

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jiyeon Kim (Joy) | 202WK | 6/12/2019 | TBL | 20 min. |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Role Play: Beginning Exercise |
| **Main Aim** | Student will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak spontaneously. |

|  |
| --- |
| **Materials and References** |
| PPT1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 1 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are Koreans and enjoy exercise. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| The student knows about Pilates and has even learned it before. | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Time: Teacher should join the role play since the student is the only one in the class. Use a timer to check the time.  Technical failure: Use printed PPT1 instead. |

|  |  |  |
| --- | --- | --- |
| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to help the student practice speaking fluency. | | |
| **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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  2min  30sec | T  S-S | Do you exercise? Inhye, what do you exercise? (Pilates) What is Pilates? Is it like yoga? Talk to your partner and discuss what are the similarities and differences between yoga and Pilates.  Students talk with their partner. |

|  |  |  |
| --- | --- | --- |
| **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:** PPT1 | | |
| **Time** | **Interaction** | **Procedure** |
| 2min  5min | T  S-S | Today we are going to do a role play. Look at this. Inhye, you are A and I am B. You have to persuade me to join Pilates. But I’m not sure to do yoga or Pilates. Now, prepare your role play. Talk to your partner and discuss what are the strengths and weaknesses of Pilates. And write down some points. You have 5 minutes.  A: Pilates instructor. She persuades B to join Pilates, by informing of strengths of Pilates.  B: Potential client. She wants to begin exercising for her health but didn’t decide which one is better between Pilates and yoga. She visits a gym and would like to have a consultation.  Students talk each other and write down some strengths and weaknesses of Pilates. |

|  |  |  |
| --- | --- | --- |
| **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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  6min | T  S-S | Now it’s time to do the role play. The role play starts by beginning consultation and it finishes when the client decides what to join. Now begin. You have 6 minutes.  Students do the role play. |

|  |  |  |
| --- | --- | --- |
| **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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  3min | T-S  S-S | Talk to your partner about your exercise. Why did you begin exercising? How long have you exercised? Did you get any good result from your regular exercise?  Students talk with their partner.  Dismissed. |

PPT1

ROLE PLAY

(Topic: Beginning Exercise)

Place: Gym

A: Pilates instructor. She persuades B to join Pilates, by informing of strengths of Pilates.

B: Potential client. She wants to begin exercising for her health but didn’t decide which one is better between Pilates and yoga. She visits a gym and would like to have a consultation.

**Instructor’s Comments and Assessment**

|  |  |  |
| --- | --- | --- |
| **Pros** | | |
|  | | |
| **Cons** | | |
|  | | |
| **Change** | | |
|  | | |
| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |