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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Sung | WD223 | 2021/07/27 | Speaking | 20minutes |

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| **Lesson** | |
| **Topic** | **The Robinson Crusoe game : Survivng in a desert island.** |
| **Main Aim** | Improve speaking fluency |
| **Secondary Aim** | natural accquisition to words |
| **Materials and References** | |
| **a reference video, worksheets** | |

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| **Student Profile** | | | |
| **Level** | Upper intermidiate | | |
| **Age** | Adults | **Number of Students** | 3 |
| **Detail** | They are passionate to talk in English | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| most of students would know about any stories of surviving in a desert island.  basic knowledge to talk about what situations could happen in a desert island. | | | |

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| **Anticipated Difficulties and their Solutions:** | |
| Anticipated difficulties : Knowledge that students have might not be sufficient.  Solutions : Sugguest other options with some reasons | |
| **My Personal Aim** |
| smooth comments on student's opinion and error correction |

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| **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: a reference video** | | |
| **Time** | **Interaction** | **Procedure** |
| 30  sec  15  sec  3  min  2  min  1  min | T-S  T  S-S  T-S  T | <https://www.youtube.com/watch?v=2TWYDogv4WQ>  Play the trailer of Cast Away right before the start of the class  Hello guys  Ask a student if the student thinks that he or she can survive alone for a week in a desert island.  a student answers  today our topic is about surviving in a desert island.  let's talk about how to survive alone in a desert island.  what are the most important elements of surviving in a desert island?  Students talk one another  what are the most important elements of surviving?  Students share their ideas  A teacher makes extra comments on important elements to survive  \*Important things should be  1. get edible food.  2. build a shelter  3. make a fire  4. get water  5. mentality, don't be panicked, be rational, make some friend. |

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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:** Worksheets. | | |
| **Time** | **Interaction** | **Procedure** |
| 30  sec  5  min | T  S-S | hand out worksheets  A teacher reads the passages on the worksheets  reminding of the important elements we talked about, discuss and make decisions together to pick 5 items that all of you would essentially need.  Students start discussing |

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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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 4  min | T  T-S | Intro : Let's see if you guys can really survive in a desert island!  Point each student and ask the student to explain about an item picked, why it is important and how it can be used. (A teacher make comments on the remarks)  Find a volunteer to talk about the rest of 2 items not talked |

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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:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1~2  min  1  min  1  min  30  sec | T-S  T-S  T | **\*plan1**  **if you can bring an extra stuff to the island, what will you bring?**  **it doesn't need to be a thing in the list.**  **all or some of students answer**  **\*plan2**  **suggest other options that students didn't mention**  **word correction**  **wrap-up comments**  **i hope you guys could survive in** |

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

**The Robinson Crusoe game**

**Congratulation!**

**the cruise ship you were on was wrecked in a monstrously giant storm. you've just drifted to a tropical island where no humans inhabit. All of you have to survive with together in this island.**

**Which items would you pick to survive? you would have to probably survive for around 21 days. pick only 5 among 15 items.**

**( ) A box of matches**

**( ) A knife**

**( ) A book (whatever you want)**

**( ) 4 packages of ramyeon**

**( ) 2 small plastic bottles**

**( ) A pan**

**( ) 2 cans of corn**

**( ) 6 chocolate bars**

**( ) A tent**

**( ) A Mp3 player with a full battery**

**(whatever songs you want to listen to, no charge)**

**( ) 3 jumpsuits**

**( ) A million won**

**( ) A Magnetic compass**

**( ) A bottle of shampoo**

**( ) 3 pairs of rubber boots**

**Share ideas how you would use the items you picked.**