**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Helen Cho | TESOL 222WK | 03/07/2021 | Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Dealing with Crisis |
| **Main Aim** | Students will practice speaking using critical thinking and discussion with other students through problem-solving activity. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| worksheet; board pens |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 3 |
| **Detail** | This is general English class and all adult students. But all 3 students have different backgrounds and interests, so I prepared this problem-solving activity which they all enjoyed last time. They will use their critical thinking skill and discuss about the topic. Since they are in advanced level, they can quickly open up to communicate freely. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students know the vocabulary of occupations in this activity. All students can think critically and discuss who will take with to survive on the new planet related to the occupation and other information provided about each people. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| They can complain it will take forever to arrive to a new planet and everyone on the rocket will die during the journey.=> Tell them they will be cryogenically frozen for the journey.  The worksheet can be missing=>bring extra worksheets  Nervousness at the start of the lesson=> check equipment is working; check all required materials are with me; to start the lesson, play background music to make relaxed atmosphere, practice properly Speaking Lesson Plan |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to plan a fun activity for students so students-students can actively participate speaking class. Also, I would like to reduce T.T.T and increase S.T.T. I will practice giving a clear instruction. | | |
| **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** |
| 30 sec  1 min | T  S-S | Make a horseshoe desk arrangement.  T: Have you ever watched Zombie movies?  S 1: Yes, I love Zombie movie. I like “Train to Busan”.  S 2: I watched “Walking Dead” but could not finished yet. T: Okay, share your favorite zombie movie or drama to your group  (Backup Question: If students do not like Zombie movies, then ask them about alien movie.)  Talk to the group about their favorite zombie movies or dramas. |

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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** |
| 30 sec  30 sec  1 min | T  T  S-S | **Set scenario of activity**  T: It is the year of 2035, The World has been destroyed by Zombies and only 3 of you and 9 other people are alive. You have a rocket that will take you to a planet similar to Earth where you must start life again. However, there is only space for 6 so you can take 3 other people with you.  Who will you take?  If all students do not agree, persuade others why you should or should not take him to a new planet.  **Handout worksheet**  T: If there is vocabulary you don’t know, ask your group.  **ICQ:** How many people you choose? (3)  Do you check dictionary first if you don’t know the word? (No)  All of you have to agree with your final picks? (Yes)  **Discuss vocab** |

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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. Classroom management may be an important consideration here. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 5 min  3 min | S-S  T  S-S | Discuss who you will take and why.  Draw a table on the board.   |  |  |  | | --- | --- | --- | | Person 1 | Person 2 | Person 3 | |  |  |  |   Monitor students in distance.  Each student come up to the board and write down the name they choose.  Explain why you all agreed to take that person.  Seated students or teacher can ask what his role on a new planet is. |

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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** |
| 30 sec  3 min  2 min  1 min  2 min | T  S-S  S-S | Now you make a short story what happen after you arrived on a new planet with people you choose. All 3 of you share your ideas and make one interesting story.  Discuss and make a story.  Tell a story. (Each student should take a turn to tell a story. Teacher gives a gesture for each student’s turn.)  Offer delayed error correction.  Feedback. |

**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** |  |  |

<Speaking Activity-Worksheet>

**Who will you take?**

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| **Name:** Brian  **Age:** 29  **Gender**: Male  **Job:** Experienced Surgeon  **Other information:** He killed 3 people because they looked at him funny. | **Name:** Olivia  **Age:** 24  **Gender:** Female  **Job:** Chef  **Other information:** She has depression and cries frequently. | **Name:** Noah  **Age:** 54  **Gender:** Male  **Job:** Retired soldier  **Other information:** He can be quite violent. |
| **Name:** Kim  **Age:** 30  **Gender:** Female  **Job:** Singer  **Other information:** She brought her guitar. | **Name:** Elijah  **Age:** 19  **Gender**: Male  **Job:** Famous hacker  **Other information:** He was imprisoned for stealing money and just escaped from the prison. He is good looking. | **Name:** Amelia  **Age:** 27  **Gender:** Female  **Job:** Psychiatrist  **Other information:** Pregnant with twins. She won’t go without her husband Brian. |
| **Name:** Lucas  **Age:** 49  **Gender:** Male  **Job:** Agriculturalist  **Other information:** He is very friendly, but he has a cancer and has less than 3 years to live. | **Name:** Mia  **Age:** 45  **Gender:** Female  **Job:** Architect  **Other information:** She has short temper and has a gun. | **Name:** Alexander  **Age:** 37  **Gender:** Male  **Job:** Biotechnology Engineer  **Other information**: He is genius but stubborn. He does not like to communicate with others. |

**Your choices.**

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|  | **Choice 1.** | **Choice 2.** | **Choice 3.** |
| **Name** |  |  |  |
| **Why?** |  |  |  |