**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Kyla | 215 WD | 14/12/2020 | TBL | 20 min |

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| **Lesson** | |
| **Topic** | Role Play: conflicts between parents and children |
| **Main Aim** | Students will practice their speaking fluency |
| **Secondary Aim** | Students will learn to speak and express their opinion in conflict situations through role play |

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| **Materials and References** |
| **Worksheet , board, markers** |

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| **Student Profile** | | | |
| **Level** | Advanced level | | |
| **Age** | Adult | **Number of Students** | 5 |
| **Detail** | This is a general English class and students are highly motivated learners.  Most of them has children. They will learn communicative speaking by being active in the role play. | | |
| **Assumptions about students’ knowledge as required for this lesson** | | | |
| Students know how to communicate with their children or parents. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Time management - Time may be delayed due to role play. Count the time and encourage the student to keep the time. |

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| **My Personal Aim** | | |
| Reduce T.T.T – Make detailed teacher talk plan to reduce unnecessary talking.  Monitor effectively – listen to the student’s talk and find good expression. | | |
| **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:** a black marker | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min | T-S  S-S  T-S | (Draw a picture on the board before the class)  Picture situation – A daughter got up late she wants to sleep more, and her mother gets upset.  Hello, everyone.  (point at the picture.)  Talk to your partners about this picture, guess what this situation is and how they solve this problem.  (Gesture for students to begin talk to their partner.)  Students talk with their partner and monitor they are talking.  Feedback.  Gesture to 1~2 students and ask – What is this situation? Do you have any good idea for it?  Today, we are going to learn how to understand our family and how to handle some conflicts through role play. |

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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: worksheets** | | | | |
| **Time** | | **Interaction** | | **Procedure** |
| 1 min  7 min | | T-S  S-S | | Now it’s time to make scripts for the role plays.  Here are some situations and problems. I will pick one of them for two teams.  You don’t need to write down the scenario and you can join the role play spontaneously.  I will give you 7minutes for preparing the role play and you should make 3 minutes plays.  ICQ : Do you need to write down the scenario? (No)  How much time do we prepare? (7 min)    Make the teams and prepare the scripts.  Monitor and offer tips or suggestions, if they have a problem.  When 1 minute left, notice to the students.  If students are still discussing their roles when time is finished, simply announce that preparation time is over.    Time’s up! If you haven’t finished everything yet, don’t worry – just listen and talk spontaneously.    Let’s start! (Gesture to begin their role play.) |
| **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** | |
| 6 | S-S | | Start their role play.  Monitor that they can express their opinion exactly and clearly based on the role.  Encourage the students to focus on other team’s play. | |

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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** |
| 2 min | T-S | Good job!! You express your opinions and deal with the problems successfully.  I am very impressed by you guys’ acting.  Feedback and Delayed error correction, if there was any.  Give Student Task  ‘How can we reduce these conflicts?”  Point 1~2 students and listen how they think  Did you enjoy today's activity? How was your role play? (Student answer)  Today, we have no homework. Take a rest today and see you tomorrow. |

**Role play speaking Activity**

**Situation**

1. children children wanted their mother or father to buy them an expensive toy, but parents don’t have the money. Tell them what happened at the toy store.
2. A daughter is always making a mess in her room and refuses to clean it. She is very untidy. How does her mother or father talk to her about this?
3. A son took some money from his mother’s wallet. His mother is very angry with him. Tell him why you needed that money.

**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** |  |  |