**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| MIJUNG SUNG (Mimi) | 201WD | 27/11/2019 | TBL | 20min |

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| **Lesson** | |
| **Topic** | Problem Solving: Deserted Island |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice language techniques related to problem-solving. |

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| **Materials and References** |
| 3 worksheets, board & board pens |

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| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 7 |
| **Detail** | This is a general English class and the students are all adults.  They are “high-upper intermediate” level of students, who can also be regarded as “advanced”. Everyone in the class is very enthusiastic and engages actively in kinesthetic learning. The students are also quite accustomed to pair work. Few students are a little reluctant to speak out to the class, so warm-up sessions are important to have them relaxed before they will open up to communicate freely. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Although the students haven’t been in such situations, many of them are familiar with the idea of being stranded on a deserted island due to novels or movies. Moreover, they are all capable of making daily plans and also familiar with it. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| - Time: Students may run out of time discussing over the problems 🡪 give time notifications and announce time is finished to end the discussion  - Desk arrangement: moving desks, spilling drinks & time consuming 🡪 clear desks before the lesson begins & move only 2 tables out of the 4 to reduce any time being wasted  - Some students are likely to dominate the story telling 🡪 tell the students that everybody has to deliver an even amount of the story. If someone seems to be speaking more, use gestures to give the turn to another person. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give good instructions and monitor the students effectively. | | |
| **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** |
| 1min 30sec  3min  2min | T-S  S-S  T-S | Draw a boat on the board. (To intrigue students and to set the scene)  **Greeting. Instructions.**  “Hello everyone! What’s this? (Point to the picture on the board)” (A boat!)  “Yes. Imagine that you are on a boat.  And suddenly, your boat is struck by lightning!  Your boat has started to sink! There’s a deserted island nearby.  You can swim there, but can only take 3 items with you.  Now I am going to give you a list of items. (Hold up the worksheet)  Within your groups, please choose 3 items to help you survive on the island and also explain why you chose them.”  Ask I.C.Qs:  “So where are you now?” (On a sinking boat!)  “How many items can you choose?” (Three!)  “Do you only choose the items?” (No. Write down the reason.)  Separate the class into 2 groups. (one group of 4 & another with 3 ss)  Move the desks to make 2 islands. (Wait for students to move the desks.)  Hand out the worksheet.  “Alright! The boat is sinking! You have 3 minutes!”  Gesture for students to begin talking to their partners.  Students talk to their partners. Monitor for any use of keywords or expressions.  **Feedback.**  Go around the class and ask the students for a short feedback.  (e.g. “Could you share us your ideas?” / “What did you choose?”) |

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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** |
| 30sec  4min  10sec | | T-S  S-S  T | | **Instructions.**  “You’ve made it to the island!!!  But there are some problems waiting for you.  It was a snake island! The poisonous snakes are everywhere.  The only place which is safe is the beach.  However, at high tide, which is every 6 hours, the beach disappears.  The island is warm during the day, but it gets cold at night. Discuss within your groups how you will solve the following problems (hold up worksheet 2), using the 3 items you chose in the first stage.  (Give out worksheet 2)”  “You have 4 minutes! Begin!”  Gesture for students to begin talking to their group members.  Students begin talking to their group members.  Monitor the students and note any useful expressions or words.  Announce when there is 1 minute remaining. If students are still discussing their ideas when time is finished, simply announce that preparation time is finished.  “Time’s up! If you haven’t finished, don’t worry. You may be able to figure them out during the next stage.” |
| **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** | |
| 1min  5min  30sec | T-S  S-S  T | | **Instructions.**  “Now, using what you did for the first and second stages find a way to survive for the next 3 days.  I am going to give you a worksheet with a table. (Hold up worksheet 3)  Try to come up with a survival plan. Please use your full imaginations.  There are some special conditions or problems written in bold in the column to consider.  You don’t have to write everything down, if you can remember the story.  Just keep it in mind, that you will be telling your story to the other group.”  Ask I.C.Qs:  “How many days is the survival plan for?” (Three days)  “Do you need to write it down?” (Optional)  “Will you be sharing your story to the other group?” (Yes)  Hand out worksheet 3.  “Great! You have 5 minutes.”  Gesture for students to begin talking to their group members.  Students begin talking to their group members.  Monitor the students effectively, so that the teacher does not interrupt them.  Make notes of good expressions or words.  Announce when there is 2 minutes remaining. Once more when there is 1 minute remaining. Simply announce, that the preparation time is finished.  “Times up! Let’s go back to our original horseshoe shape arrangements again.”  Wait for the students to move the tables. | |
| **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** | |
| 30sec  3min  30sec | T-S  S-S  T | | “Luckily you were rescued!  On the rescue ship, you meet another group of survivors, who were on the other side of the island!  You started to share your survival stories to each other.  When doing so, everyone in the group has to speak.  Can this group begin first?” (Nominate any group)  Students begin telling the story to the other group.  Make sure that every member of the group gets to talk. If someone seems to be dominating the storytelling, gesture to another students to take the turn.  **Wrap-up.**  “Thank you! Both stories were very interesting.  Today you have used your critical thinking and problem-solving skills to survive being stranded on a deserted island. I hope you now feel confident discussing over a matter to solve problems and also telling a story.  Well done guys!” | |

**Instructor’s Comments and Assessment**

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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** |  |  |