**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Summer | TESOL 220thWK | 08/05/2021 | Speaking | 20min |

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| **Lesson** | |
| **Topic** | Commercial Time |
| **Main Aim** | Students will practice their speaking skill using an integrated speaking model |
| **Secondary Aim** | Students will be able to speak fluently by giving opinions to make a commercial.  Students will work cooperatively in a group by sharing their ideas. |

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| **Materials and References** |
| A4 papers, markers (black, red, blue), Audio equipment, a cup, Bluetooth headset, eraser, USB |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 4 |
| **Detail** | This is general English class and students are highly motivated learners. The students are 3 Koreans and a Filipina. They are accustomed to pair work, but still need to be relaxed before they open up to communicate freely. They tend to participate actively in group activities and also in individual tasks. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students know about many kinds of stuff that I offer. It is easy to understand how to work. Also, They have experienced buying and selling so that they can promote using their experiences. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Someone is absent or late -> I can put myself as a pair for team task  Noise at the time of discussing as a pair -> turn on the background music  Students have a hard time for choosing appropriate vocabulary -> Give them dictionary first, if they really need help, then I could give hints. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to maximize students talk time and give them clear 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:** markers (black, red, blue), a tumbler, a Bluetooth headset, an eraser, a USB | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  2min  2min | whole  whole | **<Greeting & Brief Rapport>**  (Set the tumbler, Bluetooth headset, eraser, USB on the desk front.)  T: Hi, everyone. How are you?  I have four things here. You know what they are.  Could you write the names of these things on the board?  T: Which one is the most convenient to you?  How often do you use it daily? Let’s choose one item per group.  Discuss with your partner for 1min.  (Make students sit beside their partner. If it is better to change their seat because of their performance, let them switch seat.)  T: Time is up. Have you decided which one is the most convenient to you and why?  (Sharing briefly.) |

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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:** A4 papers, markers (black, red, blue), Audio equipment, a tumbler, a Bluetooth headset, an eraser, a USB | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  3min  30sec | whole  pair  whole | **<instructions>**  Now, you have the stuff that you chose a moment ago. I want you to decide the price of that item after discussing about it with your partner. What it is worth and what price is best for that? Talk about it with your partner for 3min. After that I will ask the price and the reason why you set it. Try to decide on a realistic price and choose a price that would make the item sellable. Lastly, Draw a price label on the paper that is provided to you.  **<CCQs>**  - Will you discuss with your partner? (Yes)  - What will we draw using the paper? (Price label)  - How much time do we have? (3min)  **Monitoring while students talking with their partners.**  (If it is noisy, turn on the background music.)  Show me your price tags. |

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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:** A4 papers, markers (black, red, blue), Audio equipment, a tumbler, a Bluetooth headset, an eraser, a USB | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  30sec  4min  3min | whole  pair | Give a team 2~3 papers (A4) each.  **<instructions>**  Congratulation! You became the CEO of that item with your partner. You will have a marketing meeting for 4min. What you have to do is prepare a commercial that would advertise your item and a commercial that could sell your item effectively within 1min. You can make a slogan, drawing or status, etc. using the paper. Make others want to buy your item. While presenting, both students have to talk evenly. Do not speak alone.  **<CCQs>**  - Will you use your paper for your commercial? (Yes)  - What will we do after discussing? (Presentation)  - How much time do we have? (4min)  - How long will we have for the presentation? (1min)  **Observing each team**  (If it is noisy, turn on the background music.)  T: 1min left.  (Ask if they need more time. If so, give them 1 more minute.)  **Presentation time**  T: Ok, Let us see your commercial. As for the audience, Give your opinions after watching. |
| **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:** markers (black, red, blue) | | |
| **Time** | **Interaction** | **Procedure** |
| 2min | whole | **Feedback**  T: Who has the most effective commercial among the CEOs. Why?  Did you enjoy today’s activity?  **Error Correction**  Write students errors during the presentation and write them on the board. Discuss with the class.  T: I hope you had fun experiencing to be CEO and be part of a commercial.  Today there is no homework. |

**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** |  |  |