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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**
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| **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.** |