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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:** On a desert Island |

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| Instructor:  Joy | Level:  **Intermediate**  **(Adults)** | Students:  **4** | Length:  **30 Minutes** |

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| Materials: Picture of a desert island  Worksheet  Bottle and paper |

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| Aims:  ˙Main aim : Ss will be able to explain their choices for surviving on a desert island.  ˙Secondary aim : Ss will try to think about the ways for surviving on a desert island.  ˙Personal aim : I want to deliver my instructions clearly to the students. |

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| Language Skills:  ˙Speaking : Ss will speak about their choices for surviving on a desert island with classmates.  ˙Writing : Ss will write a message explaining their situations and needs.  ˙Listening : Ss will listen to teacher’s instructions and classmates’ ideas.  ˙Reading : Ss will read vocabularies and sentences on a worksheet. |

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| Language Systems:  ˙Phonology : Two sounds of ‘th’  ˙Lexis : Vocabularies (insect repellent, water purifier, anchor, sunscreen…etc)  ˙Grammar : Comparatives, Superlatives  ˙Function : Compromising on different opinions  ˙Discourse : Debate |

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| Assumptions:  ˙ Ss already know the basic vocabularies about the items.  ˙ Ss have a good relationship with other Ss. |

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| Anticipated Problems and Solutions:  ˙ There are some words Ss don’t know→Teacher informs Ss of them.  ˙ There are some words Ss don’t know→Teacher informs Ss of them.  ˙ There isn’t enough time for all activities→Teacher let Ss skip whole class discussing |

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| References:  http://www.teach-this.com/resources/teaching/critical-thinking  https://freeenglishlessonplans.com/2013/11/15/desert-island-problem-solving-speaking-activity/  http://www.tesoltips.org/uploads/5/4/8/8/5488214/desert\_island\_lesson\_plan.pdf |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole class | Listening and answering | Hello, everyone! How was your weekend? Do you like camping? What things do you always take with you when going camping? |

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| **Pre-Activity** | | | |
| Materials:  Picture of a desert island(appendix 1), Sinking ship hidden pictures(appendix 2), | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3min  1min | Whole class | Answering  Finding the items  Worksheet | **Elicit**  Show Ss the picture of a desert island(appendix 1)  “What do you think this picture is?” (desert island.)  "Is there water on a desert island?" (Maybe.)  "Are there people?" (No.)  "Are there plants and fruits?" (Usually.)  **CCQ**  “If you are on a desert island, what can’t you see? Never?” (People)  **Instruction**  “Yes, today, we are going to talk about the items needed on a desert island. I’ll give each you a worksheet. (appendix 2) Find the items listed below in the picture. But don’t find Paul and centurion. You’ll have 2minutes.”  **ICQ**  “Do you have to find Paul and centurion?”  “How much time do you have?  “Ok, start!”  (Monitoring during their activity)  (Give time warning)  “Time’s up”  (Check their work)  “Show me your picture. Good job!.” |

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| **Main Activity** | | | |
| Materials: worksheet(appendix 3) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 17min | Individu  ally  In pair  Whole class | Speaking  Listening  Writing | **Instruction**  “Imagine that you are on a boat. Your boat is sinking and there is a desert island nearby. I’ll give you this worksheet.(appendix 3) You need to choose and rank four items to help you survive on the island. Among four, 1 is the most important and 4 is the less important. After finishing that, share your choices with your partner and make group ranking. And lastly make whole class ranking sharing your group ranking. When you talk with your classmate, use these example sentences. I’ll give you 15miutes.”  **ICQ**  “What are the items about?”  “How much time do you have?”  “Will you work individually at first?”  (I monitor whether their work goes well and they need any help.)  (Give time warning)  (Check the whole class ranking)  “Did you finish? What are the most 4 important items?” |

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| **Post Activity** | | | |
| Materials:  Bottle and paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  1min | Individu  ally | Writing | **Instruction**  “Now, for escaping plans, we will send SOS to the world. Write a message to go in this bottle. The message can include your name, where you are, how you got there, what you need, etc. I’ll give you 4minutes.”  **ICQ**  Why do we write messages?  Okay, Let’s begin.  (Monitoring during their writing)  (Give time warning)  “Time’s up”  “Let’s put the messages in a bottle.”  **Feedback**  Today, you had a great time  thinking survival on a desert island.  **Error correction**  You need to say ‘for surviving on a desert island’ not survive or to survive. After ‘for’ gerunds have to come.  Good job everyone! That’s all for today. Bye! |
| **SOS Activities** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 | Whole class | speaking | “We have a couple of minutes left. If you can take one more object from your house, What is it and why? I’ll allow 20 seconds of thinking time. And let’s say freely.” |