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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:**  Around the world |

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| Instructor:  Min ( Yun, Hyemin ) | Level:  **Intermediate** | Students:  **8** | Length:  **50 Minutes** |

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| Materials:  - Vocabulary worksheet (8 copies)  - Listening CD & CD player (Tracks 3.4 : about 5 min.)  - Listening worksheet, Writing sheet (8 copies),  - Board & board markers |

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| Aims:  - To learn vocabulary and expressions for traveling  - To practice listening to people with various accent  - To practice to pick up details from conversation |

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| Language Skills:  - Reading : vocabulary worksheet  - Listening : speakers’ conversation about itinerary  - Speaking : sharing places where students want to guide  - Writing : writing a personal itinerary for summer vacation |

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| Language Systems:  - Lexis: idioms used in describing places and recommending places, food, etc.  - Functions : writing an itinerary  - Structure : usage of ‘would’ and ‘should’ |

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| Assumptions:  - Students already know how the class is set up and run ( there will be 2 groups )  - All students are college graduates (Age 25 and up)  - Students know the teacher’s style of teaching  - Most students have a plan for summer vacation |

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| Anticipated Errors and Solutions:  - Students may not be able to pick up details from listening -> Chunk the listening (Pause-play-pause-play)  - Students may need more time to work on the idioms -> If it takes longer than 5 minutes, verbally sharing answers instead of having students write them on the board  - If time is short -> Reduce speaking time and only ask 2~3 students to share their plan to visit places  - If students finish their tasks earlier than anticipated, -> Writing postcards from where students plan to visit in this vacation |

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| References:  - New cutting edge (Intermediate) [Longman] - Module 3 |

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| **Lead-In** | | | |
| Materials:  Board and map of Australia | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class |  | Procedure:  Good evening, everyone. How are you today?  It’s getting hot. The maximum temperature today was 30 degrees Celsius. It’s time to think about vacation.  (Show the map of Australia)  How about Australia where has the opposite weather of here Korea?  What do you know about Australia?  (Elicit from students)  Ok. Today, we will listen to a conversation about Australia travel. But first, we will learn some idioms the speaker use. |

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| **Pre-Activity** | | | |
| Materials:  Vocabulary worksheet, Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole Class  Individually  Whole class | Fill out the worksheet  Check answers | 1. Vocabulary   Instruction  Before we listen to the conversation, let’s learn vocabulary describing town and cities. Work individually. Fill out the grid with clues in the box below. You have 5 minutes.  (Distribute the worksheet)  Demonstration  Here’s an example. Look at ‘a’- ‘quiet and calm’. Let’s find vocabulary has similar meaning in the sentences in the box. Yes, that is ‘peaceful’. Put the character in each box.  CQC  How much time do you have?  Who are you working with?  Where do you find the clues?  -Monitor discreetly. Answers students if they have questions.  -Give time warning: 30 seconds left.  -Be flexible with time. Give 1 more minute if they need it.  -Check all answers and let students know where the clues are in the box  -Explain the meaning using sentences if necessary |

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| **Main Activity** | | | |
| Materials: CD & CD player, Listening worksheet 1(Map of Australia), Listening worksheet 2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min  20 min | Whole class  Individually  Groups | Listen to the CD  Listening and Numbering on worksheet1,2  Answer to the questions | 1. Listening for the Main idea (General understanding)   Instructions  Let’s listen to the Elaine and Marco’s conversation. Listen for the general understanding so you don’t need to take notes.  CCQ  Do you have to take notes?  How many people in the conversation?  (Play tracks)  Who is planning to travel to Australia?  What is Elaine doing to Marco?   1. Listening for Details   Instruction  Now listen to the conversation again. We will have 2 times more.  At the first time, focus on numbering the four places on the Q1 that Elaine suggests as you listen.  Then, at the second time, think about where Elaine recommends to Marco and each place’s characters for Q2.  You have to check places that Elaine mentions. Work individually.  CCQ  How many places do you have to check on worksheet1?  What do you do on worksheet2?  Are you working alone?  How many times do you listen to the conversation?  (Distribute the worksheet)  Play the CD again.  Let students write answers as they listen.  Do you need to listen again?   * Yes : Play again * No : Go to the next activity   Now compare the answers with your group members.  What are the answers of Q1?  What are the places Elaine mentions?  (Check all the answers orally with the students.)  Listen to the conversation one last time to clarify the answers.  If there is anything missing: pause the CD right there and let students say it out loud. |

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| **Post Activity** | | | |
| Materials: Paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Groups  Whole class | Discussion | 1. Free production  Instruction  Shall we design a tour similar to Elaine’s? Let’s pretend you are a guide for your friends. Where do you want recommend to your friend?  Discuss with your group. You have 5 minutes.  CCQ  What are you going to pretend?  For how long?  Monitor actively and participate within each group.  Share students’ opinions.  Take 1~2 volunteers if running out time.  2. Conclude lesson  Elicit today’s idioms for students.  Give homework  Develop your itinerary and write it on the writing sheet |