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| ☐ Listening ■ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: How to Get Over Jet Lag** |

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| Instructor:  Clara Im | Level:  Intermediate | Students:  12 | Length:  40 minutes |

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| Materials:  PPT slides, White board and markers, worksheets |

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| Aims:  •Main aim:  -Students will practice speaking by giving advice on how to get over jet lag.  •Secondary aim:  -Students will practice speaking fluency by sharing their opinions in a group discussion.  -Students will practice writing skills by using new vocabulary to write a letter.  •Personal aim:  - I want my students to build up their cooperation skills by doing a group work together. |

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| Language Skills:  -Listening**:** Students will listen to teacher’s elicitation and explanation and other students’ opinions in group discussion and presentations.  **-Speaking:** **Students will speak during group discussion and presentation.**  -Reading: Students will read letters about the topic.  -Writing: Students will write a letter which gives advice on how to get over jet lag. |

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| Language Systems  Phonology: Correct pronunciation of jet lag  Lexis: The meaning of jet lag  Grammar: The use of auxiliary verb “should”  Function: Giving advice to someone suffering from jet lag  Discourse: Writing a letter on how to get over jet lag |

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| Assumptions:  -Some students may already know the meaning of jet lag.  -Some students may have experienced jet lag before.  -Students already know how to make a group and work in a group.  -Students already know how to use auxiliary verbs properly (should/could/would/etc) |

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| Anticipated Errors and Solutions:  -If some students have trouble giving tips  → Lt them search useful tips on the Internet.  -If a certain student dominates a group discussion  → Give an equal turn to speak by monitoring.  -If some students are not active in the discussion  →Encourage them by asking their own ideas and giving them positive feedback. |

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| References:  -Article (resource of a letter)  →https://www.skyscanner.net/news/jetlag-15-tips-beating-timezone-tiredness  -images  →https://www.google.co.kr/search?q=jet+lag&hl=ko&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi-46uLxp3aAhVDoZQKHWhnBcIQ\_AUICigB&biw=1008&bih=398&dpr=1.25 |

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| **Pre-task** | | |
| Materials: PPT slides, a white board, markers | | |
| Time | Set Up | Procedure |
| 2min  3min | Whole class  Whole class | **<Warming up & Eliciting >**  Has anyone traveled abroad recently?  (If anyone says yes, ask him/her whether they felt tired or not.  The teacher shows visual materials related to tiredness after traveling abroad and elicits students’ experiences.)  **<Introduction of Task and Vocabulary>**  Today, we have a problem to solve. A person asks you to give him advice. Before giving him advice, we need to learn a new word.  (Write ‘jet lag’ on the board)  Has anyone heard of this word? Can you tell me what it means?  CCQ  : If you traveled to Canada, would you have jet lag?  If you traveled to Busan, would you have jet lag?  Right, If you are suffering from jet lag, you feel tired and slightly confused after a long journey by airplane, especially after travelling between places that have a time difference of several hours. |

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| **Task Preparation** | | |
| Materials: worksheet | | |
| Time | Set Up | Procedure |
| 8min  7min | Group  Group | **<Discussion >**  (Show students a letter to Dr. Smart from a business man)  This is a letter from a businessman to Dr. Smart. The businessman is feeling jet lag. You will pretend to be Dr. Smart and you will give the businessman good advice on how to get over jet lag.  You will work together in a group.  (Divide class into three groups).  Each group should come up with 3 ideas on how to overcome jet lag. Work together and write down your ideas. You have 8 minutes.  ICQ  : Are you working alone or in a group?  What are you going to do?  How many minutes do you have?  I guess you understand what you should do.  Now you may begin.  (While students engage in group discussion, the teacher monitors and offers guidance. If some students have difficulty finding good tips, let them use Internet to search good tips)  1minute left.  Times up! Does every group have three ideas?  (if not, give them an extra 2 minutes) (if yes, then move on)  **<Writing a letter to the businessman>**  Now you are going to write a letter to the businessman.  (Hand out worksheet #1)  Each group should write a letter using three ideas as advice.  You should include the reasons for all three ideas that you have discussed with your group members. Try your best because you will present your letter to the class later. You have 7 minutes for this activity.  ICQ  What are you going to do?  How much time do we have?  (Discreetly monitor students making sure they are doing well) |

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| **Task Realization** | | |
| Materials: PPT slides, a white board and markers | | |
| Time | Set Up | Teacher Talk |
| 10min  5min | Group and Whole class  Whole class | **<Presentation>**  Instructions  : We are going to move on to the next activity.  Each group will present their letter to the class.  There will be one speaker and one writer for your group.  The speaker will give the presentation on your group’s advice for the businessman.  The writer will write the three tips on the board while the speaker is giving the presentation.  I will give you 1 minute to make your picks in the group.  (Allow students to quickly choose representatives of their groups)  Are you ready? Ok, who will be the presenter in group 1? Who will be the writer? Ok. Great.  (Each group takes turns presenting their advice).  We have listened to all the presentations.  Were they helpful tips?  **<Comparison>**  Now I’ll show you what I wrote as Dr. Smart and you will compare it with your group’s advice. The group which has the most similar advice with mine will be the winner.  (The whole class checks similar lists between what the group’s writers wrote on the board and the teacher shows on the PPT slide.)  Ok, group \_\_\_ has the most similar advice. Today’s winner is group \_\_\_\_\_\_\_\_. |

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| **Post Task** | | |
| Materials: Worksheet (12copies), board, markers | | |
| Time | Set Up | Procedure |
| 5min | Whole class | **<Feedback>**  Everyone did a great job today. Did you have fun?  What is the most helpful advice?  (Listen to Students’ feedback)  **<Language Focus>**  Now let’s review some mistakes we made today.  (Hand out worksheet #2 and write students’ common mistakes made during the presentation on the board. Let students self-correct their errors as a whole class)  I hope everyone enjoyed today’s lesson. See you next time. Take care! |

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| **SOS Activity** | | |
| Materials: worksheet (12copies) | | |
| Time | Set Up | Procedure |
| 5min  2min | Pair work  Whole class | **<Reviewing the topic>**  Instruction  It’s time to review today’s lesson. If you look at the worksheet, there are pictures describing the tips on how to get over jet lag. Guess what they mean. You will work with your partner and have 5minutes for this activity.  ICQ  How much time do you have?  Are you working alone or with your partner?  (Monitor discreetly to see if the students are working well.)  <Checking the answers>  Are you done? Let’s check the answers together. |

Clara’s speaking class (Task preparation- Worksheet #1)

**☆Write a letter including three tips and the reasons**

Dear, Tired Businessman

You must be really tired. Here are three tips to get over jet lag.

First,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Second,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Third,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best, Dr. Smart



Clara’s speaking class (Post Task- Worksheet #2)

 **Language Focus**

**When you give some advice, you can use following expressions.**

**You should get a good night’s sleep before you leave.**

**Why don’t you get a good night’s sleep before you leave?**

**How about –ing? (How about getting a good night’s sleep before you leave?)**

**Considering this, let’s talk about common mistakes we made today.**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How to correct it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How to correct it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How to correct it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SOS Activity**

Let’s review and learn more about how to get over jet lag!

Look at the pictures describing the tips to get over jet lag and guess what they mean.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_