

Listening Lesson Plan

Making a travel itinerary

Instructor:
Grace Lee

Level: Upper
Intermediate

Students: 9

Length: 25 minutes

Materials:

Authentic travel brochures (3)
quarto size papers (3) & flash cards
Stationery (color pens, highlighters)
A board
A computer & a remote control
Counterfeit bills (for reward)

Aims:

SWBAT...describe what travel itinerary has, such as a time table, meals and lodging places by making travel plan with their group members.
SWBAT...list practical vocabulary and idioms by activities in terms of traveling.
SWBAT...apply itinerary productions that they've made during the class to their actual plan for traveling in western countries.

Language Skills:

Reading: Ss would read through travel brochures and have understandings of information with regard to tourist spots.

Writing: Each student would attempt to bring ideas about travel itinerary and write them onto a piece of paper.

Listening: Ss would notice some travel itinerary information by listening to peers' talking.

Speaking: Ss would give presentations on their own travel schedules.

Language Systems:

Grammar: Ss could be aware of grammar in natural by genuine tasks and their grammatical errors could be modified by T's correction.

Function: Giving information and recommendation of attraction sites

Lexis: Ss would be able to learn vocabulary associated with traveling.

Assumptions:

- Ss are at an upper intermediate.
- Ss can have a small talk one another.
- Ss already know the teacher's teaching style.
- Ss can make a full sentence and use some words suitable to certain situation.

References: <Brochures>

InteriorPark Service U.S. Department of theNational. Exploring Bryce Canyon. "Bryce Canyon. "2010 reprint.

Old town San Diego Guide Map Copyright @ BARROS

Sea World San Diego Guide Map and Show Schedule Copyright @2012 SeaWorld Parks & Entertainment

Anticipated Errors and Solutions:

Ss would make some grammatical errors when they speak English

→ T makes an effort on error correction with fingers, gestures and reformulation.

Ss might not know words.

→ While monitoring, T should keep an eye on Ss and if some of Ss ask what the words mean, T tries to explain them with synonyms and contextual guessing.

Lead-In

Materials: PPT slides, a board

Time	Set Up	Procedure: Before class, T finishes setting up a computer and check if PPT slides work well. Then, T puts the topic on the board and attaches the T's itinerary poster for demonstration.
2 minutes	Ss are seated in a horseshoe seating arrangement.	<Eliciting> T starts with a smile and waits until Ss stop chatting and get attention to T. T shows a PPT slide to Ss.
	T-S S-T	T: Good morning! How are you? (Some students would have no response and the others would react to T positively.)
		(After checking Ss are quite good, T gets down to the lesson.)
	T-S	T: Today for class, we're going to talk about making a travel itinerary. By the way, let's take a look at the screen. (T points to the screen) What is itinerary? Can you guess what it is?
	T-S/S-T	(If nobody answers, T tries giving a hint with the slide. After that, Just to clarify, T gets Ss to bring up some similar words and puts them on the board.)
	T-S S-T	(T turns to a next slide.) T: let's look at another slide. What is different from the former one? (If necessary, T may ask one student to say what it is and

	T-S	<p>give him or her praising.)</p> <p>T: As you see, this itinerary is about airplane ticket confirmation. In other words, itinerary not only could be informal like the way people generally make for travel plan, but also like this picture, could be formal like the way a travel agency offers with confirmation number, arrival date, departure date, a ticket price and so on. (Ss would nod.)</p> <p>T: But, we are going to have the informal one.</p>
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Pre-Activity		
Materials: a board		
Time	Set Up	Procedure:
3 minutes	T-S	<p><Instruction></p> <p>T: It's generally believed that most people make a travel itinerary before they go on a trip. So, how about you? This time, you guys will discuss what travel itinerary contains. So, you'll do group work. (T gestures with making three groups of three people.) Make sure you have 1 minute.</p>
	T-S	<p><Demonstration></p> <p>T: For example, right now, What to eat is just off the top of my head. Eating meals is quite important for traveling. To narrow down, what meals can we have? For example, A lunch box, cuisines in a restaurant, street food, etc.</p>
	T-S S-T	<p>CCQ :</p> <p>(T asks) "Do we make a travel itinerary after trip?" (No)</p> <p>" Will you guys talk about what belongings you should keep while traveling?" (No)</p>
	S-S	<p>(Ss would do the talking about travel itinerary.</p> <p>T may monitor around to see if they do well on their tasks.)</p>
	T-S	T: Time's up! Ok, why don't you share your ideas?
	S-T	(Ss would share some ideas and T puts what they've come up with on the board. If some make errors, T tries

[illegible]

	S-S T-S	(Each group of Ss presents their itinerary. If it happens some have misspellings and don't know how to express, T could make an error correction with reformulation.)
	T-S S-S	T: Everyone! Thumbs up! Now, you'll vote which team is the best. Have a talk with your group members for a bit. (30 seconds after, one team would win the prize. The reward would be counterfeit bills for a travel budget.)
	T-S	T: Let's wrap up today class! We'll have a grammar lesson tomorrow! Have a nice day!