**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Kyungmi.Cho | Tesol 201wd | 11/27/2019 | Speaking lesson | 20min |

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| **Lesson** | |
| **Topic** | Role play of customers and salesperson |
| **Main Aim** | Students will practice their speaking fluency |
| **Secondary Aim** | Students will learn new vocabulary and useful expressions and express their opinions through speaking |

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| **White board, colored marker, handout, writing supplies.** |

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| **Student Profile** | | | |
| **Level** | Upper intermediate | | |
| **Age** | Adult | **Number of Students** | 7 |
| **Detail** | There are 6 females and 1 male. All students are native Korean. They mostly have no difficulties to express themselves in English. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Some students may already know the vocabulary to present  Students can be a familiar with buying products | | | |

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| **Anticipated Difficulties and their Solutions:** |
| A few shy students may feel awkward at role playing in public. Teacher has to give extra support and make sure when the role play begin the students feel comfortable with appropriate language. It may be hard for adult students to get into the role. Teacher has to ask students to play as real to life as possible and give time for rehearsal. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability  To Speak using useful expressions related to the topic  To make students feel comfortable and confidence in speaking L2 through the class  To design fully students centered lesson that all students participate and enjoy the lesson. | | |
| **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** |
| 30sec  3min | T  T-S | **“**Good morning, My name is kyungmi Cho. How are you feeling today?”  Student answer. “Great. I’m good, too”  Show a picture.  And ask to student  “What Is this?”  Students answer  “Can you ride a bike?”  “Who taught you how to ride a bike?”  “When was the last time you rode a bike?”  Divide students into 3groups (2/2/3)  “Let’s make a pair”  Talk to your partner |

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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** |
| 1min  3min  1min  30sec | T  S-S  T-S  S-S  T-S | **Introduction of task**  Write on the board “Role play of the customer and salesperson.”  “Now we’re going to do role play with your partner.  One student will be a salesperson and the other student will be customer”  Handout vocabulary resources and useful expressions to every student  “Here are some expressions related to bike and buying something.  Talk to your partner.  “Everyone, Have you found out something that is useful expressions?”  Students answer  “I’ll give another work sheet.  Here’s characters’ information”  Talk with your partner and quickly choose one role”  The students talk and choose their roles  “Everyone, Did you choose a role? Good  Use the work sheet to create a situation where you buy and sell bikes” |
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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. Classroom management may be an important consideration here. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 8min | S-S | Let’s start  The students perform a role play  Monitoring and taking notes if they use incorrect expressions  Giving time notification  “Guys, one minute left”  “Guys, time’s up” |

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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** |
| 1min  2min  40sec | T-S    S-S  T-S | **“**Good job! Everyone played so well  Students A Did you buy a bike?  Students B Did you sell a bike?  What were the factors that made you decide to buy a bike at the store?  Why didn’t you buy a bike?”  Talk to your partner  Nominate one or two students  (What made you buy a bike? why didn’t you sell a bike?”)  Students answer.  “Ok I see. The reasons why we don’t buy or buy things are generally similar.  Well done guys,  See you tomorrow!” |

**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** |  |  |

**Useful Expressions.**

**Here are some possible questions and statements to include in your role-play.**

* **helmet , horn , basket**
* **hand brakes , pedal brakes**
* **in stock**
* **discount**
* **picky**
* **breakdown**
* **after sales service**
* **To be the right size**
* **Can you fix~**
* **How tall ~**
* **What’s the price on~**
* **Can I interest you in Sth~**
* **You’ll want A to go with~**
* **Is it in stock~**
* **I prefer~**

**Scenario**

**Location : Sports Store**

**Characters : Customer and Salesperson**

**Student A :**

**Your six-year-old is ready for her first bike.**

**Tell the salesperson what kind of bike your child wants.**

**Your daughter is picky, her favorite color is pink.**

**Your budget is less than $200.**

**Scenario**

**Location : Sports Store**

**Characters : Customer and Salesperson**

**Student B :**

**Help the customer choose a bike that is appropriate for a six-year-old.**

**Try to convince the customer to buy extra accessories, such as a helmet, horn, and basket.**

**Salesperson wants to sell more expensive products.**

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