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| Listening  Speaking  Reading  Grammar  Writing |
| Topic: Planning Vacation |

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| Instructor:  Rebekah | Level:  Upper Intermediate | Students:  8 | Length:  30 Minutes |

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| Materials:   * White board, board markers * Visual aid of vacation * Countries worksheet * Audio file to listen * Computer * Listening worksheets (9 copies) * 9 writing and speaking worksheets |

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| Aims:   * Main Aim: To enable students to improve their listening skills by listening audio file about vacation planning * Secondary Aim: Students will listen about vacation plans by another students’ sharing their plans for vacation * Personal Aim: I want to reduce my commentary and give more chance to the students speak out more |

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| Language Skills:   * Reading: Students will read the questions about listening dialogue and to plan their own vacation plans. * Listening: Students will listen to audio file and another students’ speaking * Speaking: Students will speak about their own vacation plans. * Writing: Students will write the answers of listening questions and their vacation plans. |

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| Language Systems:   * Phonology: None to discuss * Lexis: vacation, mailing list, to be in hot water, common, crash * Function: None to discuss * Grammar: None to discuss * Discourse: Question and Answer, Dialogue, Monologue |

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| Assumptions:   * Students already know: * How the class is set up and run * How to answer listening questions * All the students have been another countries for vacation * Students understand different countries have different cultures |

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| Anticipated Problems and Solutions:   * Students may not be able to pick up details from the listening * Chunk the listening (pause-play-pause-play) * Students may not understand some vocabularies and idioms. * Model * If time is short * Cut the post-activity short and only ask last few questions to share * Add excitement by making the topic controversial |

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| References:  www.esl-lab.com  www.funenglishgames.com |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | Hello everyone! How are you today?  It’s really hot days, right?  \_\_\_\_\_\_\_, What do you do to escape these hot weather? Are you planning to go somewhere?  \_\_\_\_\_\_\_, Where can you recommend going? |

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| **Pre-Activity** | | | |
| Materials: Board, Visual Aid, Countries worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  3min  2 min | Whole class  Individually | Answers elicited  questions  Students begin to match countries’ attractions.  Students will take turn to answer the questions | Elicit the word, “ vacation”  -“What can you see from these pictures?”  - “What are they doing?  -“When do they usually go abroad?”  -“Before day go, what do they do?”  Model “ Planning Vacation”    CCQ  -“Do you take vacation to work hard?”  -“Where do people go for vacation?”  Instructions  As you know, each country has some attractions. Each of you will get the worksheet that has several countries name and attractions you need to find out which countries’. You will have 3minutes to do this. After you finish, we will find the answer together.  (Distribute the worksheets)  Demonstration  -“What counties are there?”  -“Les’s do number 1 together: 1. Koalas and kangaroos are found in Australia”  ICQ  -So what are we doing?  -Are you working by yourself?  -How much time do you have?    “Now begin”  Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up”  Ask the students individually to share their answer.  Error correction |

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| **Main Activity** | | | |
| Materials: Board, Board marker, Computer, Listening Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  5 min  2min  2min | Whole Class  Individually  Pairs  Whole Class | Pre-Listening  Students will listen and answer the questions.  Students check the answers with the partners  Ss check the correct answer together and listen the conversation one more time. | 1.Listening for general understanding  Instructions  “Let’s listen to the conversation first. You can take some notes and get the idea what they are talking about.”  ICQ  -Can you take note?  -What are you suppose to do now?  (Play audio file from <http://www.esl-lab.com/trip1/trip1.htm>)    “How many people are talking?”  “What are they talking about?”  “Did you listen any new words or idioms from the conversation?”    Model  -New vocabularies and idioms on the board  2. Listening for Details  Instruction  “Now listen to the conversation more carefully. Answer the questions on the worksheet as you listen. Work individually.”  ICQ  -So what are you supposed to do?  -Are we working in group?  - Are we working individually?    (Distribute the worksheet)  (Play audio file from <http://www.esl-lab.com/trip1/trip1.htm>)  Do you want to listen again?   * Yes→Have them listen on more time. * No→ Have them check the answer   “Now compare the answers with your partner. Then we will check the answer all together. I will give you 3minutes”  Monitoring  Monitor discreetly, Answer students if they ask questions.  Give time warning: 3 minutes, 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it.  “  “Times up”  Check the answers as a whole class. Error correction  Listen to the conversation one last time. |

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| **Post Activity** | | | |
| Materials: Board, Planning vacation worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  5 min | Individually  Groups | Writing  Students begin writing  Students share what they wrote in group. | Instruction  “I guess we all have dream vacation. If you don’t, please think about that this time. What kind vacation do you want to have? Which country do you want to visit? And what do you want to do there? Follow the questions on the paper.  (Distribute the worksheet)  Demonstration  “Let’s do few questions together before you actually start.”  “I will give you 5minutes to write down briefly”  ICQ  -So what are we doing?  - Are we working in groups?  - Are we working individually?  - How much time do you have?  “ Now begin”  Monitoring  Monitor discreetly, Answer students when they ask questions.  Give time warning: 3 minutes, 1 minute,30 seconds. Be flexible with time. Give students 1 more minute if they need it.  “Times up. You will share about you dream vacation in your group. Let’s divide into groups. You will have 6minutes to share. You just share about number 6.”  Divide into 3 groups (3-3-2).  ICQ  -So what are we doing?  - Are we working in groups?  - Are we working individually?  - How much time do you have?  Students share their written vacation plans in the group. |
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| **SOS Activities** | | | |
| Materials: Computer, Dictation worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  5 min | Individually | Listening  Students begin writing the lyric | Instruction  “You listened the conversation before. This you will fill the blanks.”  ICQ  -So what are we doing?  - Are we working individually?  -Are we working in groups?  -How much time do we have?  “Now begin”  Monitoring  Monitor discreetly.  After they finish, check the answers whole class together.  Error correction |