|  |
| --- |
|  Listening **Speaking** Reading Grammar Writing |
| **Topic: Traveling takes efforts.** |

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

|  |
| --- |
| Materials: - Passport- 26 blank papers- A picture of an airport- 13 Sample itinerary- 13 blank itineraries- 3 itineraries for board- Sample Jeopardy wallpaper- Jeopardy wallpaper- White board, board markers |

|  |
| --- |
| Aims:* Main Aim: To enable Ss to improve their speaking skills by having students to discuss about travels and itineraries.
* Secondary Aim: Ss will learn more about traveling by writing about the worst travel experiences, composing itineraries and playing a quiz with topics related to traveling.
* Personal Aim

- I want to improve my modeling by writing neatly on the board.- I would like the students to understand my instructions better by speaking clearly.- I want to increase STT by reducing commentaries.- I want to make more contacts to Ss. |

|  |
| --- |
| Language Skills:* Reading: Ss will read written opinions.
* Listening: Ss will listen to readings of other students’ writings.
* Speaking: Ss will speak in explaining the itineraries and solving the quiz.
* Writing: Ss will write their travel experiences.
 |

|  |
| --- |
| Language Systems:* Phonology: /r/ /l/
* Lexis: Airport, Itinerary, Jeopardy
* Function: None to discuss
* Grammar: None to discuss
* Discourse: Dialogue
 |

|  |
| --- |
| Assumptions:* Students already know:

- How the class is set up and run.- The teacher’s style of teaching and the pace of the course* All the students are college graduates (Age 23 and up)
* Students have travel experiences.
 |
|   |

|  |
| --- |
| Anticipated Problems and Solutions:* Students may not be able to pronounce some words

- Use repetition and drills |

|  |
| --- |
| References:* *Learning Teaching* by Jim Scrivenener
 |

|  |
| --- |
| **Lead-In** |
| Materials: White board |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 Min | Whole Class | Giving a brief answer to a question | Good afternoon. How is everyone doing today?\_\_\_\_\_, did you visit any new place this week? \_\_\_\_\_, what is your plan after school today? |

|  |
| --- |
| **Pre-Activity** |
| Materials: White board, board markers, 13 blank papers, a picture of an airport, a passport |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 Min4 Min2 Min | Whole ClassIndividually | Answering the teacher’s elicitingWriting down the worst travel experience that Ss have hadSs read to the class what they just wrote down | = Elicit **“Airport”**- “What do you call this place where airplanes land and take-off?” “You go there to go on a trip.”(Put the picture on the board)= Model **“Airport”**- “What are the words that you can think of about an airport?”- Airplane, terminal- Passport- Pilot, stewardess- Duty free shop, liquor, cosmetics= CCQ’s- “Do you go to an airport to board a ship?”- “Is an airport where people go to travel to foreign countries?”**The Worst Travel Experience**= Instructions- “Everyone has traveled to a place whether it be far or close. And it is very likely that these travels have been both good and bad. I want you to think of the worst travel experience that you have had and write it down for 3 minutes. You will work individually for this.”= ICQ’s- What are we going to do?- Are we working in pairs?- Are we working individually?- How many minutes do you have?= Explicit ICQ’s- Please do not start before I say “begin.”- Are you going to start when I pass out these papers?- Will you start writing when I say “begin?”(Distribute blank papers)- “You may begin.”= Monitoring- Carefully monitor from a distance. Answer students if needed.- Alert Ss with 2 minutes, 1 minute and 30 seconds left. - “Time’s up.”- Pick and ask students to read their experiences to the class. |

|  |
| --- |
| **Main Activity** |
| Materials: White board, board markers, sample itinerary, 13 blank itineraries, 3 itineraries for board |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 Min4 Min4 Min | Whole ClassThree Groups | Listening Scheduling an itinerary for friends who only has two days in the citySs write their itineraries on the board and share with the class why they chose the places they wanted to take their friends. | = Elicit **“Itinerary”**- “What do you call this piece of paper where you can see the schedule for your trip?” “It starts with an “I.”” (Distribute the sample itinerary.)= CCQ’s- “Is an itinerary used for class?”- “Do you bring an itinerary when you go to a different country?”**2-Day Trip**= Instructions- “You have foreign friends visiting you in Seoul for a 2-day trip. They want to go to every corner of the city and visit as many places as they can. Set up an itinerary for your friends that will grant them the most fun in Seoul. You will have to explain why you want to take your friends to those places. I will divide you into three groups, and you will have four minutes to come up with your itineraries.- Use 2/day/trip to divide the class into three groups. Ask them to move to their designated seats.= ICQ’s- What are we doing?- Are we working in pairs?- Are we working in three groups?- How many minutes do you have?= Explicit ICQ’s- Please do not start before I say “begin.”- Are you going to start when I pass out these papers?- Will you start writing when I say “begin?”(Distribute blank itineraries)- “You may begin.”= Monitoring- Carefully monitor from a distance. Answer students if needed.- Alert Ss with 4 minutes, 2 minute, 1 minute and 30 seconds left. -While SS are working on their itinerary, put 3 sets of blank itineraries on the board.- “Time’s up.”- “The member with the biggest ears please come up to the board and write your itinerary.”(Wait until all three groups are done writing)- “The member with the smallest eyes please share the reasons for your choices. |

|  |
| --- |
| **Post Activity** |
| Materials: White board, board markers, sample Jeopardy wallpaper, Jeopardy wallpaper |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 Min5 Min1 Min  | Whole Class2 GroupsWhole Class | ListeningSs will compete in a jeopardy-type quiz.Unscramble a word | **Jeopardy-like Quiz**= Instructions- “We’re now going to play a jeopardy-like quiz. (Place both wallpapers on the board)- You will be able to choose a topic from which you can answer. If you answer the first question correctly, you can go onto the next question that gives more points. We will divide the class into two groups and compete. If one group fails to answer in 10 seconds or comes up with a wrong answer, the other group gets a chance. Each group will only get one chance to answer the same question. - Use t/s to divide the class into three groups. Ask them to move to their designated seats.= Demonstration- “Let’s play a sample round.” “Team T, please choose a topic of your choice.”(Read the first sample question to the demonstrator)- “That is correct. You have 1 point now. What is the next question you want to answer?”- “That is incorrect.” “Team S, please answer the question.” “You have ten seconds to answer.”- “That is correct.” “Team S, you have won 2 points.” = ICQ’s- What are we doing? - Are we working individually?- Are we working in groups?- How much time do you have to answer?- “ Let’s begin the show.”- Run the quiz and keep the score.- “We have the winner, and the winner is Team \_\_\_. Good effort from everyone.”= Error Correction- Correct mistakes if there were any.- If none, “I did not hear any mistakes. Can you unscramble this word?”- Write “ritayenar” on the board.“This concludes the speaking lesson, and I will be followed by Sun.” |
| **SOS Activities**  |
| Materials: White board, board markers, 13 blank papers |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 Min1 Min | Whole ClassIndividually | ListeningSs write the place and reasons why they like it and read their paper. | **Favorite Place**= Instructions- “I have one more activity for you guys. I want you to think of your favorite place in the world and write three reasons why you love the place so much. You will work individually for 1 minute.”= ICQ’s- What are we doing?- Are we working in pairs?- Are we working individually?- How many minutes do you have?= Explicit ICQ’s- Please do not start before I say “begin.”- Are you going to start when I pass out these papers?- Will you start writing when I say “begin?”(Distribute blank papers)- “You may begin.”- “Time’s up.”- “\_\_\_\_\_, please share with the class your favorite place and tell us why.” |