**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Seri Park | 221th WD | 5/26/2021 | Speaking | 20 min. |

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| **Lesson** |
| **Topic** | Role play - shopping |
| **Main Aim** | Student will practice their speaking fluency. |
| **Secondary Aim** | Student will learn phrases and expression related to dealing with a particular situation through role play. |

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|  **Materials and References**  |
| **Board, markers, and role card** |

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| **Student Profile** |
| **Level** | Advanced |
| **Age** | Adults | **Number of Students** |  5 |
| **Detail** | Students are all adults and their English level is advanced. They are highly motivated learners. Since all of them are women, they are expected to have basic knowledge of shopping.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Because all are women students, they are expected to know a lot about fashion. |

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| **Anticipated Difficulties and their Solutions:** |
| Time management -> Time may be delayed due to preparation of role play and several pair work. Make sure to check the time of students’ discussion with their pairs and manage a smooth transition.Nervousness at the start of the lessons -> follow the planned teacher talk. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to lead good thinking, processing and delivery of information. |
| **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** |
| 1min2 min1 min | T-SS-ST-S | **Greet/Instruction**Hello, everyone.Do you like to go shopping? Have you ever had a frenzy of shopping, but ended up buying something you regret later? Divide into two groups. Please talk to your partner about the experience on this and some shopping habit you have. Gesture for students to begin talk to their group. You have two minutes to talk.**Brainstorm/talk to a partner**Students talk with their partners. Monitors the students closely without any interruption. **Feedback**Nominate one or two students to let them share their ideas for the whole class. |

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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 min7 min | TS-S | **Instruction**Today, we’re going to do a role play. Hand out the role-card to each group.Here’s the two different situations for each group. You need to prepare for the role play. For example, you should decide who is going to take which part and how will you make the story. I will give you 7 minutes to prepare the role play. Also, I want you to make at least 3 min. long scenario.**I.C.Q.**How much time do you have to prepare? (7 min)Ok, start the preparation.Students begin preparing their role play with their group.Silently monitor the discussion of every group. Announce when there is 1 minute left.Times’s up! (clapping) |

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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:** List all materials that will be needed in this stage. |
| **Time** | **Interaction** | **Procedure** |
| 6 min | S-S | Each group do their role play. Monitor that they can express their opinion and take a note what point they did well or needs to improve. |

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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 | **Feedback**Good job! Tell the class what they did well and what needs to know and improve. Give students delayed correction, if they any.Inform students about the topic for the next lesson. Plus, monitor time all over the stage, in order to finish class on time.**Set Homework**There is no homework today. |

**Role Card**

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| Situation 1Student A: You bought a beautiful t-shirt in the sales yesterday. When you try it on again at home, there is a make-up stain on it. Take it back to the shop and complain.Student B: You work at a clothes shop. Yesterday a girl tried on 30 T-shirts and only bought one. Now she changes it because of a make-up stain left by her own lipstick. |
| Situation 2Student A: You are at a clothing store. You want to buy a silk dress. You’re looking for a red dress, size small. You don’t want any other material. You want an expensive dress to make your friend happy. She also like the color orange. You want to pay by credit card. If you can’t, then just pay cash.Student B&C: You guys are salespeople. Most of the dress you sell are cotton. You have a very nice cotton dress in all sizes and colors and its price is very good: $80. You have other dress but they are very expensive in sizes small and medium, in black, white, and orange for $250. You accept cash only. |

**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** |  |  |