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| **Topic: Ninja Tourism** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Gary Choi** | **Intermediate** | **Adults** | **15** | **20 mins** |
| **Materials:**  **-Markers and whiteboard**  **-Picture**  **-15 copies of article**  **-15 copies of worksheet**  **- 3 blank posters**  **-color pens and crayons** | | | | |
| **Aims:**  **-The student will be able to communicate ideas of tourism and culture through discussion –The students will create a tourism poster to advertise a destination by discussing with each other.** | | | | |
| **Language Skills:**  **-Listening: Listening to teacher’s instructions and listening to other students**  **-Speaking: Answering teacher’s ICQ’s and CCQ’s, discussing and sharing ideas with each other**  **-Reading: Reading the main article**  **-Writing: Answering worksheet questions as well as writing slogans for poster** | | | | |
| **Language Systems:**  **-Function: Sharing ideas with each other**  **-Phonology: pronunciation of words**  **-Discourse: Connecting Ninja tourism with other symbols other countries can use for tourism** | | | | |
| **Assumptions:**  **Students already know:**  **-teachers teaching style**  **-how to express ideas in simple English**  **-most of the vocabulary**  **-that they will work in pairs and groups**  **-roles plays and discussions** | | | | |
| **Anticipated Errors and Solutions:**  **Students may not know some vocabulary words in the reading or discussion**   * **Encourage students to guess from context**   **If post-task ends early**   * **Review tourism concepts and ask students which countries that they have visited and why they liked the countries** | | | | |
| **References:**  **Ninja Tourism. In Breaking News English. Retrieved, February 1, 2019 from**  **https://breakingnewsenglish.com/1812/181215-ninja-tourism.html** | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:** | | | **Materials: picture, marker and whiteboard** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **2 mins** | **Whole class**  **Whole class** | **The students answer the teacher**  **Students look at the picture and says what comes to mind.**  **Students arrange the seating to be in three groups** | | **Procedure:**  **Lead-In**  ***Hello class! My wife due to have a baby girl anytime now. I am so excited. How is everyone doing today?***  **Teacher shows the picture and elicits answers from the teacher and teacher writes the students thoughts on the board.**  **Today, we are going to form three groups of five. Let’s arrange the seating so you can sit in three groups.** |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 mins**  **2 mins** | **Groups**  **Groups** | **Students read the article**  **Students answer the CCQ’s**  **Students work together and write answers on the worksheet.** | | **Procedure:**  **Teacher hands out the article to the students.**  **Do you understand what the article says?**  **Ask CCQ’s**  **Japan is using the ninja to promote tourism in Japan.**  **Teacher hands out worksheet to students. Teacher gives the students instructions**  **Teachers asks iCQ’s** |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:** | | | **Materials: 3 posters and markers and pens** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **9 mins** | **groups** | **Students make a poster campaign complete with words and images** | | **Procedure:**  **Teacher gives instructions. Make poster advertisement with words and images.** |
| **Post Task:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 mins** | **Whole class** | **One student from each group shows the poster**  **Students answer CCQ’s** | | **Procedure:**  **Ask students to show posters and vote on the best poster**  ***Why was this poster the best?***  ***Did you enjoy making advertising posters?***  ***What did you learn about tourism?***  ***Did you have difficulties?***  ***What are some famous symbols for Korea?***  **Teacher offers corrections.**  **Teacher assigns homework. Write an essay if you believe that tourism is a good thing or a bad thing.**  **Ask ICQ’s**  **Great job! See you tomorrow** |
| **Notes: if class ends early, ask about where students have traveled and why they went there.** | | | | |