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| **Topic: Vacation Plans** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Soohyun (Sue) Jeon** | **Intermediate** | **Adult** | **3** | **50 minutes** |
| **Materials:**   * Audio file and computer with internet connection * Listening comprehension worksheet (3 copies) * Vacation planning worksheet (3 copies) * Interview questions worksheet (3 copies) * Pictures related to the topic on the board * Word cards: pictures with new vocabulary and idioms (4 pictures) * Pictures of different countries’ common greetings (3 pictures) * White board and markers | | | | |
| **Aims:**  **Students will be able to:**   * Recall key vocabulary and expressions related to vacation plans * Answer the comprehension questions on the main idea and details of the listening passage * Write their own dream vacation plans by completing a vacation planning worksheet using the expressions in the dialogue * Explain their vacation plans using a role-play (interview) activity. | | | | |
| **Language Skills:**   * Listening: Comprehension question worksheet and interview with partner * Reading: Reading the information on the culture of the destination on the internet * Writing: Writing a future dream vacation plan on a worksheet using 5Ws—who, where, what, when, and why) * Speaking: Asking questions about partner’s vacation plans using interview question worksheet, explaining vacation plans to the partner using expressions they learned, and explaining the partner’s plans to the rest of the class | | | | |
| **Language Systems:**   * Phonology: Pronunciation of new vocabulary (e.g., /ʃ/- crash, /s/ -serious) and expressions * Lexis: vocabulary and idioms (crash, common, mailing list, be in hot water) * Grammar: Present continuous (I’m thinking, I’m planning, you’re speaking)/ Modal (what should you do when you greet someone for the first time in Germany?) * Function: Explain a plan/ask for advice/interview with someone and report the findings from the interview * Discourse: Question-and-reply sequences for seeking information (what about common greetings? Well, Germans often shake hands, and they use the person’s family name, unless they’re really close friends) | | | | |
| **Assumptions:**   * Students are upper intermediate level adult learners and the listening passage is easy to understand so there is no need to go through each sentence one by one. * Most students have experienced traveling or living in another country. * Students already know most of the vocabulary in the listening passage. | | | | |
| **Anticipated Errors and Solutions:**   * Even though the level of students is similar, there could be still individual differences in listening comprehension skills - Check students’ understanding and allow them to listen repeatedly as many times as needed * If only one student keeps talking and answering the questions – Call another student’s name and ask her to answer or let students take turns to give answers. * If some students finish their worksheet earlier than the others, give extra activities (ask them to think about another vacation plan, or make sentences using new vocabulary and idioms) * If the lesson finishes earlier than scheduled, play instant crossword puzzles using the vocabulary of the listening passage * If all planned activities are not covered within the lesson time, some production activities will be given as a homework assignment. | | | | |
| **References: Vacation Plans (2018). In Randall’s ESL Cyber Listening Lab. Retrieved October 10, 2018, from** [**https://www.esl-lab.com/trip1/tripsc1.htm**](https://www.esl-lab.com/trip1/tripsc1.htm)**.** | | | | |
| **Notes:** This listening passage covers vacation plans and culture of the destination country. | | | | |

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| **Presentation:** | | | | | |
| **Aims: Recall key vocabulary and expressions related vacation plans** | | | | **Materials: Pictures (different greetings according country); word cards with pictures** | |
| **Time** | | **Set Up** | **Student** | | **Teacher** |
| 5 min. | | Whole class | Students’ responses to teacher’s greetings. Hello. I am good. How are you?  Students answer to each question.  Students share their experience of traveling to other countries. | | Hello everyone, how are you today?  (Eliciting- show three different pictures of different greetings)  Look at these pictures.   * What do you see in these pictures? * What are people in each picture doing? * What are they wearing? * Which country do they live in? Can you guess? * Have you ever traveled to these countries or another country during your vacation? |
| 5 min. | | Whole class | Students listen teachers’ talk.  Students answer the questions. | | Today’s listening is about vacation plans and culture. Before we listen to the dialogue, let’s learn new vocabulary.  (Show word cards with picture one by one)  (Eliciting)  -What do you see in the picture?  -Can you take a guess or explain the meaning of the word through this picture?  (Explain the meaning if students do not give the right answer) |
| **Notes:** | | | | | |
| **Practice:** | | | | | |
| **Aims: Answer the comprehension questions on the main idea and details of the listening passage** | | | | **Materials: Audio clips, Listening worksheet, White Board and markers** | |
| **Time** | **Set Up** | | **Student** | | **Teacher** |
| 7 min.  10 min. | Whole class  Whole class  Individually  Whole Class  In pairs  Whole class | | Students listen to the instructions.  Students listen to the dialogue and answer each question.  Students listen to the instructions.  Students listen to the dialogue again and complete the comprehension worksheet.  Students share their answers in pairs.  Students give answers to check the answers. | | 1. Listening for the main idea    (Give instructions)  Instructions: Listen carefully to the dialogue and think about the two questions that I will write on the board. After listening to the dialogue, we will check the answers together.  (Write two guiding questions on the board)  Guiding questions:  1. Where is Pete thinking about going? And why?  2. What would Pete like to know from Markus?  Are you ready?  (play the audio file)  (Check the students’ answers together)  2. Listening for details  (Give instructions):  Now listen one more time and answer the comprehension questions. You will be given 5 minutes to complete the worksheet after listening to the dialogue. While listening, feel free to make some notes on the worksheet. After completing the worksheet, share your answers in pairs for 5 minutes.  (Distribute a comprehension worksheet)  Demonstration: Solve the first comprehension question together as an example.  (Check if students need more time and give 1~2 more minutes if needed.)  (Check the answers together with students) |
| **Notes:** | | | | | |
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| **Production:** | | | | | |
| **Aims:**   * Write their own dream vacation plans by completing a vacation planning worksheet using the expressions in the dialogue * Explain their vacation plans using a role-play activity. | | | | **Materials:**  Vacation planning worksheet (vacation planner)  Interview questions worksheet | |
| **Time** | **Set Up** | | **Student** | | **Teacher** |
| 13 min. | Whole class  Individually  In pairs | | Students receive a worksheet and listen to the instructions.  Students work on worksheet on their own vacation plans.  Students take turns to ask partners questions to know their partners’ vacation plans. | | (Distribute a worksheet and give instructions)  Instructions:  Now think about your own vacation plans. Let’s look at the worksheet. Please fill out the form individually for 5 minutes. You can look up further information by searching online. Then, take turns to ask about your partner’s plans and reply to the questions and fill out the forms for 5 minutes.  Demonstration:  (Upload the worksheets on the computer screen and go through questions one by one using teacher’s example.)  ICQs:  How many minutes do you have for this activity?  Can you use internet to fill out the form?  (Monitor students’ work discreetly)  (Check if all the students complete the form)  (Once students have completed the vacation planner, remind students of having an interview with their partner using the interview questions in the worksheet) Are you done? Now share your plans with your partners using the questions on the worksheet. |
| **Notes:** | | | | | |
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| **Post Production:** | | | | | |
| **Aims: Explain partner’s vacation plans in class** | | | | **Materials: Worksheet** | |
| **Time** | | **Set Up** | **Student** | | **Teacher** |
| 10 min. | | Whole class | Explain their partner’s plan in front of class | | (Ask students to explain their partner’s plan in class.) Could you explain your partner’s vacation plan?  Closing:  Great job today. Class dismissed. Have a good rest of the day and see you tomorrow! |
| **Notes:** | | | | | |
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