**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Chris Park | 197th | 03-08-2019 | Speaking | 30min |

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| **Lesson** | |
| **Topic** | American and British celebrities (Role play) |
| **Main Aim** | Students will practice their English speaking and fluency. |
| **Secondary Aim** | Students will be confident in speaking English.  Students will participate in the activity with spontaneity. |

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| **Materials and References** |
| Real game cards, board, markers, chairs |

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| **Student Profile** | | | |
| **Level** | intermediate | | |
| **Age** | adults | **Number of Students** | three |
| **Detail** | This class has all the three students who have been taught | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
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| **Anticipated Difficulties and their Solutions:** |
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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students may 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:** Pictures and board, markers | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  2min | T-S  T-S | Hello, everyone. How are you today? Is it good? Okay.  Let me ask you this question. Do you have children?  If so, have you ever experienced talking with the homeroom teachers?  Today, I’m going to let you say the names of the famous celebrities both in America and in England. There are a lot of celebrities in the USA and UK.  Try to guess the name of the entertainers by describing the history of the stars in the photographs.  Explain to the other students by telling them how to play the game.  I’ll show you some examples. Listen carefully. Number one.  Teacher (Chris): What is the memorable line of the celebrity?  Teacher (Michael): ”Manners maketh man.”  Teacher (Chris): I got it. He is Colin Firth.  Number Two.  Teacher (Chris): please let me know what the famous film that the entertainer starred.  Teacher (Michael): He appeared as Neo in the movie, “Matrix”.  Teacher (Chris): I see. He is “”. |

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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** |
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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. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
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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** |
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**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** |  |  |