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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Finding Destination** |

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| Instructor:  Jay Seo | Level:  **Upper-Intermediate** | Students:  **18** | Length:  **40 Minutes** |

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| Materials: Copies of town map, scripts for telling directions, stickers, words cards, definition cards, positional words activity worksheets. |

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| Aims:   * Main Aim: To enable students to improve their listening skills by having students discuss the places and finding the destination with clues has given in context   To exposing students to positional words and language   * Secondary Aim: Students will talk about places by having students do a fill in the blank worksheet   Matching positional and directional words with the right meaning  Discuss the experiences  (Have you ever lost in the area that you are not used to?)   * Personal Aim: I want to adjust my speaking speed   I want to improve my demonstration and modeling |

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| Language Skills:   * Speaking: students will talk about the experiences of them * Writing: students will work in groups to match the words with meanings and write the answers on the board * Listening: students will listen to other people’s experiences and the directions I will give in order to find out the destination * Reading: students will read the worksheet |

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| Language Systems:   * Lexis: locations, use of positional and locational words and sharing experiences * Phonology: none * Grammatical: none * Discourse: 6 and more positional and locational words * Function: Telling people direction/ Finding a way to destination |

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| Assumptions:  All students have had experiences of lost in a place that they are not used to or know someone who has the experience  Most of the students have done this activities before  All the students know the name of the places on the worksheet |

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| Anticipated Problems and Solutions:   * Problem: Due to Time management, students must learn positional and locational words to do the main activity   Solution: Separate the students into 3 groups so we can save time to finish the activity. And those of them who have not understand, other group member can help them to get the answer   * Problem: During the activity, students might not be able to hear the direction I am reading clearly   Solution: I can use technology, such as tape or the computer   * Problem: While the students try to match the words with the definition, there might be some students who finish it early and put the answers on the board   Solution: I need to give them a direction to put their answers when everyone is done, so that no other groups could see |

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| References: <http://lessonplanz.com/>  <http://www.eltnewsletter.com/> |

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| **Lead-In** | | | |
| Materials:  Stickers / Pictures of places (Department store, movie theater, Hollywood,  Beach, Library, NYC etc.) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole Class |  | Greeting  Ask students if they have been to any of the places that I put the pictures on a white board  Then I ask them to put the stickers on where they have been. 3stickers are for each |

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| **Pre-Activity** | | | |
| Materials: cards of positional and locational words and the definition | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 11min | Whole class  3groups | Match the words with the meaning and wait and get organized. When the time has come, one student come up to the white board and write the answers  -Students get together match the words with the meaning, and be ready to write the answers on the board  One of the students from the each group come out and write the answers on the board  Ask any questions about the activity | Dividing students into 3 groups.  (red, purple, yellow)  Brief direction about the activity  -‘in each card, there is going to be a positional or locational word. So match those cards with the right meaning. You have 5 minutes to complete. When you are done, please wait until I say something. Wait until I say come up. ‘  \*Icq  ‘Are we working individually?’  ‘How much time do we have?’  -Give out the cards.  ‘Please don’t start before I say begin’  Monitor the class  Give Time warning: 2 minutes. 10 Sec.  Let them write down the answers on the board.  Go over the answers together one by one  Elicit the meaning from students  Explain the meaning and make examples for each to help their understanding  Go back to their seats, and make the tables in right position |

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| **Main Activity** | | | |
| Materials: Direction script, maps | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class  Individually | Students listen to the stories of George and find out the destinations he went  Students may draw lines on the paper to keep in track  Explain how he got there and share the answers | Instruction: Students listen to the story of “George”, who’s trying to get to the destination. And listen carefully what the instructor says and find out where George went.  Students will have 3 stories  Each story takes 4 minutes to find out  Work in individually, don’t share the answers until the end  CCQ.  -How much time do we have?  -Are we work in pairs?  -Are we work in individually?  If the students want to listen again,  Speak one more time. But no more than once  Repeat this for rest of the stories  Find out where George went first time, second and last  Share the answers together and explain the path he went again  Correct the answers and repeat the stories for real quick |

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| **Post Activity** | | | |
| Materials:  Worksheets (Fill in the blanks) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 9min | Whole class  Work in individually |  | ‘Using positional and locational words, we were able to find the destination and tell the direction easily’  Tell the students to fill in the blanks to complete the sentences using positional and locational words  This activity is going to be individual work (6minutes to complete the task)  After they are all done, I will ask students to read a sentence, and next student will read following sentences. And so on.  (3minutes to compete reading, and correcting answers)  **Conclude Lesson**  **-review the words**  **-Unscramble the word**  **(If there is extra time, play hangman)**  \*Home work\*  -Write down how to get to the nearest grocery market from your house.  (at least 5 sentences) |
| **SOS Activities** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity |  |
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