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| **Topic: Summer Vacation** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Juyeong Hwang** | **Intermediate** | **Adult** | **7** | **50 minutes** |
| **Materials:**  -A listening worksheet (7 copies each)  -Vocabulary activities worksheets(7 copies)  -Listening to the dialogue on the internet  -A picture of the summer lake  -White board, board markers | | | | |
| **Aims:**  -Ss will be able to illustrate their own summer vacation.  -Ss will be able to pick up details from the real-life talk by answering details questions on a worksheet.  -Ss will be able to learn vocabulary and expressions for describing the vacations by checking the answers, mixed-up sentences, and sentence & vocabulary matching.  -Ss will be able to create their upcoming summer vacation plans with the new vocabulary and expression that Ss learn.  -Ss will be able to practice the conversation about a summer vacation. | | | | |
| **Language Skills:**  -Listening: A conversation about planning a summer vacation  -Reading: Listening exercises, mixed-up sentences, and sentence & vocabulary matchings  -Speaking: Vacation plans, sharing plans with pairs and the whole class  -Writing: Details, creating vacation plans | | | | |
| **Language Systems:**  -Lexis: Vocabulary and expressions used in creating summer vacation plans  -Function: vacation plans and a variety of activities that Ss are going to do during the vacations | | | | |
| **Assumptions:**  Ss already know:  -How the class is set up and run (there will be 2 students in a pair at each table).  -The teacher’s style of teaching and the pace of the course.  -Some students are single and the others are not (Age 25 and up).  -Most of the students have been on vacations domestic and abroad. | | | | |
| **Anticipated Errors and Solutions:**  **-Ss may not be able to follow the passage easily**  ->Follow the task-feedback circle: let them listen to the dialogue again until they get more details of the content  **-Ss may need more time to work on the worksheets.**  ->If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board.  **-If time is short**  ->Cut post-activity discussion short and only ask at least 1-2 students to share their opinions about what is the most important criterion when planning the vacations  **-If Ss finish their tasks earlier than anticipated,**  ->Ask as many Ss as I could about their idea of a great vacation for a short period, and whether or not Ss prefer to go on a vacation domestic or abroad | | | | |
| **References:**  -Summer Vacation (2018). In *Randall’s ESL Cyber Listening Lab*. Retrieved December 9, 2018, from <https://www.esl-lab.com/summervacation/summervacationrd1.htm> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  -Ss will be able to illustrate their own summer vacation. | | | **Materials:**  -White board, board markers  -A picture of the summer lake | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min  7 min | Whole class  Pairs  Pairs | -Answering teacher’s questions  -Looking at the picture and answering teacher’s questions  **-**Answering teacher’s questions | | *-Hello everyone! I heard \_\_\_ went on the summer vacation to Australia. How was it?*  -(Displaying a picture of the summer lake to elicit the topic)  *Ok. What do you think of when you look at the picture? Have you ever gone on the summer vacations so far? Domestic or abroad? Where? With your friends or alone? Let’s share your own ideas with your partner.*  *-So, here are some questions for you all. What the matters the most when you are planning a summer vacation every year?*  (Elicit the important things and write them on the board)  *-Now we are going to listen to the conversation about a summer vacation* |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  -Ss will be able to pick up details from the real-life talk by answering details questions on a worksheet.  -Ss will be able to learn vocabulary and expressions for describing the vacations by checking the answers, mixed-up sentences, and sentence & vocabulary matching.  -Ss will be able to practice listening to the real-life talk. | | | **Materials:**  -Listening to the dialogue on the internet (length: 01:49)  -A listening worksheet (7 copies each)  **-**Vocabulary activities worksheets(7 copies) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min  10 min | Whole class  Pairs  Individually  Pairs | -Listening to the conversation and check the answers on the listening worksheet  **-**Answering teacher’s each question  -Check and Compare with their partners  -Check the answers on the vocabulary activities worksheets  **-**Answering teacher’s each question  -Check and Compare with their partners | | **<Listening for the main idea>**  -**Instructions**  (Distribute the listening worksheets to students)  *Let’s listen to the dialogue about “summer vacation” and check your answers on the worksheet.*  (If they may not be able to follow the script, let them listen to the dialogue again until they get the gist of the content)  **-ICQ**  *How much time do you have?*  *What should you do if you don’t understand?*  **-Checking answers**  *Share and compare your own answers with your partner*  **<Listening for details>**  **-Instructions**  (Distribute the vocabulary activities worksheets to students)  *Now you are going to do vocabulary worksheet on your own.*  (Repeat the audio file if needed)  **-ICQ**  *Are you working alone?*  *What are you supposed to do?*  **-Checking answers**  *Share and compare your own answers with your partner* |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  -Ss will be able to illustrate their own summer vacation.  -Ss will be able to create their upcoming summer vacation plans with the new vocabulary and expression that Ss learn. | | | **Materials:**  -Papers  -White board and board markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min  5 min  5 min | Whole class  Individually  Pairs  Individually | -Distribute papers  -Make a plan and take some notes of the most important things on the paper that Ss think  **-**Answering teacher’s each question    -Share Ss’ ideas and things with their partners  -Ss come forward and give a presentation at a time. | | **-Instructions**  (Distribute paper)  *-Let’s make a plan of your upcoming summer vacation and also what are the most important things when you are planning for your vacation?*  **-ICQ**  *Are you working alone?*  *What are you supposed to do?*  **-Discussion**  *-Share your own answers with your partner.*  *-OK. Each student come forward and give a presentation at a time.* |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  -Ss will be able to practice the conversation about a summer vacation. | | | **Materials:**  -White board, board markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min | Whole class | -Present Ss’ ideas freely  -Answering what they learn | | *-Let’s talk about what the most important things are when planning your vacations*  (Write things on the board that Ss create)  **-CCQ**  *-How many things do you have when you plan for your vacation?*  *-Can you prioritize them?*  (Number the things according to importance on the board)  -Can you make a sentence by using the words “time off/pleasant”?  -Can you also make a sentence by using the expression “what do you have in mind”?  (Choose at least 1-2 students to answer these questions)  *-Good job everyone! See you next time!* |
| **Notes:** | | | | |