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| **Topic: Tea Bags** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Sharon** | **intermediate** | **adult** | **3** | **40 min** |
| **Materials: Picture of Trip**  **Picture of items**  **Board, board markers**  **Item worksheet** | | | | |
| **Aims: To use vocabulary and match phrase in complete sentences**  **To write and explain the necessary list of things to take on a trip**  **To discuss the certain things to take on a trip** | | | | |
| **Language Skills: speaking : brainstorming, discussion**  **Listening : teacher’s instruction, interacting with classmates**  **Reading ; article**  **Writing : comfort items to travel** | | | | |
| **Language Systems: function : share own opinion with others**  **Lexis : travel vocabulary**  **Phonology : towel, fluffy** | | | | |
| **Assumptions: Students speak with few inaccuracies.**  **Students know they should speak only English in the class.**  **Most students have the experience of trip** | | | | |
| **Anticipated Errors and Solutions**  **If time is running out, shorten the discussion time.**  **If there is more time than expected, give students more time for the discussion** | | | | |
| **References: Tea Bags(August 2, 2018). In Breaking News English. Retrieved from**  [**https://breakingnewsenglish.com/1808/180802-tea-bags-2.html**](https://breakingnewsenglish.com/1808/180802-tea-bags-2.html) | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims: to elicit from student about today’s lesson** | | | **Materials: picture of trip, tea bags** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min** | **Whole class** | **Students respond** | | **Hello, everyone. How are you today?**  **(show the picture of trip)**  **What images are in your mind when you see this kind of picture?**  **This picture reminds us of travel.**  **Have you ever traveled abroad?**  **What do you take when you travel?**  **Do you take tea bags on a trip?**  **(show the tea bags to students)**  **(Elicit from students)**  **Ok. Today, we will share your idea and discuss your opinion about trip.** |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims: To read the article and match the phrase on worksheet** | | | **Materials: article of tea bags**  **worksheet to match the phrase** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **8 min** | **Whole class**  **Individual** | **Students respond.**  **Students read and match it.** | | **First, you need to read the article of tea bags and then let’s match the phrase. If you don’t understand some vocabulary, you can ask to your classmates**  **You have 5 minutes to do it.**  **CCQ**  **What will you do?**  **How much time do you have?**  **What should you do if you don’t understand some vocabulary?**  **(distribute article and worksheet to each)**  **( give time warning : 1min left)**  **Are you done? Good.** |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims: To write, explain and discuss the necessary list of things to take on a trip** | | | **Materials: target sentences, activity pictures,**  **Worksheet to write traveling list** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **25 min** | **Whole class**  **Individual** | **Students respond**  **Students speak**  **Students respond**  **Students do activities.** | | **Now, I am going to talk about target sentences.**  **Let’s look at this.**  **( speak the target sentences)**  **Instruction**  **It’s time to share and talk your comfort items.**  **Write the 3-6 items you want to take when you go on a trip on your worksheet. And then, write down the reason why you take these things on a trip and how much you need them.**  **You have 3 min.**  **Demo**  **For example, I will take a pillow to get a good night’s sleep. I can’t sleep with anything else. I need one.**  **CCQ**  **What do you have to do?**  **How much time do you have?**  **Ok. After doing this, let’s share it.**  **(Give time warning: 1 min left)**  **Now let’s share what you wrote one by one.**  **Instruction**  **And next, there are several pictures on the board. You should choose yes or no about each picture. Check it according to your opinion. Say whether it is better or not for people to take this and explain why. Come forward and do activities one by one. Do as you want more than 3. You may express different opinions about what others wrote. You have 10 min for discussion.**  **Demo**  **For example,**  **I will check ‘yes’ on toilet paper.**  **It would be better to take it , because people can go to a country without toilet paper.**  **CCQ**  **What do you have to do?**  **Can you just check only one?**  **Can you check what other people did?**  **How long do you discuss for?**  **( Monitor while students discuss)**  **You did a good job.** |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims: to do the error corrections and feedback** | | | **Materials: board & marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min** | **Whole**  **class** | **Students respond** | | **Now I will explain error corrections.**  **(read sentences written on the board and explain it.**  **After the preposition ‘on’ , a noun comes. When using ‘of’, it can be used as part of a team. )**  **I hope today’s activity helped you to go on a trip or holiday**  **Did you enjoy this activity?**  **Did you have any difficulties?**  **If anything, what was difficult for you during today’s class?**  **Ok. You did a good job.**  **Have a nice day.** |
| **Notes:** | | | | |