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| Listening  Speaking  Reading  Grammar  Writing |
| Topic: Travels |

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| Instructor:  Rebekah | Level:  Upper Intermediate | Students:  7 | Length:  30 Minutes |

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| Materials:   * White board, board markers * Visual aid of travels * 8 Conversation quiz worksheets * Travel mix up conversation cards * 4 Blank papers |

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| Aims:   * Main Aim: To enable students to improve their speaking skills by having dialogue practices * Secondary Aim: Students will talk about possible conversations on traveling by writing a dialogue, pretending to be some other positions’ people and doing a role-play activity * 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 speaking dialogue and to plan their own dialogue. * Listening: Students will listen to another students’ speaking * Speaking: Students will speak about their own dialogue and do role-play. * Writing: Students will write the answers of speaking questions and their dialogue. |

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| Language Systems:   * Phonology: None to discuss * Lexis: directions, aisle seat, boarding pass, single or double room, baggage, luggage * Function: Useful conversational sentences on traveling * 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 speaking questions * All the students have been another countries for traveling * Students understand different conversational skills in different situations |

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| Anticipated Problems and Solutions:   * Students may not be speak fluently for some sentences * Use repetition and drills * Students may not understand some vocabularies and idioms. * Model * If time is short * Cut the post-activity short and process quickly * Add excitement by making the topic controversial |

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| References:  www.learnenglishfeelgood.com  www.teach-this.com  http://waze.net/oea/#Travel |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Answering teacher’s questions | Hello everyone! How are you today?  You are studying very hard nowadays. We need some vacation or break right?  \_\_\_\_\_\_\_, What do you usually do for your vacation?  \_\_\_\_\_\_\_, Do you go anywhere for school break?  Many people like to travel during their school breaks or vacations, and these trips might include a visit to a nearby location or a place overseas. |

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| **Pre-Activity** | | | |
| Materials: Board, Visual Aid, Countries worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  3min  3 min | Whole class  Individually | Answers elicited  questions  Students find out correct expressions in the conversation.  Students begin to find answers in conversations.  Students will take turn to answer the questions | Elicit the word, “ travel”  -“What can you see from these pictures?”  - “What are they doing?  -“Before day go, what do they do?”  Model “hotel, airport, direction”  - check-in, reservation, reception desk, passport, suitcase, baggage, aisle or window seat    CCQ  -“Do you travel at home?”  -“Where do people travel for their vacation? ”  -“When you travel what place you stay or go through?”  Instructions  When we go traveling, many kinds of conversations would be happened. Each of you will get the worksheet that has several dialogues which could happen on traveling. You need to find out correct words or expressions for blanks. You will have 3minutes to do this. After you finish, we will find the answer together.  (Distribute the worksheets)  Demonstration  -“Les’s do first one together Where does this conversation happen? At the hotel, right.”  -“Hello, My name is Dennis. I have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (check-in / reservation / reserve) What’s the answer? Yes, reservation. Now last of the questions do by yourself.”  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, Travel mix up conversation cards | | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk | |
| 4min  5min | Pairs  Pairs | | Students put conversations into the correct order.  Students will speak out what they arrange. | | 1. Arrange the mixed conversation in correct order.  Instructions  “Let’s make 2 groups for this activity. I will give each team one set of conversation cards. They are all mixed. You have to put three travel conversations into the correct order. Each conversation has eight cards consisting of an eight line conversation. I will give you 3 minutes”  ICQ  -“What are you suppose to do now?  -“How many conversations are there?”  -“Are you working by yourself?”  -“How much time do you have?    “Now begin”  (Distribute the conversation cards)    Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up”  “Where do they have the conversations of what kind of conversations are these?”  “How many line conversation for each one?”  “Is there any new vocabularies or expressions you don’t know?”    Model  -New vocabularies and idioms on the board  2. Dialogue Practice  Instruction  “Now each group will read out one of the conversations. Please pick one for your group. When the group read out, the other groups check you arrange well or not. Which group wants to go first?”  Monitoring  Monitor discreetly.  Check the answers as a whole class. Error correction | |
| **Post Activity** | | | | | | | |
| Materials: Board, 4 Blank paper | | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk | |
| 5 min  5 min | | Pairs  Pairs | | Writing  Students begin writing  Students do role-play. | | Instruction  “We’ve been practiced few conversation that could happen when you are traveling, now I want you to make your own conversation. Make one with your partner then you will do role-play with that in front of class. There should be more than 8 line conversation. I will give you 5 minutes. The situations of places can vary.”  (Distribute the blank paper)  ICQ  -So what are we doing?  - Are we working in groups?  - Are we working individually?  - How much time do you have?  -How many lines conversation do you have to make?  “ 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 do role-play.  Which group wants go first?  .  Error Correction | |
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| **SOS Activities** | | | | | | | |
| Materials: travel mimes cards | | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk | |
| 8min | | In group | | Some students will act some expressions and others guess what they are. | | Instruction  “We are at the hotel front desk. A guest who is staying at a hotel has a bad cold and cannot speak. He or she wants the receptionists to do something for them. Let’s divide into 2 groups. One person will be a guest and the others of the group will be receptionists. Find out what the guest want. The guest can’t talk just explain with action and can make sound though. You don’t have to guess every word. Guess just main idea.”  ICQ  -Can you show the card to the people in your group?  -When it's your turn, can you speak?  -They how do you communicate? (actions)  -Can the other people in your group speak?  -Do they have to guess every word, or just the main idea? (just the main idea)  “Now begin”  Monitoring  Monitor discreetly. Sometimes help to process.  Error correction | |