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| Listening **Speaking**Reading  Grammar Writing |
| **Topic:My Trip** |

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| Instructor:  Jiyoung(Jina) Cho  Sohyun(Sarah) Lee | Level:  Upper Intermediate | Students:  **16** | Length:  **30 Minutes** |

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| Materials:  - Visuals about an airport and an immigration  - Worksheets: postcoard (16 pieces)  - Matching cards (8 sets)  - Color airplane tickets (6 of yellow, 5 of red, 5 of blue) in two cups  - Wall Chart: answer of matching card, modeling of main activity, unscramble word  - Blank A4 paper (3 pieces) for main activity  - White board, board markers  - A paper airplane |

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| Aims:  - Main Aim: students will be able to improve their speaking skill by letting students discuss about a country to introduce in context to exposing students to deliver information of the country as presenting.  -Secondary Aim: The students will talk about questions and answers happened as going through an immigration in a foregin country. And students will match conversation cards naturally .Also students will practice to give a presentation by organizing a country information based on how far from Korea, the main characteristic(impression), the best food and hot place. In addition, students will write a postcard to ask the favorite person travelling together.  -Personal Aim: I do not want to forget to do CCQ.  I want to chunk out the instructions.  I want to improve my ICQ.  I want to deliver clear ‘explicit ICQ’s’.  I want to improve on my demonstration.  I want to practice a creative grouping technique. |

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| Language Skills:  -Speaking: Students will talk about questions and answers to pass an immigration checkpoint as well as discuss about a country to introduce.  -Writing: Students will be engaged in writing a postcard for recommending their favorite person their destination.  -Listening: Students will listen other students’ introduction about each country.  -Reading: Students will read a immigration dialogue on the wall chart that I attatch on the board. |

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| Language Systems:  -Lexis: airport, immigration, country information, trip  -Phonology: None to Discuss  -Grammatical: None to Discuss  -Function: question and answer about immigration, introducing a country, suggestion a trip  -Discourse: expressions for describing a country to introduce and suggest for travelling together |

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| Assumptions:  -All students have had a abroad trip or know someone who had.  -Students are able to discuss about their travel experiences.  -Most students know how to narrate any country.  -All students have experiences of writing a postcard. |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Problems | Solutions | | I might face the lack of time to cover all answers for question and the answer of matching card. | I will attach the answer wall chart for the students and hand out the answer to all students. | | Students might not able to organize information of a country when they introduce. | I will provide modeling with specific structure and expression of sentences that students could use. In this case students will not struggle to deliver information in a good format. | | Students might struggle to write proper words and correct spelling when they are writing a postcard in post activity. | I will let the students know they would ask me any questions regarding to the writing. Also I will be available all the time during the run session as mornitoring in the activity. | | I might nee more time to complete 30 minute micro-teaching since some class members could be absent or running late. | I will do SOS activity. It is individual work so I would be much more flexible to do time management. | |

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| References:  - Speaking Module, “California State University Long Beach” TESOL Program Book  - Ben’s materials that have been provided during the class |

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| **Lead-In** | | | |
| Materials:Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | T-WC | Guiding questions and following questions | Good afternoon, are you ready to dive into our class?  What is your favorite furniture in your house?  What are the reasons?  Which style of furniture that you want to buy? (Modern, Antique or European)  What is your favorite place at your home?  What are the reasons?  What is the best thing that you can do there? |

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| **Pre-Activity** | | | |
| Materials: visuals, matching dialogue cards, wall chart for answer | | | |
| Time | Set  Up | Student Activity | Teacher Talk |
| 5 mins | T-Ss | Eliciting | Where do you go first when you go abroad by plane?  (Students might answer as an airport)  Yes, it is an airport.  (Show visuals of an immigration)  What are these people doing in this picture?  (Students might answer as immigration)  They are doing an immigration check. |
| CCQ | (Show a visual of a seaport)  Is this an airport? = No  (Show a visual of an aiport)  Is this an airport? = Yes  Are you showing your passport for an immigration check?  = Yes  Are you showing your luggage for an immigration check?  = No |
| Instructions | Now we are going to make a dialogue.  It is a pair activity.  A is an airport staff and B is a tourist.  Please match cards to make a smooth conversation for an immigration check. |
| ICQ’s | What are we going to do?  Are we going to work in pair? |
| Pairing | These two is one pair, these two is one pair and...  (I do pairing to make 8 pairs.) |
| Explicit Instructions | We only have 3 minutes.  Please do not touch the cards and wait until I say “begin”. |
| Explicit ICQ’s | How much time do we have?  Are you going to touch the cards?  Are you waiting until I say “begin”? |
| Run | (I hand out all cards and say “begin”. Students work in 3 minutes in pair.)  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring.  (I attach the answer wall chart on the board.)  Okay from (student name) to (student name) is A team, and from (student name) to (student name) is B team.  Alternatively, A team reads A sentences and B reads B sentences from this dialogue. Begin!  Good Job! |

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| **Main Activity** | | | |
| Materials: color airplane tickets in two cups, wall chart for modeling, blank A4 paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 17  mins | Ss-Ss | Grouping | Welcome to TESOL Airline.  Now we are going to process ticketing for your trip.  Please pick up one ticket for yourself from this cup.  (Students pick up the ticket.)  Please raise your hand with the red ticket.  Please raise your hand with the yellow ticket.  Please raise your hand with the blue ticket.  Red ticket, please have a seat in the middle of the class.  Yellow ticket, please move to the right side  Blue ticket, please move to the left side.  Okay, (call each of student name in the group) you are all red team.  (call each of student name in the group) you are all yellow team.  (call each of student name in the group) you are all blue team.  (Attach Modeling wall chart on the board) |
| Demonstration | Let me introduce South Africa.  “South Africa is quite far from Korea.  It takes around 18 hours by airplane.  My impression of South Africa is diversity from Mother Nature to the urban life.  Memorable experience would be having an exotic safari with wild animals.  Hot place in South Africa is Cape Town. You can enjoy the breathtaking view of beaches and mountains.  In terms of food, I recommend ‘Borerewors’ with Braai, the traditional barbeque and also wine is very decent.”  Now it is your turn.  Please, choose one country that you want to recommend to the others as I just did. |
| Instructions | It is a group activity.  Please choose only one foreign country in your group and discuss how you can introduce your country to other students.  You can use this form or you can also create your own style. |
| ICQ’s | What are you going to do?  Are you working individually? |
| Explicit Instructions | We only have 3 minutes.  Please begin when I complete to pass out the paper and say “begin”. |
| Explicit ICQ’s | How much time do you have?  Do you only start when I say “begin”? |
| Run | (I say “begin” then students work in 3 minutes in the group.  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring).  Time’s up!  Now, one of you from each team will introduce a country.  And the order of presentation will be in alphabetical order of your team name, Blue, Red and Yellow.  Okay, so who is the first? Yes Blue.  (Once the blue team’s presentation is over,)  Thank you for sharing!  Who is the next? Alright, Red.  (Once the red team’s presentation is over,)  Thank you for sharing!  Okay, our last team is Yellow.  (Once the red team’s presentation is over,)  Thank you for sharing! |
| Close | Good job everyone.  What was the most interesting information?  Thank you all for your participation. |

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| **Post Activity** | | | |
| Materials:postcard for demo, postcard worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 mins | T-Ss | Demonstration | (Show the postcard)  What is this?  (Students might answer “postcard!”.)  Yes, it is a postcard.  This postcard is written by Sarah in South Africa where she chose just before..  (I read the postcard.) |
| Instructions | And now we are going to write a postcard from the country where you chose just before.  You will recommend one place for next trip to a person that you want to go with.  It is an individual work |
| ICQ’s | What are we going to do?  Are you working individually? |
| Explicit  Instruction | We only have 3 minutes.  Please start to work on it when I complete handing out the postcard and I say “begin” |
| Explicit  ICQ’s | How much time do we have?  Do you touch the papar before I say begin? |
| Run | (Students work on writing each postcard.  I do timing for “1 minute, 30 seconds, 10 seconds and time’s up” as monitoring.)  Time’s up!  I will fly this paper airplane which is Air Tesol.  A person who gets it will read her postcard.  (I will fly the airplane and a student who receives will read.)  Thanks for your sharing. |
| Post-Activity | (If there is any error, we correct it. If not, we do unscramble the word.)  I couldn’t find any errors, so we are going to unscramble this word.  (I attach the wall chart.)  mcoremneointad⇒ recommendation |

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| **SOS Activities** | | | |
| Materials: White board and markers, the paper airplane | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins | T-WC | Instruction | One student will fly a paper airplane to other student. Then, whoever receive a paper airplane ,the student will need to tell us which country you least want to visit with a reason.  The sentence that we are going to use is  “The country I least want to visit is\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.”  (I write down the sentence on the board.) |
| Demonstration | Okay, from myself, the country I least want to visit is Iraq because there is a war.  Now I will fly this airplane to (I mention the name of student who receive it).  (It keeps going on and on until the time reaches the duration of 30 minute for micro teaching. Once it is on time, I close the activity.) |