

Background Information Sheet

Name	Class	Date	Lesson Type	Length
Edward John Romualdez	TESOL	10/17/20	Speaking	20 minutes

Lesson	
Topic	Planning/ Make believe Holiday.
Main Aim	Students will practice their speaking fluency.
Secondary Aim	Students will practice their listening comprehension together.
Materials and References	
References: https://www.centreisland.ca/centreville-amusement-park/calendar	
Materials: worksheets	

Student Profile			
Level	Advanced		
Age	Adult	Number of Students	2 students
Detail	This is a general English class and students are highly motivated learners. The students are all Koreans, and they are accustomed to pair work. One of the Student is little bit shy, but is capable of talking freely. The other Student likes talking and is good at initiating conversations that brightens the mood in the class.		
Assumptions about students' knowledge as required for this lesson:			
Students already know about the planning activity and they've done this activity before. Both students are able to communicate well and are good with sharing their opinions.			

Anticipated Difficulties and their Solutions:
Outside noise – Close the window and door if needed.

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: Picture1

Time	Interaction	Procedure
30 sec	T	Organize seating arrangement for students to communicate better. “Hi everyone. I wanted to ask you about what is your idea of the best reward for a job well done at work and why? Discuss this among yourselves and let’s come up with the best answer for what is the best reward.
3 min	S-S	Students take turns in sharing their experiences.
1 min	T-S	“Clap” okay so, did you come up with what you think is the best reward? And why? Students briefly shares their idea. “Uhuh” “Good point” very good idea.

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: Picture 1 and activity sheets

Time	Interaction	Procedure
30 sec	T	“Good to hear. Now I want you to imagine that you won a company incentive giving you an unlimited all-day free rides to Centreville amusement park. I will now give you the activity sheets where you can plan the rides, attractions and food outlets that you want to go with the corresponding date and time based on the picture that I will give you. Examples are provided on the first row of the activity sheets.”
4 min	S	Students do the activity separately. Teacher monitors them.
1 min	T-S	(Clap) “Times up. Kindly review your plan and hold on to it for a while.” “Did you have fun? Or was I stressful to plan?” Students briefly shares their opinion.

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: Activity sheets

Time	Interaction	Procedure
1 min.	T	<p>Organize seating arrangements making Students face each other.</p> <p>“Okay. Now, I want you to imagine that both of you work in the same company, both of you won the unlimited all-day rides and you are good friends. You suddenly met each other in the amusement park and decided to plan the activities that you’ll be doing together.”</p> <p>“Talk to each other. Try to compare what your original plan was and come up with a new plan based on both your original plans. Try to come up with an agreement about what you want to do or where you want to go at what certain time you want to do the activity together.”</p> <p>“Let’s start.”</p>
5 min.	S – S	<p>Students do the activity, and teacher monitors them from a distance. (make sure they talk to each other.)</p>
1 min.	T-S	<p>(Clap) “Time’s up guys. “How was it? Did you enjoy it or was it difficult?”</p>

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: Activity sheets

Time	Interaction	Procedure
30 min	T	“Well done. “Now, let’s discuss the changes you’ve done from your original plans and how did it go? Kindly hand me your original plans and let’s talk about it.”
4 min	T-S	Teacher asks Students about their original plans and compares the changes, asking why and if they liked the changes. Students discuss the changes and explains why.
30 sec	T	Do delayed error correction if needed. Encourage them for a job well done. Dismissed.

Picture: Amusement park map



Activity sheet (Plan sheet)

Day Sat-Sun	Centreville Amusement Park Hours (10 am-5 pm)	Rides / Attractions/ Food outlets <i>(Choose from the options in the map)</i>
<i>Example:</i> <i>Sat</i>	<i>10:00 – 11:30 am</i>	<i>Subway</i>
Saturday		
Sunday		

Instructor's Comments and Assessment

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		