|  |
| --- |
| Listening Speaking Reading Grammar Writing |
| **Topic: Taking the subway** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: Beri | Level: Upper  Intermediate | Students: 13 | Length:  **30 Minutes** |

|  |
| --- |
| Materials:  - pictures of subway and bus  - a wall chart (that shows the matching between characters and subway lines)  - subway maps, character pictures  - white papers  - White board, markers, eraser, and tape. |

|  |
| --- |
| Aims:  - Main Aim; ss will improve their speaking skills by having a talk about taking the subway.  - Secondary Aim; ss will learn talking about the subway by having ss discussion on advantages and disadvantages of taking the subway, role-play, and writing their worst subway experiences.  - Personal Aim; I want to improve my time management and reduce my commentary. |

|  |
| --- |
| Language Skills:  - Reading; ss will read subway map  - Listening; ss will listen partner’s description of subway stations  - Speaking; ss will speak about information about subway stations to their partners  - Writing; ss will write advantages and disadvantages of taking a subway and their worst experience at the subway. |

|  |
| --- |
| Language Systems:  - Phonology; none to discuss  - Lexis; sub way  - Function; asking  - Grammar; none to discuss  - Discourse; asking directions |

|  |
| --- |
| Assumptions:  Students already know:  - what is subway  - All students had taken subway in their whole lives.  - Most students know at least two sightseeing information on the subway lines. |

|  |
| --- |
| Anticipated Problems and Solutions:  Students may not be able to follow the instruction easily   * Give them demonstration and ask ICQs one more time.   If students finish all their tasks earlier than anticipated,   * Run sos activity.   If students need more time to finish their tasks,   * Give them 1 minute more, then stop it and proceed the next activity. |

|  |
| --- |
| References:  - Learning Teaching, Third Edition, written by Jim Scrivener  - Techniques & Principles in language Teaching, Third Edition, written by Diane Larsen-Freeman and Marti Anderson  - www.google.com |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: white board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class |  | Greeting  *Hello everyone,*  Two Guiding Questions:  *-\_\_(*student’s name)*\_\_, did you have any sweet dreams last night?*  *-\_\_* (student’s name) *\_, do you have a car?* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: a subway picture, a bus picture, white board, and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  1 min  1 min  1 min  2 min  3 min | Whole class  team | Eliciting  CCQ  Modeling & Lexis  Demonstration  Instruction  ICQs  Explicit ICQs  Writing | Procedure:  Discuss about the advantages and disadvantages of taking the subway.  Eliciting  *Listen up! Many people take this every day. It has many different colors. It is long and in the underground. What is it?*  (ss answer “subway”)  *Yes!*  CCQ  *Is this subway?* (showing bus picture) *Is this subway?* (showing subwaypicture)  Modeling & Lexis  (write ‘subway’ on the white board)  *please repeat after me, sub.way. \_\_, you are going to say ‘sub’, \_\_\_, you are going to say ‘way’.*  (make the ss repeating sub/way)  *All the sub, raise your hands. Please move to here. All the way, raise you hands. Please move to this side.*  Demonstration  *Today, we are going to talk about the advantages and disadvantages of taking the subway.*  (draw one line in the middle of a white board, then write advantages and disadvantages each sections.)  *What I think about advantage of taking a subway is there is no traffic jam.* (write no traffic jam under the advantages section)  *And disadvantage of it is that is too crowded when it is rush hour time.* (write too crowded under the disadvantages section)  Instruction  *From \_\_\_to\_\_\_, you guys are one team. From \_\_to \_\_, you guys are one team.*  *(looking at left team) you are going to come up here and write one advantage of taking the subway on the board. (looking at right team) After other team finish with writing, you all are going to come up and write one disadvantage of taking the subway.*  *I will give each team only 1 minute.*  ICQs  *What are we going to do?*  *Are you working individually?*  *How many minutes do you have?*  Explicit ICQs  *Okay. All of you sit on this side is going to write about advantages. What are you going to write about?*  (ss say advantages)  *All of you sit on this side is going to write about disadvantages. What are you going to write about?*  (ss say disadvantages)  *Stats now! Come on out~~!!*  (one team run the activities)  *10 seconds left!*  *Times up! Now the other team come on out~!!*  (the other team run the activities)  *10 seconds left!*  *Times up!*  (After all writing, ask three ss in each teams what they wrote on the board)  *\_\_(ss name)\_, what did you write on the white board? And why is that?*  (run through all six ss’s presenting)  *Good job everyone!* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: wall chart(that shows the matching between characters and subway lines), character’s pictures, subway map, and the white board. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  1 min  1 min  5 min  3 min |  | Instruction  Demonstration  ICQs  Explicit ICQs  Talking | Procedure:  Have a subway trip!  Instruction  \_(ss name and name)\_\_, you two work together. \_(ss name and name)\_\_, you two work together. \_(ss name and name)\_\_, you two work together. \_(ss name and name)\_\_, you two work together. \_(ss name , name and name)\_\_, you three work together.  As a group, one person is going to pick character card and the others are going to have subway maps.  (distribute the characters cards and subway maps to ss)  *Please show us what you have. Those of you who is holding characters is going to be a courier to your partners. You are going to introduce any information of subway lines. Here is your subway line.*  (put a wall chart that shows the matching between characters and subway lines)  Those of you who is holding subway maps is going to be a tourist. You will listen your couriers then present the information from your courier.  Demonstration  *If \_\_(ss name)\_ and I are work together, If I pick a character card and \_\_(ss name)\_ have a subway map. I am going to explain and describe all the sightseeing stations to \_\_(ss name). Then later, \_\_(ss name)\_ will present what \_\_(ss name) learned.*  *I will give you 6 minutes to have a great trip through out the subway lines with your partners.*  ICQs  *What are we going to do?*  *Are you working individually?*  *How many minutes do you have?*  Explicit ICQs  *Raise your hand if you picked the character card. What are you going to do?*  (ss say explain tour informations, or something else)  *Raise your hand if you were given the subway map by me. What are you going to do?*  (ss say listen first and present the tour information later.)  *Okay! Time starts now!*  *(ss run activity)*  (Monitoring ss)  *2 and half minute left!*  *1 minute left!*  *30 seconds left!*  *Time’s up! \_\_(ss name)\_, why don’t you lead us?*  (ask all ss who is a tourist)  *Good work!* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: white board, marker, white papers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  1 min  2 min  1 min  1 min | Whole class | Instruction & Demonstration  ICQs  Expliti ICQs  Writing  Only one ss presenting  Error correction | Procedure:  Write your personal experience about the worst day at the subway.  Instruction & Demonstration  (write ‘my worst day at the subway’ on the white board)  *My worst day at the subway was when I was in high school. I was late on schedule with my friends. So I couldn’t stop running to take the subway. However, when I arrived at the platform, there was a train was about to leave. I kept running then I stucked between train’s doors for a second. I was so embarrassed.*  *Now, I will give you white paper, then write your worst day at the subway individually. I will give you 2 minutes.*    ICQs  *What are you going to do?*  *Are you working individually?*  *How many minutes do we have?*  Expliti ICQs  *I am going to give you this paper. Do not touch this until I say ‘go’. Are you going to touch this paper before I say ‘go’?*  (ss say no)  *Go!*  (ss run activity)  *1 minute left!*  *30 seconds left!*  *Time’s up.*  *\_\_\_, share your story to us.*  (one student presents his/her story)  *Thank you for your sharing.*  Error correction  *I did not hear any mistakes from everyone. So, guess what it is.*  (write w.u.b.s.a.y on the white board)  (ss say subway)  Great job, everyone!  *Thank you for your participations.* |
| **SOS Activities** | | | |
| Materials: bingo board(3x3), and extra subway maps | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  1 min  2~3 min | Whole class | Instruction  ICQs  Explicit ICQs  Writing  Run activity | Procedure:  *Bingo game*  Instruction  (Distribute the bingo board first to all ss)  *We are going to play bingo game. Choose any stations from subway number 2 and write them in your boxes. I wil give you 1 minute to fill the all the blanks.*    ICQs  *What are you going to do?*  *Are you working individually?*  *How many minutes do we have?*  Explicit ICQs  *Are you going to choose stations from number 4?*  (ss say no)  *Are you going to choose stations from number 2?*  (ss say yes)  *Great!*  *Starts now!*  (ss write)  *Time’s up! Let’s start with \_(ss name) and go clock-wised.*  (ss run activity)  (one student call ‘bingo’)  *We have a winner!* |