**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Yoomin | 201WD | 27/11/2019 | TBL | 20min |

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| **Lesson** | |
| **Topic** | Taboo: the unspeakable fun! |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn diverse ways to describe words. |

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| **Materials and References** |
| Taboo (board game) Word Cards, 2 squeakers, 7 cats/dogs sign, worksheet |

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| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adult | **Number of Students** | 7 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and like to try different activities in class. They are accustomed to group work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have some experiences playing a board game and are capable of learning and playing by the game rules. They understand different elements in the meaning of a word and know how to use words in a context or in a sentence. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Time: Some students may take more time than others. Set the time limit per person for 2 minutes.  A group of three may finish earlier than the other group, so prepare extra cards for them.  Difficulty of the word: sort out the cards and leave out the ones with too difficult words. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give good instructions. | | |
| **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:** Box of Taboo, 2 squeakers, 7 cats/dogs signs. | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3min  1min | T-S  S  T-S | Who here has played a game called Taboo?(Show the box of Taboo) What does taboo mean? (Students answer.) If it’s a taboo word, are you allowed to say it?(No) Okay, we will play a practice game. Write down 3 words on the board: okay, but, think. Now, with your group, you will discuss on a topic, but you’re not allowed to say these 3 words. If someone says any of these words, use this squeaker to squeak them(Show and demonstrate the squeaker). Talk freely and actively. If someone doesn’t speak for more than 1 minute, squeak them too!  I.C.Q: When do you get squeaked? (Nominate someone. If you say any of the 3 words or if you don’t speak for more than a minute.)  The topic is “which do you like better as a pet, cats or dogs?”(Show the cat/dog sign and demonstrate turning it over.) Hold up the sign to show your position, and say why you like cats or dogs better. You have 3 minutes. Give out the squeaker and the cat/dog signs to both groups and tell them to begin.  Students discuss with their group using the squeaker.  After 3 minutes, tell them to stop and talk about the game with the whole class. Ask students what was the most difficult word not to use and what other expressions they used to avoid them. Collect the squeakers. |

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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:** 7 Worksheets, 1 taboo word card | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3  min  1 min | T-S  S-S  T-S | Okay, next. Erase the board and write ‘Giraffe’ on the board. How can you describe a giraffe? (Students call out answers using words like animal, long, neck, tall, spotted, four legs, big tongue, zoo, Africa, etc.) Circle 5 words(animal, long, neck, tall, spotted) Now these 5 are taboo words. Can you still describe a giraffe without using these 5? Challenging, but yes. (Holding a worksheet)Here is a list of words. With your group, brainstorm as many ways possible to describe each word without using the taboo words below. Use your creativity. You have 3 minutes.  I.C.Q: How many ways do you find out for each word? (As many as possible)  Hand out the worksheet. Please begin.  Students do.  After 3 minutes, pick out 1 word from the list and ask each group what they brainstormed. Compliment on their efforts to come up with lots of ideas.  Show them 1 taboo card and explain the game rule. We are going to play the actual Taboo, but without the squeaker today. I’ll pass a set of 10 cards to each of you. Don’t show your cards to others. While one person describes the top word in purple box(point to the card and show) without using any of the 5 words below, the others guess the word. Each person has 2 minutes maximum. I’ll let you know every 2 minute.  I.C.Q: Which color word do you describe? (Purple)  How much time do you have per person? (2minutes)  Do you show your cards to others? (No)  Any questions? Please begin. |

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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:** Taboo word cards, a timer. | | |
| **Time** | **Interaction** | **Procedure** |
| 8 min | S-S | Students take turns describing and guessing the words. (Time notification on every 2 minute.) If either group is done before the other group, tell them to flip the cards and go on, this time 1 card per person on each turn.  Monitor from a distance their language use to describe the given words. |
| **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:** Taboo words cards | | |
| **Time** | **Interaction** | **Procedure** |
| 50 sec  1 min  10sec | T  S-S  T | Okay, now let’s come all together as a class. Was it fun/hard/easy? Who was the best explainer in this group?(Points to one group) And who was the best guesser? Ask the other group the same questions. Ask the best explainer in group 1 and 2 what was his/her strategies.  Was there an unfamiliar or difficult word on the cards? I’ll give you 1 minute. Talk to your partner and ask if they know those words.  Alright, well done everyone. Next time we play, you will be better at this. End of class. |

**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** |  |  |

**Worksheet**

1. **Cake (Taboo words: birthday, candles, bake, chocolate, whipped cream)**
2. **Jump (Taboo words: rope, up, down, move, high)**



