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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Becoming a tour guide for foreign friend** |

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| Instructor:  Nari, Jinny | Level:  Pre- intermediate | Students:  13 | Length:  30mins |

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| **Materials:**  - White board & markers  - Computer and projector  - Video clip  - Role card  - Work sheet (13 copies) |

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| **Aims:**  - To improve students' speaking skills by doing role play  - To Improve listening skills by listening to teacher and their peer and watching video clip  - To become familiar with casual conversation used WH-questions by talking to each other with given role card |

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| **Language Skills:**  - Listening: video clip/ role play /following instructions  - Speaking: role play / discussion /answering the teacher  - Reading: role card  - Writing: worksheet |

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| **Language Systems:**  - Grammar: WH-questions /present tense  - Function: asking someone’s opinion /explanation /suggestion and agreement  - Discourse: casual conversation |

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| **Assumptions:**  - Students have experience to go aborad  - Students have been aware of Korean Waves  - Students know how the class is set up and run  - Students may know most of vocabulary used  - Students have experienced to do role play for speaking class |

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| **Anticipated Errors and Solutions:**  If students need language support  → Provide them with the definition and examples  If students don’t understand situation in role card  → Explain again by using some examples, synonyms or antonyms and so on  If students participate role play passively  → Encourage students to enjoy and help to speak in role play  If some pair finish their role play earlier than anticipated  → Give them follow-up questions what they talked |

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| **References:**  <https://www.youtube.com/watch?v=YBipXwI8ysE> |

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| **Lead-In** | | | |
| **Materials:**  none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Answering Teacher’s question | **Greeting Students**  Hello ~everyone.  How are you?  Did you have great weekend?  **Introducing topic**  Do you have foreign friends living abroad?  Do you keep in touch with them?  Then Let’s Imagine!  He or she is going to visit Korea for trip next Saturday and you decide to be a tour guide for them. With this situation, we are going to practice speaking  Sounds interesting? Do you? |

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| **Pre-Activity** | | | |
| **Materials**:  video clip  computer and projector | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins  5mins  2mins | In a group  Whole class | Discussion  Watching Video clip. | **Prediction**  If your foreign friend visit Korea for the first time, What do you think you ‘ll go, eat and do ?  I’ll give you 3 minutes. Talk about with your group  **Showing real situation**  Before starting role play, we are watching a video clip which is about a story of 2 guys who took a video about itinerary of first visit of Korea.  I’m sure that this video gives tips for your role play with your partner  Let’s watch and see what goes on between 2 guys  (Showing the video clip)  (After watching)  **CCQ**  Where is Johnny from?  Where did they meet at first?  What was the next place?  What did Johnny buy?  Where are they going to eat? |

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| **Main Activity** | | | |
| Materials:  role card | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12mins | Pair | Doing role play | **Instruction**  (Distributing role card)  Make a pair in your group.  Are you done?  Read the role card carefully first  As you saw the video, We are going to do similar situation role play.  Here are 5 role cards that have 5 situations. They go like this.  The first is when they meet at the airport.  The second is what they choose to eat  The third is where they go  The fourth is what they experience  The fifth is how to go to their guest house.  I’ll set up 2 situations in each group  (setting up 2situations in each group)  Then you have to do 2 kinds of role play that I set up.  After first play, you have to change your role. I mean, you will be both of Korean and foreign friend in each play.  Talk to each other based on contents in role card. And Make sure WH-questions in role card while you are doing  **CCQ**  How many times of play do you do?  How much time do you have each play?  What role can you be?  I’ll give you 10 minutes.  So, you can have 5 minutes each play.  Go ahead!  **Run the role-play**  **Monitoring**  (Help the students to run the role-play and  help students as needed)  (If some pair finish their role play earlier  than anticipated, give them follow- up questions what they talked)  (Time warning left 2mins)  We are done! Do you have fun with role play? Thank you for doing your best.  Good job! |

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| **Post Activity** | | | |
| **Materials:**  Worksheet (13 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins | whole  class | Complete worksheet | (Distributing worksheet)  Do you remember WH- questions when you do role play?  These WH questions are very helpful to make asking sentences. So we are going over this by completing worksheet.  Thinking of role play, complete the worksheet. I’ll give you 3 minutes  **CCQ**  What should you do?  How much time do you have?  Let’s start.  OK. Time’s up.  Let’s check the answer  Number 1?  Number 2?...  Number 3~10?  (Let all students read the answer)  Good job!  This is the end of the day.  I hope you enjoy the rest of the day. |