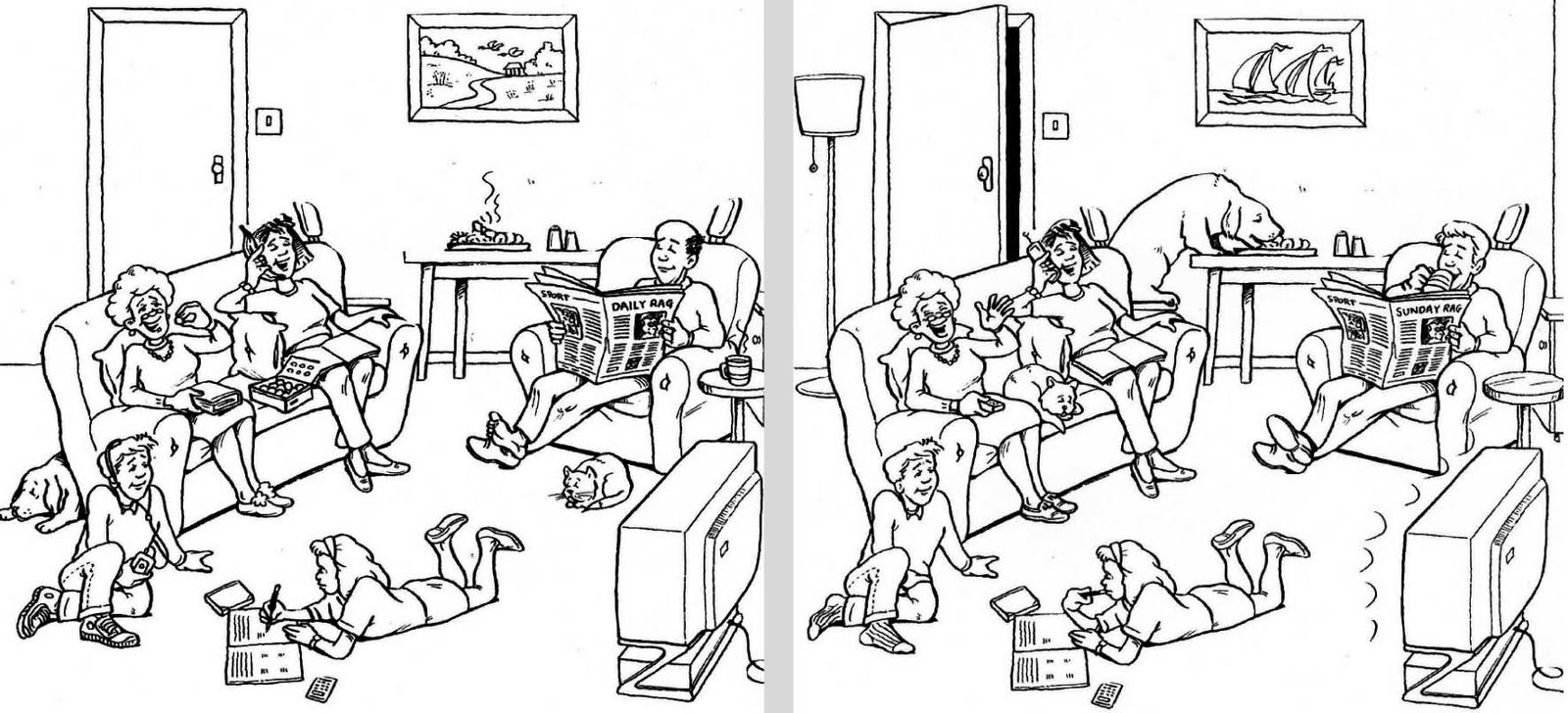
**Instructor’s Comments and Assessment**

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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** |  |  |

**Picture 1**

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**Picture 2**

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