**Speaking Lesson Plan**

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| Listening  **Speaking**  Reading  Grammar  Writing |
| **Title:** **Travel problems** |

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| **Instructor:**  **Sarah Lee** | **Level:**  **Intermediate** | **Students:**  **11** | **Length:**  **30 minutes** |

**Materials:**

- Pictures about Singapore

- Work Sheet #1 : Find someone who (12 copies)

- Work Sheet #2 : Travel Problems (12 copies)

- 1 set of Role-play card

- Projector/PC

**Aims:**

-To become familiar with and practice expressions used while traveling problems encountered. Speaking lesson by drilling and doing role plays.

**Language Skills:**

-Listening: Drilling/following instructions/role play

-Reading: work sheet #1

-Speaking: Share the ideas with classmates. Doing role-play

- Writing: N/A

**Language Systems:**

-Lexis: Lean some vocabularies about travel

-Function: Expression.

-Discourse: Discuss in pairs

**Assumptions:**

- Students know most of words from the worksheets.

- Students have previous experience of traveling.

-Students have previous experience of pair work and group work.

-Students must have experience of travel problems.

**Possible Problems and Solutions:**

-Ss may not come up with answers. : Suggest prepared information.

-Ss may finish the activities earlier than expected. : make students to practice their

Role play

-Ss may take the activities too long : Shortening remaining activities and giving warning

**References:**

<http://www.youtube.com/watch?v=PiGwiPIDP9c>

<http://www.eslflow.com/toursimlessons.html>

http://en.islcollective.com

**Lead-In**

Materials: Photo of Singapore

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| **Time** | **Set Up** | **Description of activities** |
| 2 min | Whole Class | **<Greeting Ss>**  Good Moring everybody! How are you today?  *Show the picture.*  Do you know where it is?  Yes! It is Singapore.  (Tell the experience)  What do you think today’s topic going to be?  Singapore? No.  Today we are going to learn about “Travel problem”  *(write on the board about topic)* |

**Pre-activity**

Materials:White board, markers, Worksheet #1 (Find someone who….)

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| **Time** | **Set Up** | **Description of activities** |
| 1 min  **Time**  3 min  2 min | Whole Class  **Set up**  Pair work  Whole class | **<Elicitation>**  T: Have you guys ever been abroad?  Where have you been?  Which country is most impressive and the memorable for you?  *( Choose 1~2 Ss and ask them )*  T: Thank you for sharing.  T: All of you guys have various experiences.  **Description of activities**  *(Passing the worksheet #1- Find someone who…)*  T: Let’s quickly go over the worksheet.  Grouping the students (pair)  Write down your partner’s name on the line if they answer “Yes” We are going to work for 3 mins.  Now, start.  **<ICQ>**  What should you do?  Who do you work with?  How much time do you have?  You almost finish?  1. Who likes to go camping? Raise your hand.  2. Who has been to the USA?  3. Who likes to travel alone?  4. Who likes to go on organized tours?  Good Job!! |

**Main-activity**

Materials:worksheet #2(Travel problems) and Role play cards

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| **Time** | **Set Up** | **Description of activities** |
| 2 min  **Time**  1 min    3 min    2 min  8 min  5 min | Whole Class  **Set up**  Whole class  Pair work  Whole class  Pair work  Whole class | **<Instruction>**  T: I know most of you have wonderful experience during travel. But sometime bad unexpected problems happen.  Watch video  <http://www.youtube.com/watch?v=PiGwiPIDP9c>  **Description of activities**  T : Do you have this experience in the airplane?  The problems that we can think of could be,  Delayed airplane, stolen wallets, lost baggage….etc.  Now, we are going to talk about what kind of problems we can encounter when traveling.  **< activity 1 >**  *(Passing the worksheet #2-Travel problems)*  T: Let’s look at the pictures.  Label the pictures with the following vocabulary.  **<Vocabulary>**  **Aisle :** long narrow gap that people can walk along between rows of seats    **Overbooked:** If something such as a hotel, bus, or aircraft is overbooked, more people have booked than the number of places that are available.  **Squashed:** If people or things are squashedinto a place, they are put or pushed into a place where there is not enough room for them to be.  Then explain what’s happening in each picture for  3 minutes with your partner.  <ICQ>  What we are going to do?  How much time do we have?  T: Ok.  The problem of picture 1 could be, he lost his baggage at the airport.  He should call to the airline to find his baggage.  Who can answer the problem in picture 2? Raise your hand……(Pick Ss)  Who can answer the problem in picture 4? Raise your hand……(Pick Ss)  **Do you have any experience like this picture?**  **Good!**  **< Role play activity>**  T: Now. With same partner, we are going to do a real practice. Each group will pick only one role card.  Read the role card carefully and follow the instructions.  *(T hands out role play cards)*  Here are scenarios about bad things that could happen while traveling.  Think about the situation and make dialogue.  You have 8 minutes. You will share your acting to your class mates about the situation.  **ICQ**  What should you do?  How much time do you have?  T: (3/2/1 minutes left 30 seconds left) times up.  Run the task, monitor and help Ss as needed, have pairs perform their role play in front or the class.  Take note of any noticeable errors. |

**Post-activity**

Materials: Board & Markers

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| **Time** | **Set Up** | **Description of activities** |
| 1 min | Whole class | **Error Correction**  (Write sentences on the board that Ss misspoke during the role play activity. Facilitate peer correction)  **<Feedback>**  Run the activity and monitor actively.  **<Closing>**  T: Good job everyone! |
| Total | 30min | |