**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Chris | TESOL | 12/12/2020 | Speaking | 25 mins |

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| **Lesson** |
| **Topic** | Crime Scene Investigation |
| **Main Aim** | Students will practice their speaking fluency through communicative interaction |
| **Secondary Aim** | Students will practice their listening comprehension |

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|  **Materials and References**  |
| pictures; activity sheet |

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| **Student Profile** |
| **Level** | Advance |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is a general English class and students are expecting to express themselves freely based on their critical thinking. They are all Koreans and working professionals who want to develop their communicative skills for the purpose of work and social life. For that reason, they participate actively in pair and group discussions without feeling embarrassed and try to express themselves well. They tend to favor listening and speaking but choice of vocabularies and expressions need to develop. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Since the students are not criminology professionals, their might be words or expressions that they are not familiar with but based on the conversations we had, they are fond of playing games that require critical thinking. With that in mind, this activity could bring excitement and interest to the students. |

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| **Anticipated Difficulties and their Solutions:** |
| Silence during the discussion 🡪 teacher may ask some questions to the students to keep the discussion going |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to write out a complete, detailed lesson plan |
| **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** |
| 30sec1 min30sec | T-SS-ST-S | Arrange the seats so that the students can face each other for the S-S discussion in the future.Hello everyone, have you seen a Netflix series called Sherlock Holmes?(If the students know who Sherlock Holmes is) Who is he and what does he do? (If the students don’t know who Sherlock Holmes is) He is a criminal investigator. What does an investigator do? I want you to talk to your partner for 1 min.Gesture for students to begin talking to their partners.Talk to the partnerFeedback if appropriate |

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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** |
| 1 min5 min30sec | T-SS-ST-S | We are going to be like Sherlock Holmes and do some criminal investigation. There was a murder at a house near Gangnam station about 5 hours ago. A 35 year old woman was stabbed in the stomach once and died of too much blood lose in her apartment. Evidences were found but the killer is still unknown. Her friend visited her home and is the one who called 911 to report the death of the woman.Now, I want you to talk to your partners for 5 mins. What are the evidences given? Try to use these evidences to guess what happened.Talk to the partnerFeedback if appropriate |
| **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** |
| 1 min8min1 min | T-SS-ST-S | Give out witness’ testimony handout to the students.There was a witness and she is the victim’s neighbor. Read her testimony and discuss with your partner on who might be the killer and what caused the murder? You have 10 mins.Talk to the partner.Feedback. Ask the students about the conclusion they made for the case. |

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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** |
| 30sec3 min2 min | T-SS-TT-S | Tell the students to look at the answer at the bottom part of the testimony sheet.I want you to discuss with your partner why the neighbor killed the woman. Talk to the partnerTell the students what they did well. Do delayed error correction if necessary.Dismiss |



**Witness’ Testimony**

8:00 🡪 Saw the victim leave for the groceries

9:30 🡪 Heard her turning on loud sound. It woke up her baby. The neighbor asked the victim to lower the volume down but she refused.

11:00 🡪 Saw a suspicious looking man in a hoody going inside her apartment.

15:00 🡪 Heard the victim and her boyfriend arguing. Did not hear what they were arguing about. Boyfriend left the apartment in a hurry.

20:00 🡪 The victim’s friend came to her home and called 911.

Answer: It was the neighbor who killed the woman

**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** |  |  |