

Name & Class	Date & Place	Lesson Type	Plan	Topic	Length	Level
Joanne & Julia 144 <sup>TH</sup> WD	12/7/2016 Gangnam	Speaking	TBL	Surviving with 12 Items	35 Mins	Advanced
<b>Class profile</b>						
<b>Number of students:</b> 7 Students		<b>Age:</b> 20 - 40		<b>Nationality:</b> Korean		
<b>Motivations:</b> Students will practice their communicative skills by exchanging ideas and negotiating with their groups						
<b>Individual or class hobbies and interests:</b> Winter is near and some students are going on ski trips, so it may be useful						
<b>Special considerations:</b> Students may fatigue after multiple speaking lessons in one day						
<b>Main Lesson aim</b>						
1. Students will practice speaking fluently by giving their opinions to finalize on the list of survival.						
<b>Subsidiary aims</b>						
2. Students will practice improving their communicative skills by interacting with their group and presenting their answers.						
<b>Description of language skills specifically used/practiced:</b>				<b>Description of language systems specifically used/practiced:</b>		
<input type="checkbox"/> Speaking- presenting list; negotiating and discussing ideas				<input type="checkbox"/> Function- persuading other students; asking and answering questions about other students' presentations		
<input type="checkbox"/> Listening- scenario; directions; group members ideas				<input type="checkbox"/> Phonology- presentation; group work, teacher's talk		
<input type="checkbox"/> Reading- the scenario; directions; list of items				<input type="checkbox"/> Discourse- presentation; group discussion, responding the teacher		
<input type="checkbox"/> Writing- the 12 items; uses of the items						
<b>Anticipated difficulties with lesson activities and classroom management:</b>						
1. Learning aids (projector, computer) may not work.						
2. Activity may last too long.						
3. Students may finish finalizing the list in less than 10 minutes.						
<b>How I can deal with these difficulties:</b>						
1. Prepare printed paper in hand.						
2. Teacher alarm students to finalize their activities before.						
3. Check their answers and if there is a mistake, have them rediscuss their answers.						
<b>Assumptions:</b>						
1. Students know the four language skills and language systems.						
2. Students actively participate in class discussions and small-group discussions.						
3. Students are aware that Northern Canada is infamous for their extreme cold winters						
<b>Material(s) needed:</b> <a href="http://www.scoutingweb.com/scoutingweb/subpages/survivalgame.htm">http://www.scoutingweb.com/scoutingweb/subpages/survivalgame.htm</a> (scenario reference)						
Computer, projector, markers, white board, erasers, worksheets, Power Point (Speaking Lesson)						
<b>Checklist. Tick those included in this lesson plan (✓ or N/A)</b>						
model sentences for target language	n/a	concept questions for target language	✓	analysis sheet for target language	n/a	
stages clearly titled and separated	✓	purpose of each stage indicated	✓	anticipated timing included	✓	
interaction pattern marked	n/a	a board plan (if relevant)	n/a	examples of all tasks used	✓	
answer sheet to all exercises	✓	tape script	n/a	all materials labelled and numbered	✓	
<b>Personal aim :</b> What we most hope to demonstrate in this lesson is to decrease TTT and increase STT						

### Stage 1: Pre-task

The purpose of this stage is to focus students' attention and involve them in an interesting task (e.g. brainstorming to the board; help complete a chart etc.) that encourages the class to share their ideas freely, thus increasing STT and participation. Visuals may be used to introduce this task; be specific and focus on what is needed to complete this task. This task should provide useful information for the main speaking task they will prepare. Provide the class with the basic inspiration and language they need before going to the next stage (e.g. topic, context, useful grammar/lexis, and an example/demonstration).

Inter  
action

Time

Instructor's  
comments

Greet & Lead-in(**Julia**) - Greet the class and ask students what they see in the picture.

T-S

1'

Good morning, did everyone see the snow last night? (Yes, no)

Elicit slide 1 from [Speaking Lesson Power Point]

Instruction:

- 1) Please take a look at the picture.
  - 2) Based on what do you see? (snow, man, trees, forest)
- Quickly get responses from the whole class.

Pre-task; discussion(**Julia**)

Instruction:

- 1) Imagine, you are that man in the picture, what is one item you wish you had in that situation?
- 2) Please discuss your answer with the person sitting next to you for 1 minute.

T-S

10''

Ss share. Monitor discreetly.

S-S

1'

Give time warning: 30 seconds left.

Feedback - Have everyone go around and share what item they chose.

T-S

2'

Expected answers: All, some, a few etc...

- match
- tent
- sleeping bag
- padding wear
- a bar of chocolate
- cell-phone

Today, we will be having a discussion about surviving in extreme cold weather to practice speaking fluently.

T-S

10''

First, Joanne will go over the background information and instructions.

### **Stage 2: Task Preparation**

The purpose of this stage is for students to work communicatively in pairs or groups to prepare a communicative task (e.g. roleplay, discussion, debate etc.) which they will deliver to the class/teacher. Student's may research the task, use dictionaries and ask the teacher for guidance. Instructions, groupings handouts/worksheets, resources and possibly an example/demonstration, if appropriate, should be given in this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Students should be chatting busily and enjoying their task.

**Instructor's**  
**comments**

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10''

- 30''

10''

2'

- Pass out 'a, b, c' paper to students. Wait for everyone to get adjusted. Pass out the Scenario Worksheet.

<u>Stage 3: Task Realisation</u>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>The purpose of this stage is for the students to perform/deliver the task they prepared in the previous stage, focusing on their speaking skills such as fluency and pronunciation. The teacher should monitor from a distance and take notes about students' incorrect usage of typical language and also emerging language – this will inform the teacher about future grammar lessons and also provide useful error correction in the next stage.</p> <p><b>Instructions(Julia)</b></p> <ol style="list-style-type: none"> <li>1) Now that everyone is in their groups, please start making your list.</li> <li>2) You have 10 minutes!</li> <li>3) After discussing, each group will present list with reasons why.</li> </ol> <p><b>I.C.Q(Julia)</b></p> <ol style="list-style-type: none"> <li>1) Are you working in a group? (Yes)</li> <li>2) How long? (10 minutes!)</li> <li>3) What will you do after discussing? (Presentation)</li> </ol> <p><b>Ss discussion. Monitor discreetly.(Julia &amp; Joanne)</b></p> <ol style="list-style-type: none"> <li>1) Jot down errors in languages Ss make.</li> <li>2) Answer any questions students may have.</li> <li>3) Give time warning: 1 minute left.</li> </ol> <p><b>Feedback(Joanne)</b> - Feedback IS presentation.</p> <ul style="list-style-type: none"> <li>- Each group will present their list and reasons why.</li> <li>- Write the answer on the white board.</li> <li>- “Now please present your list with proper reasons.” Monitor.</li> </ul> <ol style="list-style-type: none"> <li>1) Group A will start and continue down their list (with reasons why) until they say an incorrect answer.</li> <li>2) Then group B will start from where group A left off and share their answer until they make a mistake.</li> <li>3) Then group C will start.</li> <li>4) If all three groups can't get it right, the teacher will tell the answer to the students.               <ul style="list-style-type: none"> <li>- Group A: #1 is x, 2 is y, 3 is b.</li> <li>- T: 3 is incorrect, group b please share your answer.</li> <li>- Group b: #3 is z, 4 is f.</li> <li>- T: nope, group c what did you get for #4?</li> <li>- Group C: We got d.</li> <li>- T: nope, the answer is D because ~.</li> </ul> </li> <li>5) Then continue back to group A.</li> </ol> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1) Cigarette lighter - even though it is empty, a cigarette lighter can be used to produce sparks</li> <li>2) Ball of steel wool - even if it's a little wet, it can catch a spark and support it</li> <li>3) Extra clothes - to keep warm, shelter, string, bandages, fuel for fire</li> <li>4) Butter - lots of uses, some examples are, rubbed on skin for protection against the cold, melted into fuel</li> </ol>	T-S	10''	
	S-S	10'	
	T-S S-S	10'	

Inter  
action

**Instructor's**  
**comments**

T-S

10''

- Downloaded from <http://ajph.org/> on November 10, 2014

2) How long? (10 minutes!)

### 3) What will you do after discussing? (Presentation)

S-S

10'

- Feedback(**Joanne**) - Feedback IS presentation.

- Each group will present their list and reasons why.
- Write the answer on the white board.
- “Now please present your list with proper reasons.” Monitor.

T-S

10'

3) Then group C will start.

- Group A: #1 is x, 2 is y, 3 is b.

- T: 3 is incorrect, group b please share your answer.

- Group b: #3 is z, 4 is f.

- T: nope, group c what did you get for #4?

- Group C: We got d.

- T: nope, the answer is D because ~.

5) Then continue back to group A.

## Answers

1) Cigarette lighter - even though it is empty, a cigarette lighter can be used to produce sparks

2) Ball of steel wool - even if it's a little wet, it can catch a spark and support it

3) Extra clothes - to keep warm, shelter, string, bandages, fuel for fire

4) Butter - lots of uses, some examples are, rubbed on skin for protection against the cold, melted into fuel

5) Canvas - protection against wind and snow 6) Axe - for cutting wood 7) Chocolate bar- energy 8) Newspaper - starting a fire, insulation under clothing, megaphone 9) Gun - signalling, many times people were undetected because they were too speak to yell for help 10) Whiskey - to build fire/ empty bottle for water, if you drink it you'll get hypothermia. (a drink of minus 30 degrees would freeze a person's stomach 11) Compass - may encourage people to walk to the nearest town (dangerous) 12) Map - same as compass			
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<p><b><u>Stage 4 : Post Task</u></b></p> <p>The purpose of this stage is to provide meaningful feedback, error correction and suggestions for further study or homework. Another brief communicative task could be done which is designed to summarise the lesson before wrapping up.</p>	<p><b><u>Inter action</u></b></p>	<p><b><u>Time</u></b></p>	<p><b><u>Instructor's comments</u></b></p>
<p>The ranking of the survivors' items was made by Mark Wanvig, a former instructor in survival training for the Reconnaissance School of the 101st Division of the U.S. Army. This survival simulation is used in military training classrooms.</p> <p>Instruction<b>(Julia)</b>            1) If you can pick, as a group, only one thing from the list, what would you pick and why?            2) You have 2 minutes to discuss and finalize your choice with your group.</p> <p>Ss discussion. Monitor discreetly. <b>(Julia)</b></p> <p>Give time warning: 30 seconds left.</p> <p>Feedback<b>(Julia)</b> - nominate and invite comments from 3 groups.</p> <p>Did you enjoy today's activity? (Listen to students feedback on the activity)            Which part was the most fun? (?)            Did you like sharing your opinion with your group members? (Yes)</p> <p>You all did well! I liked the way you did your best and you followed my instructions.</p> <p>Wrap up<b>(Julia)</b> - There is no homework today.            Everyone did an excellent job.</p> <p>Class dismissed.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p>	<p>1'</p> <p>2'</p> <p>1'</p> <p>20''</p>	

**Instructor’s Final Comments**

<p><b>Overall strengths of this lesson (planning and teaching)</b></p>	<p><b>Areas to work on</b></p>
<p><b>Overall comment</b></p>          <p>For this stage of the course, your lesson today was</p> <p><input type="checkbox"/> Above standard</p> <p><input type="checkbox"/> To standard</p> <p><input type="checkbox"/> Below Standard</p>	
<p><b>Instructor:</b> ..... <b>Date:</b> ...../...../.....</p>	