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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Touring Different Cities** |

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| Instructor:  Lucy Park and Jenny Lee | Level:  Upper-Intermediate | Students:  15 | Length:  **30 Minutes** |

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| Materials: Picture of German map, Picture of Russia map, Nationality worksheets (17 sheets), Wall chart of Jerusalem, Wall chart of tongue twister |

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| **Aims:**  Main: The students will develop their speaking skill by presenting a city the students chose to advertise/promote.  Secondary: The students accomplish nationality worksheet, advertising a city, and presenting tongue twister.  Personal: We want to improve on our time management. |

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| **Language Skills:**  Reading: The students will do fill in the blank worksheet.  Listening: The students will listen to other students present the city they chose to advertise/promote.  Speaking: The students will talk about selected cities to tour.  Writing:Thestudents will brainstorm different ideas on a city. |

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| **Language Systems:**  Lexis: Nationality worksheet  Phonology: None to discuss  Discourse: Guiding on a tour  Grammar: None to discuss  Function: Asking questions |

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| **Assumptions:**  Most students have traveled outside of South Korea.  Most students have been to a travel agent.  Most students had had positive and negative experiences abroad.  Most students know of a cultural landmark. |

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| **Anticipated Problems and Solutions:**  Depending on the students, the tongue twister could take less time  🡪S.O.S activity will be prepared  The students might need to search up information in main activity  🡪Cellphones would be allowed only for the main activity  Filling in the nationality for the worksheet could be found difficult  🡪Students will share answers together  Post activity could be difficult to understand.  🡪Present clear instructions and show demonstration. |

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| **References:**  http://en.wikipedia.org/wiki/Lists\_of\_people\_by\_nationality |

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| **Lead-In** | | | |
| Materials: None needed | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min. | T-SS | Guiding questions | Good morning class!  So, \_\_\_, if you could own any franchise restaurant/café, what would like to own? (Student answers)  How would you feel to be the owner? (Student answers)  Thank you! Sounds great!  \_\_\_, what do you plan to do after class today? (Student answers)  Who do you usually spend your time with? (Student answers)  Awesome!  Alright, thank you for sharing! |

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| **Pre-Activity** | | | |
| Materials: White board, Picture of German map, Picture of Russia map, Fill in the blank worksheet (17 sheets) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min. | T-SS |  | **(Eliciting)** The country that I am thinking of used to be called The Soviet Union. Could you take a guess? (Russia.)  (Holds up the map of Germany)  So is Soviet Union the previous name for Germany? (No.)  (Hold up the map of Russia) Is it the name of Russia? (Yes.)  And the people who are born or from Russia is called? (Russians)  Like I have mentioned, people who are born or from Russia is called Russian. We have prepared a worksheet where you will be asked to fill in the nationality for different countries. You will be given 3 minutes and you will work individually.  **(ICQ)** So what are we doing?  (Fill in the different nationalities)  How many minutes do you have?  (3 minutes)  Are you working in pairs? (No.) Individually? (Yes.)  **(Explicit instruction)** Please do not begin until I am done passing out the papers.  **(Explicit ICQ)** Are you going to begin when I pass out the papers? (No.) When I say begin? (Yes.)  \*Hands out papers\*  Begin!  (Monitors students, answer questions if any.)  1 more minute…..20 seconds  …..and time is up!  Okay, so now let’s check the answers together!  (Picks students to share their answers) |

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| **Main Activity** | | | |
| Materials: White board, Wall chart for main activity, A4 paper (4 sheets) | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 10 min | T-SS |  | **(Creative grouping)**  (Go around have students draw from the box. We have chosen 3 different cities for the students to advertise on. (Burma, Philadelphia, Firenze)  So where are the Burma’s? Please move to the right side of the room. Where are the Philadelphia’s? Please move to the left side. And where are the Firenze’s? Please move to the back side of the room and take your worksheets with you!  **(Regrouping)**  (When students are in their groups, recite the names for each group and make sure the students know who their teammates are.)  **(Demo)**  So, if you look here the city Lucy and I advertised was on Jerusalem.  So when traveling in Jerusalem, you could visit the Dead Sea, where it floats in its salt-rich water and you could enjoy a revitalizing mud bath. You could also visit the holy city like the Western Wall, Bethlehem for it is known for Israel’s most noteworthy Christian and Jewish sacred sites.  **(Instruction)**  So just like this, with your groups, you will be advertising on the city you have chosen! Your goal would to be to get the tourists to want to visit your city! You will have 5 minutes to talk with your group and to write down ideas! Cellphone use will be allowed just for this part of the lesson.  **(ICQ)** So what are we doing?  (advertising the city)  Are you working in pairs? (No.)  In groups? (Yes.)  Use the back of the worksheet to write down the ideas and you may begin!  (Monitors students, answer questions if any.)  2 more minutes…..10 more seconds…..and times up!  So in your group, who is the youngest?  You are the lucky ones that will present to us what your group came up with!  (The students will present.) |

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| **Post Activity** | | | | | |
| Materials: Wall chart for tongue twister | | | | | |
| Time | | Set Up | Student Activity | Teacher Talk | |
| 10 min | | S-S |  | Alright!  (Puts up tongue twister on the board)  So what is that thing called that is a sequence of words that are difficult to pronounce? (Tongue twister)  **(Regrouping)**  (Recite the names of the students to let them know who their teammates are again. It will be the same group as main activity.)  **(Demo)**  So Jenny and I will be a team. (Jenny starts reading the tongue twister then Lucy starts reading. (\*Purposely makes a mistake\*) Goes back to Jenny and she reads again)  **(Instruction)**  Before we start I will give everyone 1 minute to practice. Then in your groups, one by one you will recite the tongue twister. But know that if one person makes the mistake that team has to start again from the first person. Each team will have 1 minute to do the twister!  **(ICQ)** So what are we doing?  (Tongue twister)  How many minutes do you get? (1 minute)  Are we working individually? (No.)  In Groups? (Yes.)  So take one quick minute to practice!  20 seconds…..10 seconds….. Let’s begin!  So we will go in alphabetical order.  Where are my Burma’s?  Ready? Go!  (Repeat same for Firenze and Philadelphia)  (Watch time and if there is more than 5 minutes left, go another round.)  (Winning team gets a prize!)  Thanks for your participation.  Alright I didn’t hear any errors so ill have you unscramble utor=tour.  And this concludes our lesson! Thank you! | |
| **SOS Activities** | | | | | |
| Materials: | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk |
| 3 min |  | |  | | (We will do a storytelling and the story could be about anything or anyone.)  **(Demo)**  When I was a child, I always wanted to go to Italy for a tour…..When I reached my teenage year…  **(Instruction)**  We will go around the class and create a story together. We will go for 3 minutes.  **(ICQ)** So what are we doing?  (Creating a story as a class)  How many minutes do we have?  (3 minutes)  Are we working in pairs? (No.)  As a class? (Yes.) |